

ANNUAL REPORT 2007-2008

Department of Curriculum and Instruction

Submitted by Ellen Vasu, Ph.D., Department Head, 06-04-08

1. CHANGES IN SERVICE ENVIRONMENT

Noteworthy changes, recent and anticipated events or trends that will affect the scope and/or size of activities in the future:

- Teacher shortages, low salaries, difficulties related to the retention of quality staff, experienced-teacher revitalization
- Changing population and demographics in our community and state. Areas relevant to C&I are: special education, literacy education (English Education, middle grades language arts education, reading education), counselor education.
- Funding challenges at state and national levels; increased accountability at all levels
- Changes needed in curricula to better meet the needs of 21st century learners

Departmental Changes in 07-08:

- The DVFs of C&I and the Counselor Education program areas successfully revised and merged the separate RPT guidelines and processes into one RPT policy for C&I. Beginning in fall 2008, all tenure track faculty in C&I regardless of program area will fall under the RPT policy and processes of C&I.
- In 2007, Dr. Siu-Man Raymond Ting continued as Assistant Department Head, and Dr. Edwin R. Gerler resigned as DGP of Counselor Education. Dr. Ting accepted the position of DGP for counselor education and Dr. Ruie Pritchard continued in the position of DGP of C&I program area graduate programs.
- Changes in Program Coordinators: Dr. Hiller Spires, Reading; Dr. Doug Cullinan, Special Education; Dr. John Lee, Middle Grades Language Arts and Social Studies. Beginning in fall 2008 Dr. John Nietfeld will serve as Program Coordinator for Educational Psychology.
- Two faculty members underwent the RPT review process during this cycle: Dr. Lori Holcomb and Dr. Kevin Oliver were reappointed to second terms as Assistant Professors. Dr. Cathy Crossland, Dr. Barbara Fox and Dr. Terrance O'Brien underwent Comprehensive Post Tenure Review.
- Two new faculty were successfully recruited and will join us in fall 2008: Heather Davis, Ohio State, will join us as an Assistant Professor in EDP with a child development emphasis; and Meghan Manfra, Old Dominion, will join us as an Assistant Professor in Secondary Social Studies.
- The SPA staff worked in conjunction with the departmental leadership to reassign duties to cover the loss of .75 FTE of the SPA Program Assistant position for the Counselor Education program. Through a shifting of other responsibilities, Pauline Ellefson served and will continue to serve both as the departmental Undergraduate Secretary and the Program Assistant for the Counselor Education graduate programs.
- The department head, Dr. Ellen Vasu, underwent a successful review and was reappointed.

2. DEPARTMENTAL COMPACT PLAN MAJOR INITIATIVES

The goals of C&I's Strategic/Compact Plan for 2007- 2010 build upon the goals of the College. These are listed below along with C&I's specific contributions to the goals.

I. High quality, diverse faculty and staff

II. Strengthen K-12 teacher preparation, esp STEM

III. Strengthen extension and engagement

IV. Aggressively build research/ graduate programs

- (II, IV). This year C&I was ranked as number 8 in the Chronicle of Higher Education's "*Top Research Universities Faculty Scholarly Productivity Index*." See *Section 5: Research: Volume and Achievements of Significance* for more details.
- (I, II, IV). Hired an educational psychologist with a focus in child development who will contribute to the departmental research and graduate programs in both C&I and ELM.
- (II). Developed with other faculty in the college the new approved MAT, which is anticipated will increase the number of initially licensed teachers in special education, English education and social studies education.
- (II, IV). The IT program in conjunction with AHE developed a new graduate certificate in e-learning which will help prepare teachers to be better able to meet the needs of 21st Century learners (approved spring 08).
- (II, IV). Extensive work was required by all program coordinators involved in the NCATE/DPI program review. Assessment data were gathered on students based upon newly developed rubrics and artifacts, and changes were implemented in both undergraduate and graduate programs based upon feedback from the review.
- (I, III). Through the efforts of Dr. Hiller Spires, the Friday Institute and C&I hosted Professor Zhang from Da Tong China as a visiting scholar at the FI.
- (III). Both the Diagnostic Teaching Clinic and the Capital Area Writing Project are approaching 25 years of making significant contributions to the children, schools, and teachers in the state. SUCCEED is pioneering in areas of new teacher support (see below and *Section 6. Extension: Initiatives and Public Service*

Activities).

- (III). Alan Reiman, Executive Director of SUCCEED, received: a UNC-GA award (\$45,000.00) to evaluate New Teacher Support in all North Carolina LEAs and IHEs; and an NC State Extension Award (\$10,000.00) to investigate sustainable structures that can provide benchmarking services via the Perceptions of Success Inventory for Beginning Teachers at relatively low cost to North Carolina school systems.
- (II, IV). The department was able to support three graduate students on state funds and the GSSP: 2 in EDP to serve as TAs for EDP 304, and 1 in MSL to teach ECI 205 and supervise student teachers in the MSL program. This contributes to strengthening the link between the undergraduate and graduate experiences.

3. DIVERSITY

The Department continues to strive to increase the diversity of its faculty, students, staff, and curricula.

- The percentage of undergraduate minority students decreased from 21.5% in fall 2006 to 14.7% in fall 2007 but there were increases in Hispanic and international undergraduate students during that same time period.
- The percentage of undergraduate males increased from 21% in fall 2006 to 29% in fall 2007.
- At the graduate level, the percentage of minority students enrolled in graduate programs in fall 2006 was 19% and increased to 24% in fall 2007. International enrollment remained stable at 2%. The percentage of males enrolled in our graduate programs remained relatively stable at 16%.
- In 2007-08 our tenure track faculty profile was 50% female and 12.5% minority, and our SPA staff profile was 20% minority.

4. INSTRUCTIONAL PROGRAM ADVANCES, CURRICULUM DEVELOPMENT, PROGRAM REVIEW

Graduate

- A new online Graduate Certificate in e-learning offered jointly by C&I and AHE was developed and approved by the Graduate School (spring 08). The first students will be admitted in spring 2009.
- We are continuing to work with the Department of Youth Professional Development in CALS in the development of a *Non-formal Youth Development Leadership (YDL)* master's focus in C&I. May 2008 produced our first two graduates in the YDL focus: one M.Ed. and one M.S.

Undergraduate

As the MGA continues to define itself, there are challenges that have emerged related to the lack of full participation of mathematics education, and the misalignment between the advising, methods and supervision of the MSL program on one hand and that of science ed/math ed on the other. Through the MGA Report prepared for the Dean in December 2007, many of these discrepancies came to light. As the college and faculty re-vision our teacher education programs in 2008-09 as mandated by DPI, these concerns will be discussed and the MGA re-visioned.

Course and Curriculum Changes

C&I faculty engaged in a variety of formal and informal course changes. Formal changes and course innovations of particular note are listed in the table below.

FORMAL COURSE ACTIONS APPROVED BY UNIVERSITY 2007 – innovation*	
ECI Curriculum and Instruction Program Area Courses	
IT Graduate Certificate in e-Learning (offered jointly with AHE) – innovation*	Oliver and Vasu
MAT Curriculum in English Education	Pritchard
<ul style="list-style-type: none"> • ECI 528 Strategies for Teaching English • ECI 531 Advanced Writing in Education 	
MAT Curriculum in Special Education	Sabornie & Osborne, S.
ECI 579 Organization and Behavioral Management of Inclusive Classrooms (Sabornie).	
MAT Curriculum in Social Studies Education	Lee and Hill
ECI 563 Methods and Materials in Teaching Secondary Social Studies (Lee)	
MKZ Course Revisions	J. Smith
ECI 566 Advanced Instructional Strategies for Business and Marketing Education – new course	
Minor Actions:	
ECI 560 Professional Development for Business and Marketing Education	
ECI 561 Curriculum and Instruction in Business and Marketing Education	
ECI 562 Program Management in Business and Marketing Education	
ECI 569 Special Problems in Business and Marketing Education	

SAMPLE OF INFORMAL COURSE AND CURRICULUM - innovations*	
ECD Counselor Education Program and Courses	
Counselor Ed Clinical Training Sequence	Nassar-McMillan
	The clinical training sequence at both masters and doctoral levels was revised and piloted in 2007. There is an administrative component that requires part-time non-faculty management. If this management position is successfully developed and filled, the clinical sequence would be impacted by revision in teaching loads and enhancement of the currently piloted model.
ECD 524 Career Development – innovation*	Ting
	Under development as part of proposed graduate counseling certificate program. (DELTA IDEA Grant).
ECD 530 Theories and Techniques in Counseling – innovation *	Ting
	This is the first online counseling course offered in fall, 2007, it is a part of proposed graduate counseling certificate program
ECD 790A Special Problems In Guidance: Assessment in Counselor Education	Baker
	Developed and offered a new experimental course for the Ph. D. program (2 credits; required) This course fulfills a CACREP condition associated with the Program's re-accreditation.
ECD 843 Advanced Counseling Practicum – innovation*	Gerler
	New teaching materials and student projects are online at: http://www4.ncsu.edu/~ergmpg/practicum/ developed in response to NCATE assessment requirements and CACREP guidelines for Ph.D. advanced practicum.
ECI Curriculum and Instruction Programs and Courses	
MGA Curriculum	Pope, MGA Faculty
	Development of aligning program strands across the 4 content areas of the MGA, provided an Orientation for all strands in the MGA, offered in Spring 2007 for the first time ECI 102 Introduction to Middle Grades (Dr. Janet Rakes) for all entering freshmen, developing ECI 205/EMS 203 joint class.
The Plantation Letters Web Resource – innovation*	Oliver
	"The Plantation Letters" http://plantationletters.com/ is connected to two grants: one funded IDEA grant, and one pending NEH grant. Using the resources at UNC Chapel Hill we are digitizing primary source documents to inform the public about life on antebellum plantations for slaves, women, and children. To date we have photographed approximately 100 letters written between 1845-1847, pertaining to the theme of slavery. These resources comprise the very beginning of a long-term research effort to both digitize letters written over a 60-70 year timeframe and investigate how new Web-based tools can be leveraged by students to analyze primary source documents (through reflection, annotation, case-comparison, etc.).
IT Online Tutorials – innovation*	Holcomb
	Tutorial topics include: How to Create a Podcast, Creating a Blog, Using Elluminate, and Creating a Moviemaker Project among others. The tutorials provide students with extra information and guidance through difficult tasks.
ECI 306 Middle Grades Reading – innovation*	Young
	Digital storytelling assignment where students transformed their print-based reading inventories / autobiographies into digital narratives using PhotoStory. Cumulative project focusing on reading and new and emerging literacies in which students chose from a variety of options (e.g., multigenre reading project, thematic song playlist and accompanying CD, movie trailer for a young adult book, etc.) to create a multimodal / multimedia reading project.
ECI 309 Teaching in the Middle Grades & ECI 405 Literature for Adolescents – innovation*	Beal & Pope
	Working Cooperatively in 21 st Century Schools: Students were given a prep session on life beyond college graduation; resumes, interviewing, and working in schools with colleagues. This multi-media interactive presentation discusses the needs of all 4 teacher/administrator/parent groups and how to relate and work effectively with each.
ECI 435 Methods/Materials for Social Studies, ECI 435 Methods/Materials for Social Studies innovation*	Lee and Young
	Included an extension of previous course work using wikis and blogs. Made use of emerging research findings from a study of our middle grades methods courses (fall 2006) to enhance the experience of students around collaborative technologies.
ECI 520 Teaching Composition – innovation*	Young
	Use of a course wiki and a course blog to facilitate both our writing and our study of the scholarship of teaching writing. Introduction of the multigenre research / writing project as the cumulative activity, and two students crafted these as online, multimedia projects.
ECI 546 Literacy, Technology & Media – innovation*	Spires
	Incorporated podcasts, online digital editing, cell phones, wikis, blogs, and documentary formats for projects. Students participated in a blog discussion with students from Beijing Normal University on the topic of new media literacies.
ECI 570 Learning Disabilities ECI 571 Methods & Materials in Learning Disabilities	S. Osborne
	Continued to refine a multi-part project that extends over two semesters. At the core is an individual intervention project designed to demonstrate candidates' impact on the academic & social behavior for pupils with disabilities.
EDP Educational Psychology Courses	
Review Questions and Website	Nietfeld
	<ul style="list-style-type: none"> Expanded database of daily and review questions using Classroom Performance System (CPS) handheld units for EDP 304, EDP 504 and EDP 560.

5. RESEARCH: VOLUME AND ACHIEVEMENTS OF SIGNIFICANCE

This year C&I was ranked as number 8 in the Chronicle of Higher Education's "Top Research Universities Faculty Scholarly Productivity Index." The productivity of each faculty member is measured and judged on: books published; journal publications; citations of journal articles; federal-grant dollars awarded; and honors and awards. See <http://chronicle.com/stats/productivity/page.php?> for a detailed explanation of the index.

Seven C&I faculty held positions as Editor or Consulting Editor in 2007 for **seven** peer-reviewed scholarly journals. The C&I faculty serve on the Editorial Boards of **21** prestigious peer-reviewed journals. This is summarized in the table below.

C&I: Editorial Positions, and Board Memberships for Peer-Reviewed Journals, 2007*		
Journal	Name	Editorial Position
Journal of Emotional and Behavioral Disorders	Cullinan	Consulting Editor
Education and Treatment of Children	Cullinan	Consulting Editor (Special Issue)
Journal of School Violence	Gerler	Editor
Journal of Counseling and Development	Nassar-McMillan (2008)	Associate Editor
Journal of Attention Disorders	Osborne, S.	Consulting Editor
Exceptionality – A special education journal	Sabornie	Editor
Contemporary Issues in Technology and Teacher Education: English Language Arts Section	Young	Lead Editor/Co-Editor
Contemporary Issues in Technology and Teacher Education: Social Studies Section	Lee	Lead Editor/Co-Editor
Journal	Editorial Board Member/Advisor	
Assessment for Effective Intervention	Sabornie	
Balanced Reading	Fox	
Contemporary Issues in Technology and Teacher Education	Young	
Educational And Psychological Measurement	Osborne, J.	
Educational and Training in Developmental Disabilities	Sabornie	
Educational Researcher	Vasu	
Exceptionality	Cullinan	
	Osborne, S.	
	Sabornie	
	Spires	
Hacettepe University Journal of Education	Baker	
International Yearbook of Research on Discapacity and Interculturality	Sabornie	
Journal of College Counseling	Ting	
Journal of College Student Development	Ting	
Journal of Computing in Teacher Education	Oliver	
Journal of Emotional and Behavioral Disorders	Sabornie	
Journal of Experimental Education	Nietfeld	
Journal of Praxis in Multicultural Education	Marshall	
Journal of Reading Psychology	Fox	
Journal of Reading Research and Instruction	Fox	
Multicultural Perspectives	Marshall	
Practical Assessment, Research, and Evaluation	Osborne, J.	
Remedial and Special Education	Osborne, S.	
	Sabornie	
Teaching Educational Psychology	Nietfeld	

A summary of faculty accomplishments in scholarship is presented in the table that follows. This year faculty published **30** articles in peer-reviewed journals, made 71 refereed presentations, and published **7** books and **22** book chapters. The table does not include the books and journal articles in-press, or submitted.

C&I Faculty Scholarship, 2007**			
Publications*		Other Scholarly Activities**	
Peer-reviewed Published Journal Articles	30	Refereed Presentations	71
Refereed Proceedings	17	Other (Reports, Manuals, CDs)	34
Books	7	Book chapters	22
***Not including articles submitted or under revision			
*** Data as reported in Faculty Activity Reports 01-0108 through 12-31-08			

As the following table shows, this year our faculty **received external grant awards totaling \$1,267,853**, and **internal awards totaling \$461,062**. Some of these grants will be housed and managed by the Friday Institute.

C&I Faculty: External Grants and Contracts Requested, Pending, Awarded 2007-08				
CED PI/co-PI	Sponsor	CED Share Request	Pending	CED Share Awarded
Spires	NSF/Creative IT	\$ 286,000	\$ -	\$ 286,000
Pritchard	National Writing Project	\$ 43,400	\$ -	\$ 43,400
Osborne	National Institute of Aerospace	\$ 260,594	\$ -	\$ 260,594
Osborne, J.; Oliver, K.	NC-DPI-NCVPS	\$ 75,000	\$ -	\$ 75,000
Osborne, J.; Holcomb, L.	NC-DPI-One to One Laptop	\$ 200,000	\$ -	\$ 200,000
Osborne, J; Overbay, A.	NC-DPI-IMPACT IV	\$ 362,304	\$ -	\$ 362,304
Sabornie, E	UNC-GA-Lateral Entry	\$ 40,555	\$ -	\$ 40,555
Nassar-McMillan	NSF/REESE	\$ 204,384	\$ 204,384	\$ -
Spires, H.; Nietfeld, J.	NSF/DR K-12	\$ 1,150,465	\$ 1,150,465	\$ -
Spires	Microsoft Research	\$ 290,983	\$ 290,983	\$ -
Ting	UNC-GA-E-Learning Online Initiative	\$ 59,605	\$ 59,605	\$ -
Sabornie, E	UNC-GA	\$ 49,301	\$ 49,301	\$ -
Oliver, K.; Lee, J.	UNC-GA-E-Learning Online Initiative	\$ 25,809	\$ 25,809	\$ -
Spires, H.; Lee, J.; Pope, C.	Wachovia Foundation	\$ 673,027	\$ 673,027	\$ -
Annetta, L.-PI; Gerler, E.-Co-PI	NSF/ITEST	\$ 1,497,220	\$ 1,497,220	\$ -
Osborne, J; Overbay, A.	NC-DPI-IMPACT III	\$ 340,300	\$ 340,300	\$ -
Osborne, J.	NC-DPI-IMPACT I Renewal	\$ 85,000	\$ 85,000	\$ -
Oliver, K.; Lee, J.; Young, C.	NEH-Teaching & Learning Resources and Curriculum Development	\$ 199,427	\$ -	\$ -
Spires	MacArthur	\$ 100,091	\$ -	\$ -
Pritchard, R.; Oliver, K.	Braitmayer Foundation	\$ 10,000	\$ -	\$ -
Lee, John	US State Dept	\$ 23,430	\$ -	\$ -
Cullinan, D.PI; Sabornie, E.-Co-PI	NSF/DR K-12	\$ 3,075,371	\$ -	\$ -
		\$9,052,266	\$4,376,094	\$1,267,853

Data from CED research office

C&I: Internal Grants and Contracts Awarded 2007-08		
CED PI/co-PI	Sponsor	CED Share Awarded \$
Smith & Caddell	DELTA-MKZ/ILP Direct Program Funding 07-08	\$410,062.
Cullinan & Sabornie	DELTA, CED – Classroom Management Learning Game	35,000
Sabornie	DELTA IDEA Grant (ECI 579)	8,000
Ting	DELTA IDEA Grant (ECD 524)	8,000
		\$461,062

6. EXTENSION: INITIATIVES AND PUBLIC SERVICE ACTIVITIES

C&I faculty engaged in a variety of extension activities a sampling of which are presented below.

- Beal - NC Quest Professional Development Workshop for 20 local educators. Eighth grade curriculum development. In addition, visits to teams of educators to aid in their NC Quest curriculum project.
- O'Brien - National Advisory Board, Business Education PRAXIS Examination
- DeCuir-Gunby - Triangle Urban League Young Professionals organization; speaker on financial empowerment for the National Day of Service, May 2007
- Oliver - August 2007, invited speaker at St. Augustine's College fall faculty retreat on the topic of "Developing Measurable Learning Outcomes"
- Grimmitt - Brothers in Excellence program model at Pearsontown Elementary school, Durham, NC. Consulted with the principal regarding interventions for students experiencing academic and behavioral problems in school.
- Nassar-McMillan – Developed (with Hakim-Larson) DVD and leadership DVD. *Counseling Arab Americans: Diversity, Treatment Goals, & Interventions*. Framingham, MA: Microtraining Associates.[DVD]
- Pritchard - Director, Capital Area Writing Project; served on planning committee for the NCWP writing strand (8 sessions) at the state conference of the NC English Teachers Association, October, 2007, Charlotte, NC.
- Spires - Member of the planning committee for Global Interactions American/Asian Summit on Global Partnerships; attended planning sessions in Washington DC; visited and consulted with representatives at the Chinese Embassy
- Ting - Over 30 high schools in Hong Kong use the Chinese Career Key paper-and-pencil version for career testing with school students (over 40,000).

- Young - As part of *Voices of North Carolina NC Quest Grant Professional Development Initiative*, co-authored (w. J. Reaser) a brief for the Wake County School Board and presented it at a school board meeting in June 2007.

Both the Diagnostic Teaching Clinic under the direction of Dr. Cathy Crossland, and SUCCEED at Developing Educators and Developing Learners Program under the direction of Dr. Alan Reiman, have large extension components and are housed within C&I. They are discussed below.

The Diagnostic Teaching Clinic, Director – Dr. Cathy Crossland, Director

The Diagnostic Teaching Clinic developed in 1983 with a grant from the U.S. Department of Education: (1) provides a source of comprehensive psycho-educational assessments for students who exhibit learning-related problems, and (2) provides a means of training graduate-level classroom teachers in the methods of educational diagnosis and prescription appropriate for classroom preparation. Housed within the Department of C&I, the DTC’s key activities this year were: (1) Provided *direct* clinical services to 44 clients and families, (2) Provided *consultation* clinical services to 25 clients and families, (3) Provided weekly clinical demonstrations for ECI 581 course during fall and spring semesters. The clients the Clinic served this year were distributed across 43 schools, colleges and universities in the following distribution: PreSchool 5, Elementary 12, Middle 10, High School 8, Colleges 9.

SUCCEED at Developing Educators and Developing Learners Program (Model Clinical Teaching Program) – Dr. Alan Reiman, Executive Director

Housed within C&I, the SUCCEED program is committed to being a leader and innovator in theory, research, application, and technology-rich dissemination of promising practices in teacher personal and professional learning and development across the career span. Selected activities for this year include:

- Received UNC-GA award (\$45,000.00) to evaluate New Teacher Support in all North Carolina LEAs and IHEs.
- Extension Grant, (\$10,000) to develop a marketing plan for dissemination of the *Perceptions of Success Inventory for Beginning Teachers*.
- Completed a report “New Teacher Support: A Report to the UNC Dean’s Council on Teacher Education,” 08-29-07.
- Publications:
 - Corbell, K.A., Reiman, A.J., & Nietfeld, J. (in press). The Perceptions of Success Inventory for Beginning Teachers: Measuring its psychometric properties, *Teaching and Teacher Education*, Corrected Proof, Available online 18 April 2008.
 - Corbell, K.A. (2008). *Evaluating the Perceptions of Success Inventory for Beginning Teachers and its Connection to Teacher Retention*. Unpublished dissertation, North Carolina State University, Raleigh.
 - Reiman, A.J., Horne, E.T., Corbell, K.A., & Smith, M.W. (2008) Do School System Beginning Teacher Retention Efforts Reflect National Trends? Manuscript submitted for publication.
 - Reiman, A.J., Corbell, K.A., & Horne, E.T. (2007) *New Teacher Support: A Report to the UNC Dean’s Council on Teacher Education*. SUCCEED program, North Carolina State University, Raleigh.

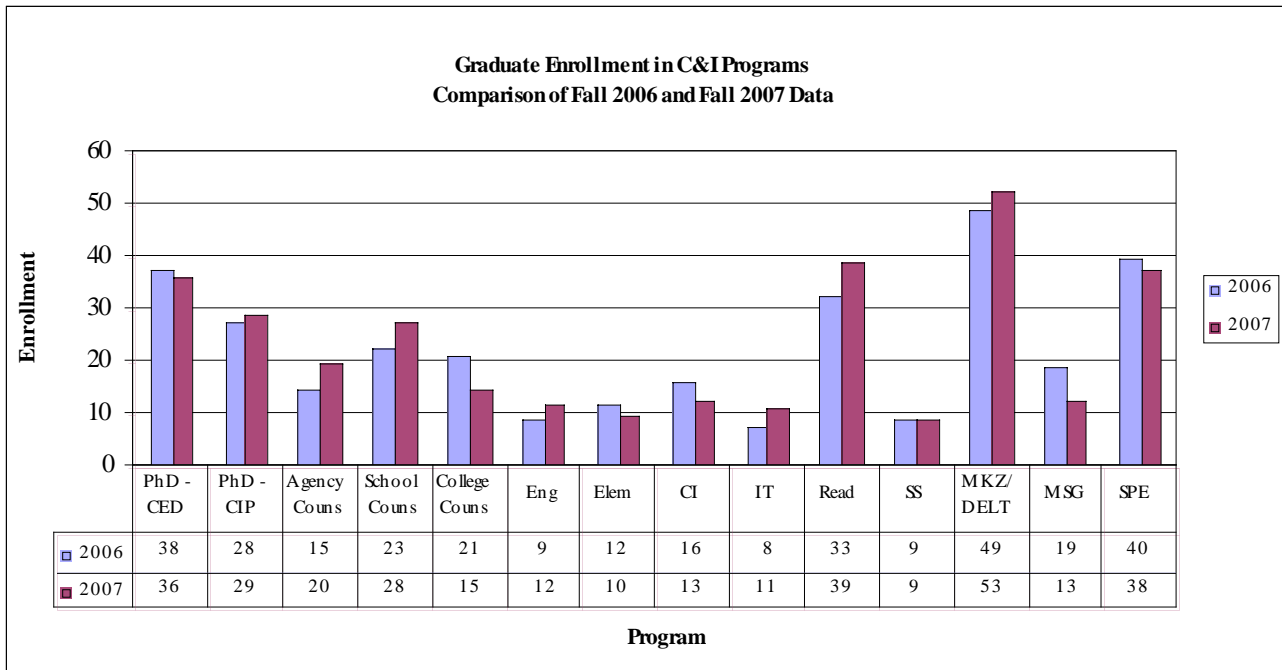
7. FACULTY—HONORS, AWARDS AND RECOGNITION

- Candy Beal - Gertrude Cox Award for Innovative Excellence in Teaching & Learning with Technology (with Dr. Carol Pope), Nominated Fall 2007.
- Edwin Gerler – Nominated for Board of Governor’s Award for Excellence in Teaching; and Nominated for Outstanding Teaching Award.
- Marc Grimmett – Outstanding Teaching Award Nomination for the NC State College of Education (2007); and NC State Diversity Award Nominee (2007)
- Patricia Marshall – Nominated for Outstanding Teaching Award.
- Sylvia Nassar-McMillan – Nominated for the 2008 Association for Counselor Education and Supervision Award.
- Carol Pope - CED, Board of Governors Award Nominee (nominated fall 2007); and Gertrude Cox Award for Innovative Excellence in Teaching & Learning with Technology (with Dr. Candy Beal), Nominated fall 2007.
- Alan Reiman - Nominated for the NC State Alumni Association Distinguished Graduate Professorship Award.
- Ed Sabornie – Nominated for Outstanding Teaching Award.

8. STUDENTS: HONORS, MEASURES OF QUALITY, AND STUDENT ACTIVITIES

Graduate Programs:

As shown in the figure that follows, enrollment in graduate programs in C&I has remained fairly stable across the majority of the programs based on fall 06 and fall 07 enrollment data from NCSU UPA (Fall 06 N= 320; Fall 07 N = 326).



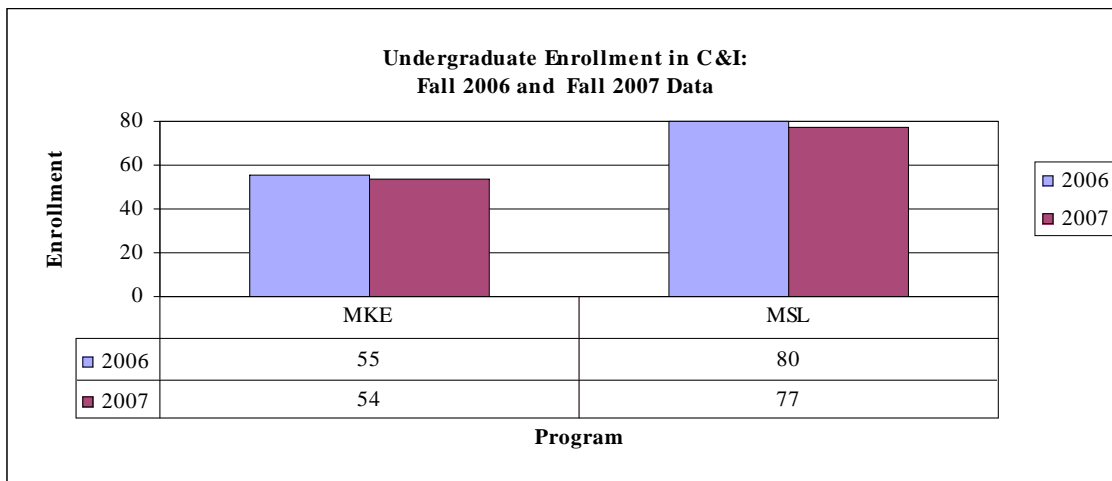
Graduate student Awards:

Kristen Corbell, Ph.D. May 2008, was the first place winner for the College of Education in the 3rd Annual University Graduate Research Symposium (\$250 prize and a plaque) (Reiman and J. Osborne, dissertation co-chairs).

Jennifer Tomon, M.S. May 2008, won the Emerging Leader Grant for the American College Counseling Association (S. Raymond Ting, Chair)

Undergraduate Programs:

As shown in the figure below, the department undergraduate enrollments have remained relatively stable (Fall 06 N = 135; Fall 07 N = 131).



Undergraduate Student Awards:

- Karen Michelle Adcock, Durwin Hanson Achievement Award
- Karen Michelle Adcock, National Business Education Associate Award of Merit
- Spencer Scott Griffith, Outstanding Senior Award for Business and Marketing Ed
- Lisa Anne Kelly-Rouse, Outstanding Senior Award for MSL
- Hannah Rebecca Jernigan, University Scholars Program Award

The number of initial licenses processed by the Office of Professional Education appears in the tables that follow (C&I undergraduate teacher education programs: MSL, 29 licenses; MKE, 7 licenses. Graduate licenses: 91. Alternative licenses (ILP online Business and Marketing Ed program): 52.

Initial Teaching Licenses Awarded 2007

Undergraduate Degree Programs			Alternative Licensure	Grand Total
MSL	MKE	Subtotal	ILP online	
29	7	36	52	88

Graduate Licenses Awarded 2007									
CED	CIT	CEE	CI	CRE	CSS	MKZ online	MSL	SPB/L/M	Total
23	1	4	7	8	3	15	8	22	91

9. FUND-RAISING: PRIVATE FUND-RAISING SUCCESSES

The Peter Martorella Memorial Award was renegotiated with the Martorella family. The fund honors the memory and high regard for Dr. Martorella's outstanding contributions in research and teaching in Social Studies. The following awards from this fund will be made each year: one graduate award for \$2000; three undergraduate awards for \$1000 each. Nominees for this year's awards have been selected.

10. ADMINISTRATION ACHIEVEMENTS AND STAFF CHANGES

- Ms. Pauline Ellefson (3/4 FTE), Undergraduate Secretary, is also the Program Assistant for the Counselor Education Graduate Programs.
- Ms. Janice Coates, MKZ Administrative Support Specialist, won the College's SPA Award of Excellence. Janice went on to be one of the four individuals selected at NC State to compete in the state-wide contest.
- The department head, Dr. Ellen Vasu, underwent a successful review and was reappointed.

11. RECOMMENDATIONS AND CONCERNS FOR THE FUTURE

Concerns

- The lack of state-funded teaching assistant positions to support our doctoral students as they pursue their Ph.D.'s continues to be a concern which limits our capability to link undergraduate and graduate experiences.
- The loss of potential departmental F&A to the FI as it comes fully online is of concern during times of shrinking departmental budgets and resources. We are hopeful that a reasonable solution can be negotiated, and that some grants will be targeted as C&I grants thereby allowing us to retain a larger portion of F&A.
- We are concerned that the increase in assessment activities and data gathering related to undergraduate and graduate program accreditation will fall largely on program coordinators resulting in less time for scholarly activities.
- We continue to be concerned about not having enough faculty to support the undergraduate social studies and English education programs at the secondary level (CHASS programs). Neither of these programs is in alignment with the undergraduate teacher preparation model in the College and we welcome the opportunity to work with the college to address these concerns.
- Space continues to be a concern as C&I expands.

Recommendations

- As stated in our Compact Plan we encourage the College to centralize the coordination of all Field Placement for all Programs in the College. This office could also be responsible for training/updating cooperating teachers and for gathering the various assessments required in field placements.

Creating Educational Innovation

Section 4 *Instructional Program Advances, Curriculum Development, Program Review* contains a table display both formal and informal curriculum changes implemented this past year. Selected noteworthy entries are marked "*innovation***."

Producing Leaders for the State, Nation and World.

Since most of our master's and Ph.D. programs have significant leadership components, the data displayed are evidence that we are producing leaders for the state, nation, and world. (See Section 8 *Students, Honors, Measures of Quality and Student Activities*.)

Opportunities and/or Constraints Facing Our Unit.

To better meet the needs of 21st century learners, this is an opportune time to design new degree programs in social studies education and English/literacy education that also lead to initial licensure.