

Highlights 2000-2005

Department of Curriculum and Instruction

February 1, 2005

Submitted by Ellen Vasu, Ph.D., Department Head

DEPARTMENTAL DESCRIPTION

The Department of Curriculum and Instruction is composed of 21 faculty members, two full-time instructors, four full-time and part-time administrative and support staff, and a number of adjunct faculty, part-time instructional faculty, and graduate assistants. The majority of courses and programs within the Department focus on basic and advanced preparation of teachers and other professionals for public schools, as well as professionals in other educational environments.

The Department offers undergraduate, master's and doctoral programs that lead to degrees, as well as licensure programs at the initial, advanced master's, sixth year, and doctoral levels. In addition, the Department collaborates with the College of Humanities and Social Sciences to provide secondary education licensure programs in Social Studies and English Education, and offers undergraduate teacher education degrees with initial licensure in the following areas:

- *Business and Marketing Education*
- *Middle Grades Language Arts and Social Studies Education.*

The Department offers master's degree programs in areas related to teacher education; undergraduate and graduate coursework in diversity; undergraduate and graduate coursework in educational psychology including tests and measurement, adolescent development, and quantitative methods; and graduate courses in youth development leadership in conjunction with the Department of 4-H Youth Development in CALS. The Department also offers a Ph.D. degree in C&I, in which students can focus on any of the programmatic areas within the Department. The program areas, associated faculty and support staff appear below.

C&I PROGRAM AREAS AND ASSOCIATED FULL-TIME FACULTY / STAFF	
Business and Marketing Education <i>Ms. Cheryl Caddell, Lecturer</i> <i>Dr. Terry O'Brien, Professor</i>	Middle Grades Education <i>(Graduate and Undergraduate Programs)</i> <i>Dr. Candy Beal, Associate Professor</i> <i>Ms. Pat Dalton, Clinical Lecturer</i> <i>Dr. William O'Steen, Assistant Professor</i> <i>Dr. Carol Pope, Professor</i> <i>[Associate Professor vacancy]</i>
Curriculum Development & Supervision <i>Dr. Alan Reiman, Associate Professor</i>	Reading Education / Literacy and Language <i>Dr. Barbara Fox, Professor</i> <i>Dr. Hiller Spires, Professor</i>
Educational Psychology <i>Dr. Jessica DeCuir-Gunby, Assistant Professor</i> <i>Dr. John Nietfeld, Assistant Professor</i> <i>Dr. Jason Osborne, Assistant Professor</i> <i>Dr. Amy Overbay, Research Assistant Professor, IT & Ed Psych [Dr. Sam Snyder, Associate Professor and Associate Dean For Research and Graduate Studies]</i> <i>Dr. Ellen S. Vasu, Department Head, C&I</i>	Social Studies Education <i>Dr. Marsha Alibrandi, Associate Professor</i>
Elementary Education <i>Dr. Patricia Marshall, Associate Professor</i>	Special Education <i>Dr. Cathy L. Crossland, Professor</i> <i>Dr. Douglas Cullinan, Professor</i> <i>Dr. Susan Osborne, Associate Professor</i> <i>Dr. Edward Sabornie, Professor</i>
English Education <i>[Dr. Ruie Prichard, Professor and Interim Associate Dean for Academic Affairs, Student Services and Teacher Education]</i>	Support Staff <i>Ms. Kriszti Hovani, Accounting Technician</i> <i>Ms. Chris Terwilliger, Accounting Technician II,</i> <i>Ms. Irene Armstrong, Office Assistant V</i> <i>[Student Services Assistant IV vacancy]</i>
Instructional Technology <i>Dr. Lisa Grable, Adjunct Assistant Professor, Director of LTRC</i> <i>Dr. Amy Overbay, Research Assistant Professor, IT & Ed Psych</i> <i>Dr. Jane Steelman, Assistant Professor</i> <i>[Assistant Professor vacancy]</i> <i>Dr. Ellen S. Vasu, Professor and Department Head</i>	

FACULTY - Changes

Since 2000, through the departmental and College Compacts, the Department has added seven new faculty positions:

- o Two new hires in middle grades language arts and social studies education,
- o two new hires in instructional technology, and
- o two new hires in educational psychology

In addition, the Department lost one assistant professor position to the Department of Educational Leadership, and gained one from that same department (faculty slot in educational psychology moved to C&I in fall 2003). Dr. Sam Snyder, the Associate Dean for Research and Graduate Studies is also now within C&I since he is an educational psychologist.

Since 2000, many of our faculty have committed themselves to working in partnership with the College in contributing to the development of the Friday Institute for Education Innovation and its emerging organizational structure and research agenda. Many C&I faculty have enthusiastically embraced the Friday Institute (FI) vision by serving as collaboratory leaders or members, or serving on the FI Faculty Advisory Board. In spite of this additional workload, C&I faculty have remained committed to excellence in research, teaching, extension and service. Our faculty is highly regarded as outstanding in extension, research and teaching, as is evidenced in the data displayed in **Table 1**. The number of awards or honors bestowed on our faculty by the College and by NCSU in 2000-2005 are summarized as follows:

of Awards or Honors from the College of Education

- o 4 Outstanding Teacher of the Year
- o 3 Outstanding Extension and Service Award
- o 1 Alumni Distinguished Undergraduate Professor
- o 2 Nominee, Barbara Soloman Advising Award
- o 1 Board of Governors’ Award for Teaching

of Awards from NC State University

- o 1 Inducted into the Academy of Outstanding Extension and Research Faculty
- o 2 Inducted into the NCSU Academy of Outstanding Faculty Engaged in Extension
- o 1 appointed to the Executive Council, Academy of Outstanding Faculty Engaged in Extension
- o 1 Alumni Outstanding Extension and Outreach Award
- o 1 Alumni Distinguished Undergraduate Professor
- o 1 College of Education nominee for Alumni Distinguished Research Award
- o 1 CASE U.S. Professors of the Year Award Nominee
- o 2 Honorable recognition, Gertrude Cox Award for Innovative Excellence in Teaching and Learning with Technology

In addition to these awards, other honors and awards appear in **Table 1**, including some at the State or national level.

Table 1 C&I Faculty Members Receiving Awards or Honors 2000-2005		
Year	Name	Honor or Award
2000-01	Candy Beal	Outstanding Teacher of the Year, CEP
	Candy Beal	Outstanding Extension and Service Award , CEP
	Candy Beal	Inducted into the Academy of Outstanding Extension and Research Faculty, NCSU
	Carol Pope	James N. Britton Award for Inquiry for an article in <u>English Education</u>
	Alan Reiman	Outstanding Teacher of the Year, CEP
	Alan Reiman	Faculty Fellow in the Center for Student Leadership, Ethics, and Public Service
	Hiller Spires	Academy of Outstanding Faculty Engaged in Extension, Executive Council
	Anna Wilson	Outstanding Teacher of the Year, CEP
2001-02	Candy Beal	Inducted into the NCSU Academy of Outstanding Faculty Engaged in Extension
	Candy Beal	Outstanding Extension Service Award, CED
	Candy Beal	Outstanding Faculty and Staff Award, NC State Panhellenic Association
	Alan Foley	Rising Star Hall of Fame Ward, Oklahoma State University’s college of Education

	Ruie Pritchard	Inducted into the NCSU Academy of Outstanding Faculty Engaged in Extension
	Ruie Pritchard	Distinguished Paper Award, Eastern Educational Research Association
2002-03	Candy Beal	Nominee, Barbara Soloman Advising Award, CED
	Candy Beal	Gertrude Cox Award for Innovative Excellence in Teaching and Learning with Technology, Honorable recognition, NCSU
	Candy Beal	Inductee in Sigma Iota Rho, Eta Chapter, International Studies Honor Society, NCSU
	Cathy Crossland	UNESCO International Centre for Engineering Education Diamond Award for distinguished contribution in delivering an outstanding paper, 6th UICEE Annual Conference on Engineering Ed
	Patricia Marshall	Harvard Graduate School of Education Honor Roll of Teachers
	Terry O'Brien	Marketing Leader of the Year North Carolina, DECA
	Susan Osborne	Recipient Panhellenic Association Outstanding Teacher Award
	Hiller Spires	Gertrude Cox Award for Innovative Excellence in Teaching and Learning with Technology, Honorable recognition, NCSU
2003-04	Candy Beal	Alumni Distinguished Undergraduate Professor, NCSU
	Candy Beal	Alumni Distinguished Undergraduate Professor, CED
	Candy Beal	Nominee, Barbara Soloman Advising Award, CED
	Billy O'Steen	Outstanding Teacher Award, CED
	Carol Pope	CASE U.S. Professors of the Year Award Nominee, NCSU
	Carol Pope	Board of Governors' Award for Teaching, CED
	Ruie Pritchard	College of Education nominee for Alumni Distinguished Research Award, NCSU
	Ruie Pritchard	National Staff Development Council, Best Published Research Article in Staff Development
	Alan Reiman	Outstanding Extension Service Award, CED
	Alan Reiman	Alumni Outstanding Extension and Outreach Award, NCSU
	Ellen Vasu	Outstanding paper award, Society for Information Technology & Teacher Education, (A. Overbay, L. Grable, E. Vasu)

A review of the professional service activities of the C&I faculty over the past few years reveals a definite trend for faculty to be more likely to be active in organizations at the national rather than state level, thereby strengthening their national reputation as well as the Department's and College's. This is supported by the data displayed in **Table 2** below.

Table 2 Professional Service Activities C&I Faculty 2000-2005		
Year	C&I Faculty Member	Professional Service
2000-01	Hiller Spires	CED Faculty Chair (1 year term)
2001-02	Ellen Vasu	President, HyperSIG, International Society for Technology in Education (3 year term)
2002-03	Susan Osborne	Vice President, Division for Learning Disabilities of the International Council for Exceptional Children.(8,000-member organization)
	Carol Pope	National Council of Teachers of English National Spokesperson for technology infusion into English language arts and teacher preparation
	Carol Pope	Teacher Education Council (Representative for English), Society for Information Technology and Teacher Education
	Ruie Pritchard	Named to the Focus Council on Reading/Literacy for the American Association of Colleges of Teacher Education.
	Ruie Pritchard	Invited to serve as member of the International Concerns Standing Committee, National Council of Teachers of English
2003-04	Jessica DeCuir-Gunby	Co-Chair, AERA's Division C (Learning and Instruction, Section 6: Cognitive, Social and Motivational Processes
	Alan Foley	Appointed to AERA Division B Affirmative Action/Equity Committee
	Alan Foley	The World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) Working Group.
	Patricia Marshall	Appointed to a 3-year term to the National Advisory Board of the School of Education of Clark-Atlanta University.
	Patricia Marshall	National Association for Multicultural Education (National Executive Committee,

	Patricia Marshall	National Secretary; Policy, Research & Standards Committee Member; Curriculum Evaluation Standards Committee Member; Publications Committee Member)
	Patricia Marshall	Association of Teacher Educators: Co-Chairperson, Multicultural Education SIG National Council for the Social Studies: Co-Chairperson, Social Justice Research and Scholarship Committee
	Susan Osborne	President Elect for the Division for Learning Disabilities, an 8,000 member professional organization
	Carol Pope	National Council of Teachers of English Editorial Board
	Carol Pope	National Spokesperson for Technology and English language arts and teacher preparation, NCTE
	Ruie Pritchard	National Council of Teachers of English, International Concerns Standing Committee
	Ruie Pritchard	National Writing Project Research Review Board.
2004-05	Susan Osborne	President, Division for Learning Disabilities, an 8,000 member professional organization
<i>No other 2004-05 data available at this time.</i>		

In addition to service on national organizations, the number of C&I faculty who serve as Editors or as Editorial Board Members has increased from **9** in 2000, to **16** in 2003. This is consistent with the expansion of professional activities and presentations at the national level, and is another indicator of faculty strengthening their national reputations. Listed in **Table 3** below are the journals for which the C&I faculty have served as Editor or as Editorial Board Members. Many of these are tier-one journals in their field.

Table 3 Journals for which C&I Faculty Have Served as Editors or Editorial Board Members 2000-2004	
<i>Advancing Women in Leadership</i>	<i>Journal of Adolescent and Adult Literacy</i>
<i>Assessment for Effective Intervention</i>	<i>Journal of Attention Disorders</i>
<i>Balanced Reading Instruction</i>	<i>Journal of Educational Psychology</i>
<i>Behavioral Disorders*</i>	<i>Journal of Emotional and Behavioral Disorders*</i>
<i>British Journal of Psychology</i>	<i>Journal of Reading Research & Instruction</i>
<i>Contemporary Educational Psychology</i>	<i>Journal of Research and Development in Education</i>
<i>Education and Training in Mental Retardation and Developmental Disabilities</i>	<i>Journal of Technology in Teacher Education</i>
<i>Education and Treatment of Children*</i>	<i>Learning Disabilities Research and Practice</i>
<i>English Education</i>	<i>Multicultural Perspectives</i>
<i>Exceptionality*</i>	<i>Practical Assessment, Research and Evaluation</i>
<i>International Journal of Engineering Education</i>	<i>Reading Psychology</i>
<i>International Journal of Social Education*</i>	<i>Remedial and Special Education</i>
<i>International Social Studies Forum</i>	<i>Student Learning and Engineering Education*</i>
<i>NOTE: * Indicates faculty member serves or has served as an Editor, Guest Editor or Consulting Editor</i>	

SCHOLARSHIP - *Changes*

The scholarly activities of the faculty have increased over the past few years as is evidenced in **Table 4** below. Faculty members are more likely to make presentations at national conferences, rather than state-level conferences, as well as to publish in peer-reviewed publications. The number of publications and books produced by the faculty has been relatively constant across recent years, but there has been an increase in peer-reviewed journal articles and peer-reviewed published proceedings and presentations at national conferences. This is another indicator that our faculty are strengthening their national reputations as scholars in their areas of expertise.

Table 4				
Scholarly Activities and Publications of C&I Faculty				
Scholarly Activities and Publications	2000	2001	2002	2003
Peer-reviewed Published Articles		26	18	27
Published Articles	33			
Articles in-press	3	6	1	
Peer-reviewed Proceedings		5		10
Research abstracts		1	1	
Book chapters in-press		1		
Book chapters	19	4	11	15
Technical reports		2		
Books	6	4	4	5
Books in-press		3	2	
Presentations		37	48	67
Invited presentations		5	2	4
Total	61	94	87	128

RESEARCH FUNDING - Changes

One of the biggest areas of change in the Department over the past five years is the increase in the acquisition of external funding through contracts and grants. The external grant support has come in areas in which C&I faculty have had a record of scholarship, extension and engagement, and teaching: e.g. technology integration in teacher education, mentoring of educators, multicultural education, middle grades education and data driven decision making, literacy and technology, and technology evaluation. Beginning with the Mentornet grant (1999-1002) and somewhat earlier, the departmental faculty began to fully collaborate within the Department as well as with other faculty in the College in both writing proposals for funding and forming teams of faculty working together on research funded projects. The vision of the Friday Institute has helped to energize and maintain this atmosphere of collaboration and scholarship. The release time from the grants helps to stimulate further requests for funding, travel to national conferences, support for graduate students and part-time instructors, and the departmental operating budget. The amount of external funding requested and received by faculty in the Department for 2001-03 is displayed in **Table 5** and shows substantial growth.

Table 5				
External Grants and Contracts				
Department of Curriculum and Instruction				
	2000	2001	2002	2003
Requested	-	\$3,766,610	\$7,224,146	\$22,983,809
Awarded	-	\$ 212,068	\$ 824,934	\$ 5,009,696
<i>Data from other years or cells not available</i>				

In addition to seeking external funding, faculty members have been more active in seeking internal funding, particularly in regard to DELTA funds for the development of online courses and online programs. In 2003 the funding received internally was largely DELTA funding including funds in support of the Business and Marketing Education distance education Initial Licensure Program, and master's degree program. DELTA funding awarded through IDEA grants are displayed in **Table 6**. 2003 includes the \$100,000 awarded to the MKT Business and Marketing Education program by DELTA as direct program funding.

Table 6			
Internal Funding Sources			
Department of Curriculum and Instruction			
	2001	2002	2003
Requested	\$185,113	\$19,250	\$201,828
Awarded	\$185,113	\$19,250	\$201,828
<i>State of NC, DELTA, Kenan Institute, Humanities Extension, FRPD, NCSU</i>			
<i>Data from other years not available</i>			

INITIATIVES – through the years

In fall 2000 the Centennial Campus Middle School (CCMS) finally opened its doors. Faculty in the Department of Curriculum and Instructional worked collaboratively with Wake County Public School System leaders for almost a decade to conceptualize, negotiate, and build an exemplary middle school on the NC State University Centennial Campus. That opening, coupled with the emerging plans for a “Center for Educational Innovation” resulted in a strengthened focus in middle grades teacher preparation within both the Department and the College which continues today. Below are some of the projects that have existed within the Department for many years, projects and grants that have emerged or are on the horizon from those earlier conversations, and also from conversations stimulated by Friday Institute collaboratories:

- o Capital Area Writing Project
- o Mentornet 1999-2002 partnership and U.S. Dept. of Ed. grant (3 years)
- o Project Middle Data, U.S. Dept. of Ed. pt3 grant, 2003-2006
- o Middle Grades Academy, associated with the Friday Institute
- o Middle Grades Summit – planned for 2006 and associated with the Friday Institute
- o Middle Grades Collaboratory, associated with the Friday Institute
- o Nurturing Mathematics Dreamkeepers, National Science Foundaton grant, 2004-2009.

Another initiative that has been pursued by the faculty is in the area of **lateral entry licensure**. In addition to traditional licensure programs at the undergraduate and graduate levels, major lateral entry and alternative licensure initiatives exist within the Department and are listed below:

- o The Initial Licensure Program (ILP) in Business and Marketing Education separated formally in 2004 from the master’s degree in Business and Marketing Education (MKZ). Both are offered completely online through DELTA and funded by DELTA. (Ms. Cheryl Caddell serves as Interim Coordinator of MKZ and Program Administrator for the ILP. Dr. Terry O’Brien is a faculty member within both programs and serves as the Program Coordinator of the undergraduate teacher education program in Business and Marketing Ed.
- o Through the Lateral Entry Office of the College, C&I faculty (Dr. Marsha Alibrandi, Dr. Ruie Pritchard), MST faculty and clinical instructors began offering an NC Teach program of courses on NCSU’s campus, and a program of courses offered through DELTA face-to-face called NC Teach.

CURRICULUM AND STUDENTS - changes

Adding three faculty members in educational psychology has expanded curricula offerings within the Department so that we now offer both undergraduate and graduate level courses in educational psychology and quantitative and mixed methodologies for programs across the College. Although the educational psychology faculty do not yet offer a master’s degree program, they have developed a new curricular focus in educational psychology within the Ph.D. program in C&I.

Undergraduate Programs

We currently have two very active and growing undergraduate teacher education programs. The faculty and instructors associated with each program are listed below:

Middle Grades Language Arts and Social Studies (MSL)

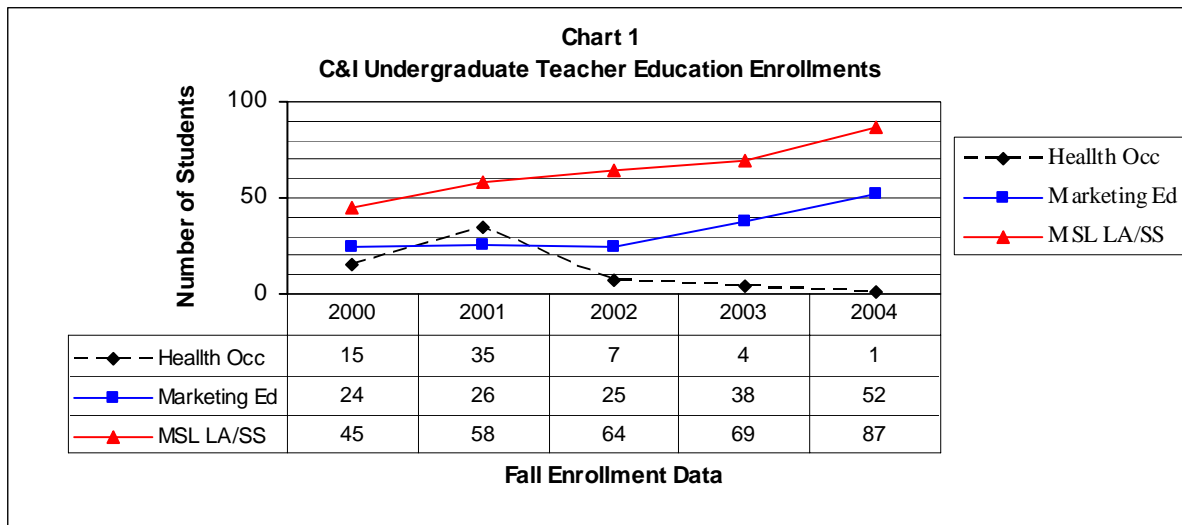
- o *Dr. Candy Beal, Associate Professor*
- o *Ms. Pat Dalton, Clinical Lecturer*
- o *Dr. William O'Steen, Assistant Professor*
- o *Dr. Carol Pope, Professor*
- o *[Associate Professor vacancy]*
- o *Part-time instructors who teach at least two courses and supervise half of the student teachers*

Business and Marketing Education (MKE)

- o *Dr. Terry O'Brien*
- o *Part-time instructors who teach 2 undergrad courses and supervise student teachers*

Health Occupations Education (now closed and being phased out)

According to NCSU UPA fall data, from 2000 to 2004 both the MKE and MSL undergrad teacher education program doubled or nearly doubled in size. **Figure 1** shows that according to fall 2004 data, C&I has **52** undergraduates enrolled in Business and Marketing Ed, and **87** undergraduates in Middle Grades Language Arts and Social Studies. C&I has 1 full-time faculty member in MKE - a ratio of 1 faculty member to 52 students, and 4 full-time faculty and one full-time lecturer in MSL - a ratio of 1 faculty member to 18 students. C&I desperately needs another faculty member in MKE to help support that undergraduate teacher ed program. We have included that request in our DELTA budget request for the master's degree and Initial Licensure Programs in Business and Marketing education offered through distance education. That Associate Professor, if funded, would teach within both the undergraduate and graduate programs in Business and Marketing education.



Under the guidance of Dr. Carol Pope and Dr. Glenda Carter as Co-Chairs, the middle grades faculty from MST and C&I have continued the development of the Middle Grades Academy (MGA), a cross-disciplinary/cross-departmental undergraduate middle grades program. They have clarified their mission, goals, and vision and are working on course revisions and the merging of the MSL and counterpart MST middle grades programs into the MGA. As a result of all the MGA faculty's work, the number of students in the MGA is steadily increasing.

Master's Degree Programs -changes

At the master's level we have 12 curriculum areas which lead to an M.Ed. or an M.S. Looking across the past five years of enrollment data displayed in **Table 7** one can see overall solid growth in the overall number of master's students enrolled in our programs. The largest program areas in C&I at the master's level are Special Education (BD, LD, MR) and Business and Marketing Education. With the addition of an elementary education degree in the College, the master's program in Elementary Education should grow. Also, if we are successful in filling the MSL social studies education Associate Professor position, we should see growth in the Social Studies program area at

the graduate level. The enrollment data in **Table 7** reflects both on-campus and distance education enrollments based on fall UPA data.

Curriculum Areas	2000	2001	2002	2003	2004
CEE Eng Ed	5	10	12	6	10
CEL Elem Ed	3	7	8	8	9
C&I ¹	42	36	26	23	8
CIT Inst Tech	15	21	20	18	19
CRE Reading	10	16	16	24	22
CSS Social Stud	10	12	7	8	6
MKZ Bus & Market	10	14	20	49	66
MSG Middle Grades	6	6	6	7	12
SPB Spec Ed, BD	12	9	6	12	12
SPE Special Ed ²	11	17	18	10	19
SPL Spec Ed, LD	17	16	18	13	19
SPM Spec Ed, MR	13	11	11	10	12
Dept Total	154	175	168	188	195
¹ C&I is the generalist area. Students are now enrolling in more specialized program areas. ² Special Ed (SPE). Students who were enrolled in this now enroll in one of the 3 areas in special ed instead.					

Ph.D. Program - changes

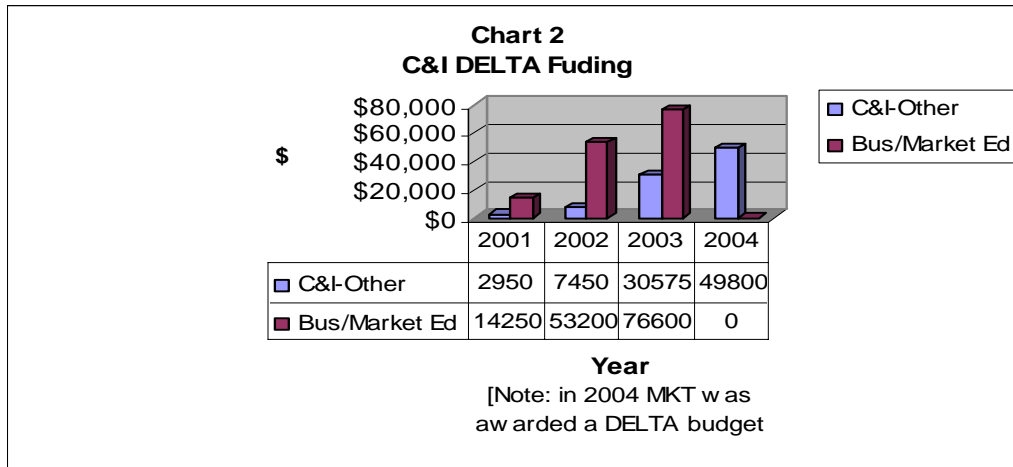
Over the past few years we have been strengthening and revising our Ph.D. program. In addition to strengthening the doctoral level coursework in the Department by offering new graduate course offerings, the Educational Psychology faculty have developed a new curricular focus in Educational Psychology within the Ph.D. program in C&I. The Department should begin admitting Ph.D. students to this new Ph.D. focus in fall 2005. The Department plans to finalize the revision of the C&I Ph.D. program this spring and begin more active marketing of our doctoral program. **Table 8** contains fall UPA data substantiating a growth in the Ph.D. program across the years from 20 in 2000 to 33 in 2004.

Curriculum	2000	2001	2002	2003	2004
CIP C&I, PhD	20	17	16	19	33

Through the grants that faculty in the Department have acquired over the past few years, we now are able to offer graduate assistantships to doctoral students. Through grant funds, we have been able to provide approximately 6 graduate students with stipends and tuition. This current year we were able to support 1 graduate assistant through State funds, in addition to the two T.A.s that are allocated to us for the educational psychology courses.

Distance Education – DELTA - changes

The Business and Marketing Education graduate program and Initial Licensure Program are offered completely online through DELTA and funded by DELTA. In addition to these DELTA offerings, the Department has begun to expand its DELTA offerings over the past five years. In 2004-05, in addition to the MKZ and ILP DELTA courses, the Department offered 17 courses through DELTA either in face-to-face or online format. As the demand for distance education courses increases, the Department plans to offer more of its courses in an online format. Table 6 contains data demonstrating the increase in DELTA funds generated both by C&I courses and by Business and Marketing Education courses. 2004-05 was the year that the MKZ program was awarded a budget of over \$170,000 from DELTA and the College which is not displayed below.



DIVERSITY - Changes

The Department continues to strive to increase the diversity of its faculty, students, staff, and curricula. From 2000 to December 30, 2004 the Department increased its faculty of color from 6.2% to 11% (see Table 9). The percentage of female faculty has remained relatively constant across the years as shown in Table 10.

**Table 9
Faculty of Color**

	2000-01	2001-02	2002-03	2003-04	Fall 2004
%	6.2	6.2	11.0	15.0	11.0
N	16.0	6.0	18.0	20.0	19.0
One vacant position in Fall 2004					

**Table 10
Female Faculty**

	2000-01	2001-02	2002-03	2003-04	Fall 2004
%	-	62.5	66.7	60.0	58.0
N	16.0	6.0	18.0	20.0	20.0

The Department's minority undergraduate enrollment has remained relatively constant across the years, declining slightly from 2001-2004 in the percentage of undergraduate minority students recruited as shown in Table 11. During this same time period as displayed in Table 11, the percentage of female students remained relatively constant, and overall undergraduate enrollment increased from 104 to 123.

**Table 11
Undergraduate Enrollment**

Minority Students					
	2000-01	2001-02	2002-03	2003-04	
%	-	16.5	15	13	
N	-	104	100	123	
Female Students					
	2000-01	2001-02	2002-03	2003-04	
%	-	80.6	82	84	
N	-	104	100	123	

The Department's minority graduate enrollment has remained relatively constant across the years, declining slightly from 2001-2004 in the percentage of graduate minority students recruited (see Table 12). During this same period female graduate enrollment increased slightly as shown in Table 12, as did overall enrollment from 224 to 238.

Table 12 Graduate Enrollment				
Minority Students				
	2000-01	2001-02	2002-03	2003-04
%		17.3	16	13
N	-	224	218	238
Female Students				
	2000-01	2001-02	2002-03	2003-04
%		80.4	84	85
N	-	224	218	238

From 2000 – 2004 the diversity of the SPA staff working within the Department has increased from 0/3 to 1/3. In addition, to permanent SPA staff we currently have a minority temporary staff member who is working ½ time performing many of the duties of our SPA Student Services Assistant IV position for which we will be recruiting shortly.

SPA Permanent Staff				
	2000-01	2001-02	2002-03	2003-04
%	0	33.30%	33.30%	33.30%
N	3	3	3	3

OTHER UNITS WITH C&I – formal extension activities

Diagnostic Teaching Clinic directed by Dr. Cathy Crossland, yearly provides direct clinical services to over 107 clients and families, provides internships for graduate students in Special Education, and provides weekly clinical demonstrations for courses during fall and spring.

SUCCEED at Mentoring (Model Clinical Teaching Program) directed by Dr. Alan Reiman, has expanded its activities and recently received a U.S. Department of Education Teacher Quality Title-II grant in collaboration with Vance County School System to research the mentoring of lateral-entry teachers. SUCCEED has recently completed a set of SUCCEED curriculum resource materials (CD) that represent the first product to come out of the Friday Institute. SUCCEED has also expanded the Mentor Junction website and continues its ongoing outreach to partner school systems.

SUMMARY

Looking across the data presented in regard to faculty honors and awards, faculty professional service, extension and engagement and scholarship; external and internal grant acquisition; sustained initiatives; undergraduate, master's and doctoral student enrollments and DELTA offerings, the trajectory of the Department of Curriculum and Instruction across all previously mentioned dimensions is upward and positive. The Department will put more emphasis on the recruitment of minority undergraduate and graduate students to address the slight decline (3-4%) in minority enrollment over the past 4 years.