I. Introduction (brief history and description of the unit)

The College of Education at UNC Charlotte is the institution’s principal academic unit responsible for addressing the preparation of excellent education professionals in support of the University’s concern for “Children, Families, and Schools.” All professional education programs in the College are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction. The M.A. in Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP.) Currently 1416 undergraduate students major in disciplines within the College of Education; 1022 graduate students are enrolled in the College, for a total of 2436 students. There are 70 full-time faculty members in the College.

The College of Education, in conjunction with academic departments in the College of Arts and Sciences, offers preservice teacher education programs at undergraduate, postbaccalaureate, and graduate levels in child and family development (Birth-Kindergarten teaching license), elementary education, middle grades education, special education, secondary education (English, mathematics, social studies, and the sciences), foreign language education, and arts education (art, music, theatre, and dance.) At the graduate level, the College of Education offers master’s degree programs for experienced teachers in child and family studies, elementary education, middle/secondary education, special education, reading education, teaching English as a second language, curriculum and supervision, and instructional systems technology. The College collaborates with the College of Arts & Sciences in offering the M.A. in English Education and the M.A. in Mathematics Education. All of these master’s degrees lead to the “M” (advanced) NC teaching license. Additionally, the College offers the Master’s in School Administration (for prospective principals), the M.A. in Counseling, with tracks in both school and agency counseling; and the Ed.D. in Educational Leadership; two new doctoral programs, the Ph.D. in Counseling and the Ph.D. in Special Education were inaugurated in Fall
2001. The College received permission to plan its fourth doctorate, the Ph.D. in Curriculum & Instruction, from the UNC Board of Governors in June 2002.

In response to the growing and chronic teacher shortage in North Carolina, the College, in collaboration with the College of Arts & Sciences, developed the Master of Arts in Teaching (MAT) degree program in 2001-2002; the permission to establish the Master of Arts in Teaching was approved by the UNC Board of Governors in June 2002. The MAT was launched in Fall 2002 and provides an opportunity for second career professionals to enter the teaching profession. The College hosts vibrant Teaching Fellows and Principal Fellows programs which are loan-forgiveness efforts to attract highly talented individuals to education professions.

The College is characterized by a strong commitment to and partnership with North Carolina’s public schools. Last year College faculty and staff, along with colleagues throughout the University, contributed over 12,000 hours of service to schools. College faculty have developed sustained long-term commitment to partner schools through the University-School Teacher Education Partnerships (U-STEP). The College serves as host for the Southwest Education Alliance, a consortium of fourteen school districts in the region which have combined resources for the professional development of teachers and staff. The College contracts with the North Carolina Department of Public Instruction to provide behavior support and exceptional children’s services to 22 local school systems in the region; two DPI consultants are housed in the College. The College is offering site-based graduate courses in local schools to support teachers in Charlotte-Mecklenburg’s EquityPlusII Schools which are identified as high need schools. The College is also actively engaged in distance education initiatives, including postbaccalaureate licensure coursework in special education through interactive video technologies, the M.Ed. in Elementary Education through off-campus course delivery, and licensure coursework in gifted education that is delivered online.

The College is organized in four academic departments which were created through a reorganization of the College in 1996: Counseling, Special Education, and Child Development; Educational Leadership (renamed in Spring 2002, formerly, Educational Administration, Research, and Technology); Middle, Secondary and K-12 Education; and Reading and Elementary Education. The following support units are active in the College: the Office of Field Experiences; the Office of Teacher Education Advising and Licensure; and the Center for Mathematics, Science and Technology Education. The Office of Educational Outreach was reopened last year after a two-year hiatus. University-wide teacher education efforts are guided
by the Teacher Education Council, comprised of representatives of all departments in the University with concern for teacher education.

II. Process (brief description of the process used by the unit to develop the plan)

- During the Spring Semester 2002 each of the four academic departments reviewed their 2002-2007 Academic Plans, made appropriate revisions, and submitted drafts of their 2004-2009 Academic Plans to the Dean of the College on April 1, 2002.
- Service units in the College submitted material for the College Plan to the Dean on April 1, 2002.
- The Educational Outreach Advisory Board on February 6, 2002, gave advice to the College on these questions: “What should be the organizing principles for strategic planning of outreach activities? What specific content/topics/audiences should be addressed?”
- In the meeting of the College of Education faculty, February 12, 2002, the faculty participated in the discussion of this question: “What should be our broad areas of emphasis in the 2004-2009 Academic Plan?”
- The Dean reviewed all plans, clustered goals and objectives, added goals and objectives based on state and national initiatives and accountability standards, and presented a draft to the College Leadership Council in April.
- Departments reviewed their plans, made modifications, and submitted revised plans to the Dean in September 2002.
- The Dean presented the revised College Plan to the College faculty on October 8, 2002; the faculty of the College unanimously endorsed the plan at that meeting.

III. Assumptions (concerning the future development of the unit)

- The chronic and growing teacher shortage in the United States (with a projection of need of 90,000 new teachers in North Carolina alone in the next decade) along with the growing public awareness that “the strongest and most consistent predictor of a state’s average student achievement level is the proportion of well qualified teachers in the state” (Darling-Hammond, 1999) will put increased pressure on UNC Charlotte to recruit and prepare many more teachers in this next planning cycle. Shortages are particularly intense in the teaching
fields of math, science, special education, and foreign languages. There is a major shortage of school principals as well.

- Retention of excellent teachers and principals requires greater efforts on professional development of teachers and principals, in partnership with public schools.

- There is a climate of greater competition in teacher education, with alternative routes to licensure (such as the Regional Licensure Center established in Charlotte by the Department of Public Instruction in Spring 2002 and licensure coursework offered by community colleges) attracting great attention and support from policy makers and some Superintendents of Schools.

- The changing demographics of the schools, with increasing numbers of English language learners and the persistent achievement gap between children of privilege and children of poverty underscore the responsibility of UNC Charlotte to prepare teachers who can respond effectively to diverse learner needs. Additionally, UNC Charlotte must recruit and prepare professional education candidates and faculty who reflect more closely the demographics of the schools they serve.

- Court-mandated changes in pupil assignment practices in Charlotte-Mecklenburg Schools, the school district in which UNC Charlotte is located, may lead to the creation of a number of high need schools. The service mission of the College of Education requires that we support the teaching, learning, counseling, and administration that occurs in high need schools.

- As public schools are increasingly held accountable for the performance and learning of pupils, so are professional education programs increasingly held accountable for the effectiveness of their graduates.

- New assessment criteria are changing the way we plan, deliver, and evaluate programs in the College of Education. The criteria for evaluating the effectiveness of professional education programs through accreditation agencies such as the National Council for Accreditation of Teacher Education (NCATE) have shifted from measuring “what teachers know” to “what teachers are able to do” and “what impact teachers have on student performance.” We must seek fair and appropriate ways to measure our candidates’ “dispositions” as they related to professional practice as well as their skills, knowledge, and impact on P-12 (preschool through 12th grade) learning. We must complete our design work and implement a new Comprehensive Candidate Assessment Plan during this planning cycle.
• The State Board of Education approved changes in Fall 2002 in the licensure requirements for the following teaching fields: special education; middle grades education; teaching English as a second language; and educational leadership. Our undergraduate and graduate programs in these fields must be revised to respond to these new standards.

• The College will move from three doctoral programs to four in this planning cycle. We must work to enhance a culture that supports the strong professional development of doctoral students.

• As programs expand and recruitment efforts for more professional education candidates have positive results, we will need to examine the organization of the College to determine the most effective structure to support students and faculty. We anticipate moving from 4 academic departments to five and seeking additional infrastructure support.

• The passage of the new federal legislation, the No Child Left Behind act, will change the way federal money will be made available to Colleges of Education and will require new coalitions with public schools. Additionally, this bipartisan legislation requires a new emphasis on evidence-based practice that underscores the importance of the professional preparation of educators as researchers and as interpreters of research.

• The rapid growth in programs, outreach, and doctoral level initiatives in the College of Education requires a reexamination of our vision/mission, including student culture and faculty roles/responsibilities.

• We will move into the new College of Education Building in Fall 2004.

IV. Mission/ Vision

Our Mission

The mission of the College of Education is to prepare excellent professionals who are knowledgeable, effective, reflective, and responsive practitioners who are leaders in their fields.

Our Vision

Activities and programs in the College of Education foster effective schooling and the development of healthy, autonomous, life-long learners. The College strives to identify and create knowledge that addresses the developmental and educational needs of children, youth, and families and to disseminate this knowledge through high quality initial preparation and continuing education programs for professionals who seek to be exceptionally competent in
meeting those needs. Faculty in the College are dedicated to representing knowledge through their teaching, expanding it through their research, and applying it in direct service to learners and their families and to professional colleagues in schools and related agencies.
V. Goals

1.0 The College will develop programs that effectively recruit and prepare traditional and nontraditional students for teaching careers that are recognized nationally as exemplars of best practice and that are recognized statewide as highly responsive to the increased demand for teachers in North Carolina.

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<tr>
<th>Subgoals</th>
<th>Objectives</th>
<th>Actions</th>
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| 1.1 Develop a student recruitment/minority recruitment plan. | 1.1.1 Increase number of persons enrolled in student teaching by 5% each year. 1.1.2 Increase number of recommendations for NC initial teaching license by at least 5% each year. 1.1.3 Increase recruitment of minority teacher education candidates so that College of Education enrollment mirrors more closely the diversity of the region. | • Launch Freshman/Sophomore Learning Community.  
• Develop recruitment path/articulation agreements with community colleges.  
• Develop powerful recruitment materials including brochures/web pages.  
• Link with Teacher Cadet programs in area high schools.  
• Develop “unified advising sheets” for Arts & Sciences majors who wish to pursue teacher licensure.  
• Seek scholarships/grants for students in the student teaching semester, including federal funding.  
• Establish a Minority Recruitment Task Force.  
• Increase access to College programs for |
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<tr>
<th>1.2 Implement the Master of Arts in Teaching degree.</th>
<th>1.2.1 Enroll at least 200 teacher education candidates in the MAT each year.</th>
<th>working adults through evening, weekend, summer intensive, and online courses.</th>
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<tr>
<td>• Publicize MAT opportunity with the 14 school districts of the Southwest Education Alliance.</td>
<td>• Enroll at least 200 teacher education candidates in the MAT each year.</td>
<td>• Work collaboratively with the Regional Alternative Licensure Center so that lateral entry teachers are aware of the MAT option.</td>
</tr>
<tr>
<td>• Develop an MAT delivery system that offers intensive summer work for prospective teachers as well as evening and weekend coursework.</td>
<td>• Reexamine Summer School schedule to benefit school personnel.</td>
<td>• Reexamine Summer School schedule to benefit school personnel.</td>
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<tr>
<td>• Continue and increase effective distance education offerings.</td>
<td>• Continue and increase effective academic programs at school sites.</td>
<td>• Critically analyze and respond to current political agenda as it relates to professional education within the College.</td>
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<tr>
<td>• Revise Teaching English as a Second Language program as a stand-alone license.</td>
<td>• Revise undergraduate and graduate programs in</td>
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special education to reflect more generic licenses, approved by the State Board of Education.

- Revise undergraduate and graduate programs in middle grades education to reflect new “intensive literacy” focus.
- Revise graduate programs in educational leadership to respond to new national and state standards and indicators.

2.0 The College will complete and pilot a Comprehensive Candidate Assessment Plan that will be recognized as a national model.

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<tr>
<th>Subgoal</th>
<th>Objective</th>
<th>Actions</th>
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</table>
| 2.1 Develop a *Comprehensive Candidate Assessment Plan* for all teacher education candidates at UNC Charlotte that measures candidates’ knowledge, skills, and dispositions for effective teaching and their impact on P-12 student learning. |  | • Develop electronic performance-based assessments, scoring rubrics, and scoring plan at three transition points (admission to teacher education, admission to student teaching, and graduation.)
• Establish methods for developing and storing students’ electronic portfolios.
• Establish methods for securing confidential student data. |
2.1 Seek external reviews of assessment model and opportunities to disseminate model through professional presentations and literature.

3.0 The College will achieve a distinguished record of research that in terms of both impact and quality rivals records of research extensive universities.

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<tr>
<th>Subgoal</th>
<th>Objectives</th>
<th>Actions</th>
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| 3.1 The College will establish research centers to focus on research agendas of great importance to children, families, and schools. | Submit “permission to establish” the following Centers:  
  - Center for Exceptional Learning  
  - Center for Reading Research  
  - Institute for Technology and Quality in Education  
  - Education Research Bureau (Establish link with Urban Institute) |
| 3.2 The College will secure substantially greater external funds to support research. | 3.2.1 Establish a culture of support for grant writing.  
3.2.2 Units with a history of successful grant writing (e.g., special education, Center for Mathematics, Science, and Technology Education) will expand proposal submissions by 10% each year.  
3.2.3 Units with a limited history of grant writing will set program-specific targets, with increasing proposal submissions each year.  
3.2.4 The College will seek external funding for startup and administrative structure for research centers.  
3.2.5 The college will seek State/University support for research center infrastructure | Develop plans/consider “Permission to Establish”:  
- Center on Parenting Research  
- Center for Excellence in Urban Education  
Further investigate/plan:  
- The establishment of a counseling clinic as an outreach/service/research venue.  
- Build stronger links with the Office of Research Services  
- Seek resources to establish a Sponsored Programs office within the College to assist with pre-award and post-award concerns and activities.  
- Offer grant-writing workshops for faculty.  
- Create/support multidisciplinary grant-writing teams access to College/University.  
- Establish research forums for faculty and doctoral students to share ongoing research activity.  
- Seek funding to create additional Graduate Research Assistantships to support collaborative research efforts.  |
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<tr>
<th>3.3 The College will develop a collaborative research agenda, with a greater emphasis on learner outcomes and the impact of our candidates’ work on P-12 student learning.</th>
<th>3.4 The College will systematically promote student research and collaborative faculty-student research.</th>
</tr>
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</table>
| - Provide professional development research seminars for faculty, with emphasis on learner outcomes.  
- Establish an annual research award to honor excellence in outcomes research.  
- Increase support for data collection and analysis.  
- Redefine faculty course load to reflect doctoral research intensive status. | 3.4.1 Doctoral students will submit a manuscript to a refereed journal for publication before graduation. |
| - Establish undergraduate and graduate research fairs.  
- Provide annual report of collaborative research.  
- Establish student travel awards to present findings at professional conferences. |
4.0 The College will intensify its strong teacher education partnerships with public schools by developing Professional Development Schools.

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<th>Subgoals</th>
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| 4.1 The University-Schools Teacher Education Partnership Advisory Board will examine national standards for Professional Development Schools, define organizing principles for PDS development, and establish PDS agreements. | 4.1.1 Formal Professional Development School agreements will be established with at least six public schools, across early childhood, elementary, middle, and secondary school levels by 2004.  
4.1.2 Faculty liaisons and school liaisons will be identified for each PDS.  
4.1.3 Professional Development Schools will have a positive impact on teacher recruitment, preparation, retention, and student learning. | • UNC Charlotte faculty will participate in the Charlotte-Mecklenburg Task Force to establish West Charlotte High School and Garinger High School as Professional Development Schools.  
• Workplans and evaluation plans will be established for each PDS.  
• Formal celebrations of new PDS alliances will be held. |
| 4.2 The College’s Office of Field Experiences will conduct a self-study to examine impact/opportunity of Professional Development Schools on clinical practice in teacher education programs. |                                                                                                                                             | • Restructure Office of Field Experiences in response to Professional Development School opportunities. |
5.0 The College will develop and demonstrate expertise in urban education and will prepare excellent education professionals who will be successful in urban school settings.

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<tr>
<th>Subgoals</th>
<th>Objectives</th>
<th>Actions</th>
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| 5.1 Develop urban education theme as part of new Ph.D. in Curriculum & Instruction. | 5.1.1 The “Permission to Establish” the Ph.D. in Curriculum & Instruction will be submitted to the UNC Office of the President by October 1, 2002; that proposal will include a delineation of the urban education theme. | • Advocate for a senior faculty position in urban education; recruit for this position.  
• Seek consultation from benchmark programs in Curriculum & Instruction that emphasize urban education.  
• Strengthen links between the College and the College of Arts & Sciences with colleagues from sociology, public policy, and geography who are committed to the study of urban education issues. |
| 5.2 Develop a systematic research agenda around issues of importance in urban school settings, e.g., closing the achievement gap, responding effectively to English language learners. | | |
| 5.3 Provide systematic outreach/support to schools in areas of need such as accountability, safe schools, and teacher retention. | | • Office of Educational Outreach will offer targeted conferences/professional development activities in these areas.  
• College will develop support system for alumni who are first-year teachers. |
| 5.4 Prepare initially licensed teachers and other school personnel who are competent, confident, and well-prepared to serve in urban school settings. | **5.4.1** Preservice teacher education candidates will have at least one field placement in an urban school setting where there is demonstrated success in educating all children.  
5.4.2 Students in Freshman/ Sophomore Learning Community successfully complete service learning projects in urban schools. | **•** College will intensify efforts to support National Board Certification.  
**•** In consultation with school partners and Department of Public Instruction, College identifies and cultivates field placements in high-achieving urban schools  
**•** Participate in the design/ development of the “Urban Scholars” program to recruit, prepare and retain teachers for city schools (Ford Foundation project). Take the lead in designing a collegiate Urban Scholars program.  
**•** Develop Faculty Recruitment Plan to increase faculty diversity.  
**•** Create “teacher-in-residence” position in Office of Field Experiences to increase diversity in that unit.  
**•** Develop targeted field placement system that assures interaction with diverse learners/ clients.  
**•** Incorporate work sample project on modifying instruction for diverse learners in Comprehensive Candidate Assessment Plan. |
|---|---|---|
| 5.5 Increase the capacity of College of Education graduates to respond effectively to diverse student populations. | **5.5.1** The College will increase the number of tenured/ tenure-eligible faculty of color from the current 11% to at least 20% in this planning cycle.  
5.5.2 The College will increase the number of undergraduate and graduate students of color from the current 11% undergraduates and 17% graduates to at least 20% in this planning cycle.  
5.5.3 100% of undergraduate and graduate students will have professional development opportunities to support their growth. | **•** In consultation with school partners and Department of Public Instruction, College identifies and cultivates field placements in high-achieving urban schools  
**•** Participate in the design/ development of the “Urban Scholars” program to recruit, prepare and retain teachers for city schools (Ford Foundation project). Take the lead in designing a collegiate Urban Scholars program.  
**•** Develop Faculty Recruitment Plan to increase faculty diversity.  
**•** Create “teacher-in-residence” position in Office of Field Experiences to increase diversity in that unit.  
**•** Develop targeted field placement system that assures interaction with diverse learners/ clients.  
**•** Incorporate work sample project on modifying instruction for diverse learners in Comprehensive Candidate Assessment Plan. |
| 5.5.4 Undergraduate and graduate students will rate their capacity to respond to diverse learners as “high” and will, through work samples, demonstrate capacity to modify instruction for diverse learner needs. 
5.5.5 More College of Education students will participate in international education experiences. | • Seek travel grant funding for international study experiences for College of Education students. 
• Identify/ promote study abroad opportunities, including summer opportunities that focus on comparative education. 
• Utilize faculty/graduate students in the Ph.D. in Counseling (multicultural emphasis) as resources for the College as a whole on diversity issues. |
| 5.6 The School Counseling program will examine emerging issues of concern in urban school settings and modify the graduate program to respond to those issues. | • Submit grant proposals to promote safe schools/ healthy learners. 
• Participate in Education Trust’s efforts on school counselor’s role in access to educational opportunity. |
| 5.7. The College will actively participate in the Council of Colleges of Education of the Council of Great City Schools and other professional groups that target urban education issues. | |
VI. Student Learning Outcomes

Undergraduate Teacher Education Goals

<table>
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<tr>
<th>INTASC Standards/ Program Goals</th>
<th>Target Outcomes</th>
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</table>
| 1. **Content Pedagogy:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. | a. The overall pass rate on Praxis II Specialty Area exams will be at least 90%.  
b. At least 95% of the students who complete student teaching may be recommended for licensure.  
c. At least 90% of the students will rate their preparation in content pedagogy as adequate or higher on the program exit survey. |
| 2. **Student Development:** The teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development. | a. See 1b above.  
b. At least 90% of the students will rate their preparation in student development as adequate or higher on the program exit survey. |
| 3. **Diverse Learners:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | a. See 1b above.  
b. At least 90% of seniors will indicate their program contributed to their appreciation of racial diversity “somewhat” or “very much” on the senior survey.  
c. At least 90% of students completing SPED 3290 will complete a work sample on modifying instruction for diverse learners that is rated as “meets standard” or higher in the Comprehensive Candidate Assessment portfolio... |
| 4. **Multiple Instructional Strategies:** The teacher uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. | a. See 1b above.  
b. At least 90% of student teachers will receive a final evaluation of 4 or 5 in the category of “Instructional Presentation” on the Student Teaching Performance Guide (STPG).  
c. At least 90% of students in the semester before student teaching will design an instructional unit that incorporates multiple instructional strategies that is rated as “meets standard” or higher in the Comprehensive Candidate Assessment portfolio. |
### 5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.

- **a.** See 1b above.
- **b.** At least 90% of the student teachers will receive a final evaluation of 4 or 5 in the category of “Management of Student Behavior and the Learning Environment” on the STPG.
- **c.** At least 90% of the students will rate their preparation in motivation and management as adequate or higher on the program exit survey.

### 6. Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- **a.** 100% of students completing student teaching will have an acceptable Advanced Technology Portfolio.
- **b.** Program completers and their employers will rate satisfaction with their technology skills after their first year of teaching as an average of 3.5 or better on a 4.0 scale, as measured by the IHE Performance Report.
- **c.** At least 90% of the students will rate their preparation in communication and technology as adequate or higher on the program exit survey.

### 7. Planning

The teacher plans based upon knowledge of subject matter, students, the community, and curriculum goals.

- **a.** See 1b above.
- **b.** See 4c above.
- **c.** At least 90% of the student teachers will receive a final evaluation of 4 or 5 in the category of “Planning” on the STPG.
- **d.** At least 90% of the students will rate their preparation in planning as adequate or higher on the program exit survey.

### 8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

- **a.** See 1b above.
- **b.** At least 90% of students who enter student teaching will complete a work sample on formal and informal assessment that is rated as “meets standard” or higher in the Comprehensive Candidate Assessment portfolio.
- **c.** At least 90% of the student teachers will receive a final evaluation of 4 or 5 in the category of “Evaluation” on the STPG.
- **d.** At least 90% of the students will rate their preparation in assessment as adequate or higher on the program exit survey.
9. **Reflective Practice: Professional Growth:** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

   a. See 1b above.
   b. At least 90% of teacher education candidates will present reflective essays in the *Comprehensive Candidate Assessment Portfolio* that demonstrate professional growth and are rated as “meets standard” or higher.
   c. At least 90% of the student teachers will receive a final evaluation of 4 or 5 in the category of “Professional Skills” on the STPG.
   d. At least 90% of the students will rate their preparation in *professional development* as adequate or higher on the program exit survey.

10. **School and Community Involvement:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

   a. See 1b above.
   b. At least 90% of teacher education candidates will present evidence of schools/community involvement in the *Comprehensive Candidate Assessment Portfolio* that is rated as “meets standard” or higher.
   c. At least 90% of the student teachers will receive a final evaluation of 4 or 5 in the category of “Professional Skills” on the STPG.
   d. At least 90% of the students will rate their preparation in *school and community involvement* as adequate or higher on the program exit survey.

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### Graduate Program Learner Outcomes

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<tr>
<th>Goal Category</th>
<th>Targeted Outcome</th>
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| Development of research skills | a. At least 90% of students who complete any RSCH course will earn an A or a B.  
   b. B. At least 75% of doctoral students will successfully defend their dissertations in the target semester of their chosen timeline.  
   c. At least 90% of doctoral students will submit a manuscript for publication before graduation. |
| Development of field-specific content knowledge | a. At least 90% of Master’s students will pass comprehensive examinations or defend Master’s projects or portfolios during the first semester of attempt. |

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b. At least 90% of doctoral students will pass comprehensive examinations during the first semester of attempt.

c. At least 90% of students will pass Praxis exams required for professional licensure.

Development of field-specific practitioner expertise.

| Development of field-specific practitioner expertise. | a. At least 90% of students enrolled in practicum or internship courses focused on direct service to students or clients will complete the course on time with an A, B, or P. |

| Development of leadership skills | a. At least 90% of students enrolled in courses or internships focused on leadership will complete the course on time with an A, B, or P.  
b. At least 90% of students in the leadership-specific programs (MSA, Ed.D.) will demonstrate leadership skills to the extent that are hired for leadership positions upon or before graduation. |

VII. Planning Elements

**Planning Elements**

**A. Trend of Increased Enrollments**

- College will inaugurate Freshman/ Sophomore Learning Community in Fall 2002
- College will develop a student recruitment plan so that growth in the College of Education is at least proportional to growth in the University as a whole.
- We will examine ways to strengthen our students’ sense of connection to the faculty, to the College and to the University.
- Because of growth in number of students, faculty, and programs in the Department of Counseling, Special Education, and Child Development, the College will plan to create two departments from this one department at the time of the move to the new building.
| B. Distance Education | • The College will continue to seek/secure additional faculty resources to respond to increased enrollment.  

B. Distance Education | • We will develop a strategic plan to determine the number/type of distance education projects that can be offered in a given period of time and the plan to secure resources to support these efforts.  

B. Distance Education | • College will continue distance education efforts in special education (licensure coursework that will apply toward Master of Arts in Teaching), birth-kindergarten licensure coursework, M.Ed. in Elementary Education, and licensure coursework in gifted education.  

B. Distance Education | • College will continue to seek federal funding to support personnel preparation projects such as the current project in special education: severe disabilities.  

B. Distance Education | • College will continue to seek funding from the UNC Office of the President to support distance education efforts in teacher education such as this year’s funding for Master of Arts in Teaching.  

B. Distance Education | • College will inaugurate distance education efforts for the Master of Arts in Teaching (middle/secondary teaching fields) and M.Ed. in Curriculum & Supervision.  

B. Distance Education | • College will investigate feasibility and implement, if possible, at least one 2+2 baccalaureate completion program through distance education, in partnership with a community college.  

B. Distance Education | • College will increase faculty capacity to deliver online and web supported coursework and increase the number of courses delivered entirely or in part online.  

B. Distance Education | • College will increase program delivery efforts to high need schools in Charlotte-Mecklenburg Schools.  

C. Internationalization | • College will seek travel grants to support study abroad of College of Education students and will set targets to increase number of COE students who participate in international experiences.  

C. Internationalization |•
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<tr>
<td>College will seek travel grants to support/encourage COE faculty members to gain teaching and research experience in international settings.</td>
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<td>College will seek opportunities to host visiting international academicians to increase faculty diversity and broaden student experiences.</td>
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<tr>
<td>Department of Middle, Secondary, and K-12 Education, in collaboration with the Department of English, will refine and strengthen the Teaching English as a Second Language program to include a deeper study of international cultures and their influence on the local schools and communities.</td>
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<td>Working in collaboration with the Department of Language and Culture, the College will promote study abroad experiences for teacher education candidates in the foreign language program.</td>
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<td>The College will examine ways to promote/encourage foreign language study by teacher education candidates.</td>
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<td><strong>D. Outreach and Engagement</strong></td>
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<td>The College’s Office of Educational Outreach will take the lead in providing professional development/continuing education opportunities that respond to regional teacher recruitment and retention issues.</td>
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<td>College will increase programs and services to beginning and lateral entry teachers in areas of identified need.</td>
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<td>The College will develop stronger outreach to various constituencies – alumni, school partners, community – through the launching of a newsletter and a revision of webpage communication tools.</td>
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<td>Working collaboratively with the Center for Mathematics, Science, and Technology Education, Office of Educational Outreach will develop a strategic plan for College outreach services.</td>
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<td><strong>E. General Education</strong></td>
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<td>The revision of the University’s general education requirements provides a strong opportunity to reexamine the undergraduate programs in the College (including the professional education programs for students seeking 9-12 licensure) to streamline those programs of study, moving from 128 to 120</td>
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hours. All undergraduate programs will be reviewed/ revised in this planning cycle.
- Assuming approval from the UNC Board of Governors for increased flexibility in the “second academic requirement” for education majors, the College will work with the Teacher Education Council to examine new opportunities for the “second academic requirement.”

### F. Research and Creativity Activity

- College has set targets for increased external funding.
- College will seek infrastructure support for pre-award and post-award activities.
- College has identified focus areas for research:
  1. instructional effectiveness
  2. urban education
  3. diverse learner needs
  4. curriculum leadership
  5. early intervention for reading and behavior problems
  6. disabilities studies
  7. school partnerships
  8. closing the achievement gap

### G. Information Technology

- College will work collaboratively with the University’s IT planning process to develop the appropriate technology infrastructure for the new College of Education building.
- College will extend efforts to promote high level of technological competence of teacher education candidates by developing a Comprehensive Candidate Assessment Plan that is web based and that incorporates advanced technology competencies.
VIII. Use of Assessment Data

The College has established an annual review of assessment data process for the purpose of making appropriate programmatic changes. This review takes place in the departmental faculty meetings in March of each year. Data sources that are reviewed include the following:

- Title II Report
- Student Teaching Performance Guide
- Senior Exit Survey
- Student ratings of course/ instructor
- Accreditation reports
- IHE Performance Report (Department of Public Instruction), including
  - Praxis pass rates by discipline
  - Employer ratings of graduates
  - Graduates’ ratings of quality of program and their own performance
  - Number of program completers by discipline

This data review in 2001 yielded the following changes:


2. Revision of MDSK (the social studies pedagogy course) to align with national thematic standards and to require more clinical application of content in the classroom.

3. Revision of EIST 4100 to include more emphasis on advance technology skills. Consideration of requiring this course for elementary education majors in addition to the technology assignments embedded in current required courses.

4. Increased emphasis on providing support for beginning teachers, using the University-School Teacher Education Partnership Advisory Board and the Office of Educational Outreach as the vehicles for planning these services.
5. Increased documentation of faculty governance processes, including systematic collection of minutes from all departmental, college, and committee meetings, in response to NCATE accreditation visit.

6. Establishment of new faculty committee, the *Committee for Accreditation/Continuous Improvement*, to plan for and respond to changing accreditation standards.

**Appendices**

Brief descriptions of proposed Centers in the College of Education

Departmental Plan: Counseling, Special Education, and Child Development

Departmental Plan: Educational Leadership

Departmental Plan: Middle, Secondary, and K-12 Education

Departmental Plan: Reading and Elementary Education
Appendix A

Brief Description of Proposed
Centers in the College of Education
2004-2009 Academic Plan

(note: the 2-page descriptions requested by Dr. Mosier will be forwarded on November 12.)

In priority order.

For immediate planning:

1. Center for Exceptional Learning
   As Denise Trauth noted in her letter of July 23, 2002, the Center for Exceptional Learning was endorsed in the 2002-2007 Campus Academic Plan. Development of the proposal was halted by the need to begin the new Ph.D. in Special Education (Fall 2001) well and to explore further the possibilities of modest state funding for infrastructure support. It is now time to submit the “Request for Authorization to Plan” document to the Office of the President; that proposal will be ready in January 2003.

   The mission of the Center for Exceptional Learning is as follows: The Center will strive to enhance school achievement and adult outcomes for students with disabilities and for those who are academically or intellectually gifted through research and consultation with schools and families. The Center will build on UNC Charlotte’s growing success in procuring federal funding in special education and will aim for increased research dollars from the U.S. Department of Education and related federal entities (e.g., NIH.) The Center will also attract alternative sources of funding for research (foundations, donors.) Interdisciplinary projects as well as special education projects will be fostered by the Center. We will request modest state funding to provide infrastructure support for the Center.

2. Center for Reading Research
   UNC Charlotte offers one of the largest and most successful teacher education programs in the state and is committed to preparing excellent teachers who are highly effective in teaching all children. With the establishment of a new Ph.D. in Curriculum & Instruction, UNC Charlotte will assume a major research role in investigating and improving the teaching of reading. A Reading Research Center on the UNC Charlotte campus will be the focal point for this major research initiative. Center personnel will conduct and disseminate scientifically based research on how children learn to read, effective strategies for supporting reading achievement for all learners, and effective teacher education for reading instruction. The Center will translate research results into classroom practice by disseminating information to school personnel through professional development services for classroom teachers, administrators, and literacy specialists. Corporate support for this Center is currently being sought through the “It Takes a Gift” campaign.

It is the intent of the College of Education to consult with the Department of English in developing this center; the Department of English is proposing a literacy center with a related mission. A “Request for Authorization to Plan” will be completed in Spring 2003.
3. **Institute for Quality and Technology and Quality in Education**
   The Institute for Quality and Technology in Education (IQTE) is a joint effort of UNC Charlotte’s Colleges of Education and Information Technology. IQTE initiatives are to plan, research, implement, and support continuous improvement in the quality of public education through the integration of Total Quality Education and application of cutting edge technological tools. Planners are currently developing two programs: 1) Student Data Warehouse and 2) The Learning Achievement Data System (LADS). A “Request for Authorization to Plan” will be completed in January 2003.

4. **Education Research Bureau**
   A collaborative effort between the College of Education and the Urban Institute, with a likely link to the Metropolitan Studies Group, this initiative will provide school systems and related agencies with access to the University’s research and evaluation expertise, will provide research opportunities for graduate students, and will provide a revenue stream through contracts. Planning is underway for this initiative and will be coordinated with Metropolitan Studies Group planning.

**For further study/planning later in the cycle:**

5. **Center on Parenting Research**
   Proposed by the Department of Counseling, Special Education, and Child Development, the proposed interdisciplinary center will be a focus of federal support to promote special knowledge and skills needed by parents, child care providers, teachers, school administrators, and agency personnel who work with children (with and without disabilities from birth through eight years of age).

6. **Center for Excellence in Urban Education**
   Designed to enhance the research emphasis in urban education in the new Ph.D. in Curriculum and Instruction, this interdisciplinary Center will develop specific, measurable solutions for high-need schools, which, regardless of location, demonstrate similar characteristics such as high levels of poverty, increasing cultural and linguistic diversity, and substantial numbers of students from minority groups. Such schools struggle with accountability measures regarding academic achievement and struggle to recruit and retain a highly qualified teaching force. The Center will seek federal, state, and corporate support to develop a powerful research agenda to respond to the pressing needs of urban schools.

7. **Counseling Clinic**
   Proposed by the Department of Counseling, Special Education and Child Development, the Clinic would promote enhanced clinical experiences for graduate students in counseling (and perhaps in related clinical fields) and provide outreach to the community. The counseling faculty will explore the feasibility of establishing an on-campus clinic in this planning cycle.