

REICH COLLEGE OF EDUCATION

ANNUAL REPORT

JUNE 2007 - 2008

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I. SURVEY OF DEPARTMENTAL REPORTS

A. MAJOR ACCOMPLISHMENTS

The accomplishments of the Reich College of Education can be grouped conveniently within the 11 strategic goals for 2000-2005. The examples below represent a number of the most important accomplishments listed by the chairs and directors. Many more accomplishments are described within the separate reports. (See reports online at each department site.)

1. SYSTEMATIC REVIEW, REVISION, DELIVERY AND IMPLEMENTATION OF THE CURRICULUM

- Provided 437 traditional undergraduate teacher education graduates as well as 25 alternative completers.
- Initiated a fulltime, daytime undergraduate elementary education program at Caldwell Community College in spring 2007, using a cohort model; three cohorts are now active with a fourth planned for spring 2009.
- Generated over 85% of the university's graduate enrollment.
- Underwent state approval review by DPI for three programs: Communication Disorders, Instructional Technology, and Special Education; all three were approved.
- Made substantial changes in C&I's graduate program in elementary education program, effective fall 2008.
- Completed 8 faculty searches successfully including the Director of the Doctoral Program and also hired a new Director of the Teaching Fellows Program, a Research Associate for Teacher Education Assessment, and an elementary education advisor.
- Generated over four million in grants and contracts with Appalachian Family Innovations accounting for 3 million in its contracts to provide services to emotionally disturbed and delinquent youths and their families, including group home residential treatment, professional parent training, and other related services. The RCOE continues to lead all colleges in the university in the total amount realized through grants and contracts annually.
- Provided services to families with special needs in Watauga, Allegheny, Ashe, Avery and Wilkes counties through the Parent2Parent program.

- Continued highly successful summer institutes such as the Kellogg Summer Institute and an Advanced Kellogg Summer Institute and the Adult Basic Skills Program;
- Expanded the Blue Ridge Family Literacy Project to bring together at-risk children, their parents, school staff, RCOE faculty and students (a total of over 130 participants) to focus on enhancing family literacy skills via technology. The project also was incorporated into the university's federally funded GEAR-UP project;
- Continued a joint project with the College of Arts and Sciences, the RCOE, and Ashe and Avery County High Schools in implementing secondary education professional development schools.
- Created a Secondary Advisory Committee to address issues associated with secondary education students and provide recommendations on ways to address the issues.
- Provided service to 100 children with reading disabilities through the RCOE Reading Clinic for a total of 1,500 treatment hours. Graduate and undergraduate students were involved in providing teaching services under faculty supervision.
- Continued to expand program offerings at both the undergraduate and graduate levels through the Appalachian Learning Alliance; offered for the first time a doctoral cohort program in Hickory. Over 2,141 course enrollments were recorded at the undergraduate level (double last year's enrollments) in 133 courses and 4,213 in 269 courses at the graduate level for a grand total of 408 classes and 6,354 course enrollments for the RCOE. Six programs are offered at the undergraduate level and 12 at the graduate level with multiple cohorts for each program. Note: students enroll in cohorts and typically take two courses a semester. This is the largest number of teacher education programs and enrollments offered off-campus in primarily a face to face mode by any IHE in North Carolina.
- Secured a grant from the UNC General Administration to support the employment of an off-campus recruiter who will focus on working with alternative licensure candidates to insure they complete the appropriate licensure requirements and become highly qualified teachers.

- Secured a grant from the Z. Smith Reynolds Foundation to support the employment of a Director of the ASU Beginning Teacher Support Network to explore ways to support our teacher education graduates in their first three years of teaching. The pilot program is working with approximately 80 new ASU teachers in the ASU-Public School Partnership region.
- Continued to show high performance of students on nationally normed tests. Communication Disorders program graduates achieved a 100 percent passing rate on the American Speech Language and Hearing Association Certification Exam; graduates of the Master's in School Administration program registered a 100 percent passing rate on the ISSLIC licensing exam; graduates of undergraduate teacher education programs achieved better than 90 percent passing rate on PRAXIS II content area tests.

2. RECRUITMENT

- Continued specialized recruitment efforts at the undergraduate and graduate levels; results can be seen in most programs although on-campus enrollments continue to decline in some programs, especially graduate, while off-campus enrollments continue to increase steadily. The doctoral program has shown a steady increase in both the number and quality of applicants. A cohort program was begun in fall 2007 in Hickory, NC to meet some of the off-campus demand. The result is still an overall balance in enrollments in the college similar to past years with a slight increase due to off-campus programs; total enrollment in the teacher education programs is approximately 1800 with total enrollment for undergraduate and graduate programs in teacher education slightly over 2,400.
- Revised the university's recruitment plan for teacher education and hired a Director of Teacher Education Recruitment. Worked with the Admissions Office and other colleges on campus to plan additional recruitment strategies and initiate improved tracking of students from the point of application to actual enrollment.
- Formed a Teacher Education Recruitment Advisory Team that includes members from the College of Education, College of Fine and Applied Arts, College of Arts and Sciences, Hayes School of Music, Admissions Office, Registrar's Office, Office of Institutional Research, Multicultural Student Center, Academic Affairs, Academic Advising, and the Career Center.

- In addition to high school/community college visits, electronic communication was conducted through Admission Pros. Online chats were held monthly with prospective students starting in December. Multiple email messages were sent throughout the year including a letter from the Dean of the College of Education encouraging accepted students to choose Appalachian. Phone-a-thons were held monthly starting in January to accepted students and were conducted by staff, professors, department chairs, and undergraduate/graduate students. The ASU Teaching Fellows were most valuable during the online chats and phone-a-thons donating their time in exchange for service hours.
- Developed new Community of Future Educators learning community to start fall 2008 with new freshmen who plan to go into the teaching field. These 40 students will live in Cone Hall and be involved in many activities to promote teaching careers both on and off campus.
- Continued to maintain the quality of our graduate students as evidenced by GPAs; and GRE scores continue to remain high and SAT scores of undergraduates continue to increase. Numerous off-campus interest meetings at various sites were conducted to stimulate interest in graduate and undergraduate programs and special orientation programs have been developed for off-campus students who are beginning programs.
- Supported partnerships with eleven Teacher Cadet programs in ASU-Public School Partnership schools through our Teaching Fellows Program and continued working with such programs in Ashe, Avery, Burke, McDowell, Rutherford, Watauga and Wilkes. This work has included providing teaching and recruitment materials, university credit for participating in the Teacher Cadet Program, hosting of visits to the ASU campus, and general networking among the sites.
- Offered in cooperation with Duke University two ASU Scholars Weekends for gifted and talented students from grades 7-12; 57 young people from ASU-Public School Partnership counties as well as from outside the Partnership took part in intensive classes on such subjects as African drumming, mathematics, and 3D animation, all of which were led by ASU faculty.
- Continued the updating of the college's website, providing more user-friendly links, increased access to the student handbook and the student teaching manual. Pictures, videos and other

informational items have been added; the placement of current syllabi online has continued.

- Provided one hundred and forty-three undergraduate and graduate students with \$255,221 in scholarship aid in the 2007-2008 academic year.

3. FACULTY DEVELOPMENT

Each department/program report provides extensive documentation of faculty development; see also chart after #6 for a summary.

- Provided professional development opportunities for faculty through workshops on international study, multicultural issues, and special needs populations.
- Hosted visiting scholars and teachers from Pakistan, Jordan, Mexico, and Costa Rica, all of whom interacted with faculty and students in the college through formal and informal sessions, seminars, and workshops.
- Sponsored The Price Symposium through the efforts of the LRE Reading Program; the conference featured sessions on reading and literacy that were open to faculty, students, and teachers from the ASU-Public School Partnership.
- Offered workshops focused on working with English Language Learners (ELL) and ways of tapping the international resources on campus to develop international scholarly applications or develop an international study tour/class.
- Provided funding (over \$100,000) for faculty development grants focused upon integration of technology into teaching and learning. These grants called Successful Applications of Learning Technologies (SALT) involved over 20 faculty in collaborative projects that ranged from developing new online courses to fostering dialogue among program faculty about ways that technology could enhance their curricula to special teaching projects focused specifically on students. Funding came from a special GA allocation to stimulate development of technology applications for distance learning. .
- Selected nominated faculty through the RCOE Faculty Development Committee for RCOE Awards in Teaching, Scholarship, Mentoring/Service; the recipients were Dr. Heather

Clark (LRE), Outstanding Teaching; Dr. Alecia Jackson (LES) Outstanding Scholarship; Ms. Betty Dishman, (C&I) Outstanding Adjunct.

- Attended special DPI and NCATE training workshops on new program standards and procedures.
- Continued reading groups for faculty, staff, and students focusing on aspects of diversity.
- Supported several off-campus scholarly leaves.

4. INSTRUCTIONAL TECHNOLOGY

- Continued the replacement cycle of computers in the college's labs and for faculty. All new faculty were provided computer packages as part of their hiring.
- Refined the online syllabi system.
- Launched a completely re-designed web site for the RCOE.
- Launched a new means of access to the Dean's weekly Updates that permitted online archiving and searching for past Updates.
- Continued faculty development in the use of instructional technology through college and university sponsored activities.
- Obtained support for the development of online courses in all departments of the college.
- Standardized all classroom technology set-ups so faculty would have only one system to work with, regardless of what classroom they were in.

5. CENTERS, CLINICS, AND PARTNERSHIP

a. National Center for Developmental Education

- Continued planning for the 4th International Conference on Research in Access and Developmental Education to be held in San Juan, Puerto Rico. This conference is held only once every four to five years and is generally regarded as the major research conference in the field. The Center received 141 conference proposals and selected 99 of these for presentation. This

conference is offered in collaboration with the National Association for Developmental Education, the College Reading and Learning Association, the National College Learning Center Association, the Association for the Tutoring Profession, and the University of Puerto Rico System.

- Implemented the 28th year of the Kellogg Institute for the Training and Certification of Developmental Educators; 42 educators from a pool of over 80 applicants were selected for participation, representing 18 states. Twenty participants enrolled in HE 6090 and 6631 through the institute and 42 enrolled in LHE 6900. A total of 18 participants attended an orientation to our developmental education graduate program and five of these later applied to the program.
- Offered an Advanced Kellogg Institute to 45 participants, 22 of whom enrolled for graduate credit in HE 6541 through the Institute.
- Published the 31st volume of the Journal of Developmental Education (circulation 4,000 per issue, three times a year; largest circulation of the 6 professional journals in the field of developmental education). The Journal has been nominated for a design award by the University and College Designer Association.
- Received a grant of \$105,350 from the Kern County Community College District to conduct an extensive evaluation of Bakersfield College's developmental Education activities. This resulted in three technical reports submitted during the 2007-2008 academic year as well as ongoing training for Bakersfield College faculty.
- Continued research on minority retention in developmental education and Center personnel have made presentations based on this research at several national meetings. This research has resulted in a new emphasis on culturally responsive teaching which has also been presented at the National Association for Developmental Education Conference and other faculty training institutes in California, North Carolina, and Texas.
- Continued to support the Visiting Scholars Program which includes work space, computer access, clerical assistance, access to the Center's data bases, resource library and consultation with Center staff. Two visiting scholars took advantage of these services this year, one from the University of Maryland and one from Akron University in Ohio.
- Established a strong record of achievement among Kellogg and program graduates who have accomplished the following this past year: chaired sessions at 7 state and national level professional meetings; served as officers of 9 state or national professional organizations; published articles in professional journals; authored two books, delivered 40 presentations at professional conferences; won 4 awards for teaching excellence or professional service; edited three newsletters; and received several grants.

- Researched news media reporting on developmental education. The Center sponsored a study of news reports about developmental education in the top 25 newspapers in the U.S. The results of this study will be published in a forthcoming issue of *Research in Developmental Education*.
- Researched non-cognitive assessment instruments for use with developmental students. The Center sponsored this study that identified and reviewed all major instruments for assessing the non-cognitive characteristics of adults. This research has resulted in two articles for *Research in Developmental Education* and one conference presentation.
- Continued dissemination of the Center's "Program Development Inventory." This inventory is used by hundreds of colleges and universities, including the entire Texas higher education system, to evaluate developmental education programs.
- Designed a new model for the delivery of developmental education courses and services. Called "Targeted Interventions for Developmental Education Students" or TIDES involves the use of both cognitive and non-cognitive assessment to identify and deliver courses and services to underprepared college students. This model has been presented at the Advanced Kellogg Institute and the Alaska College Reading Association. It also serves as the basis for a forthcoming article. At present, the model is being field tested in six community colleges.

b. Office of Field Experiences, Licensure and Extension

- Placed 509 students in public schools for a semester's student teaching (a slight decrease from last year) and assisted with early field experience placements. Placements were made in 31 districts and 117 schools in the fall and 36 districts and 140 schools in the spring.
- Processed 761 teacher licensure applications, responded to 149 requests for evaluation of add-on or irregular licensure, 108 out-of-state licensure verifications, and 67 in-state licensure verifications.
- Implemented policy on criminal background checks and conducted 900 such checks; this new policy covers all undergraduate teacher education students involved in field experiences.
- Provided tablet computers and printers for 22 supervisors to use in the field and provided training for their use.
- Implemented stipend payments to cooperating teachers (\$100 per

student teacher); approximately \$50,000 was expended. Cooperating teachers also received a 25% discount on any item in the campus bookstore and also had access to a library card.

- Continued to offer student teaching experiences in Mexico and placed students in Ireland and Costa Rica as well. Fifteen students participated. Students provided blogs that detailed their experiences. Renewed the relationship with the American Foundation School of Guadalajara.
- Arranged for the visit of representatives from Universidad Nacional Costa Rica Sede Chorotega; a real-time televised signing of an agreement between ASU and the university occurred.

c. Public School Partnership/Office of School Services

Initiated a number of activities that involved 112 ASU faculty, 65 ASU students, and 707 teachers, with a corresponding total potential effect on up to 10,000 public school students. Representative of these activities are the following:

- Supported Teacher Cadet Programs at 11 sites involving 3 ASU faculty, 15 ASU students, 11 public school faculty and approximately 225 students in the public schools.
- Conducted Focus groups in secondary and middle school math, high school science, high school social studies, middle school science, middle school language arts, and middle school social studies. These focus groups, now renamed “professional learning communities,” brought together ASU faculty and public school teachers to discuss curricular issues, action research projects and other professional development activities. Involved were 23 ASU faculty and 293 teachers.
- Used 25 public school teachers as presenters in university classes.
- Sponsored 3 major workshops for teachers on writing and strategies for working effectively within a Block schedule. A total of 248 teachers attended the various workshops
- Assisted with the visit of 15 Pakistani secondary level biology teachers, providing placements in the public schools and connecting the teachers with ASU faculty and students. Seven faculty and 6 public school teachers were involved.

- Assisted with developing and implementing the Mountaineer Reader program in cooperation with the ASU Athletic program; over 11,000 students participated, with winners being recognized in halftime ceremonies at the football game on Education Day.

d. Teaching Fellows Program

- Appointed a new director of the Teaching Fellows.
- Continued the Longview multicultural grant activities in the fall with entering Teaching Fellows and international students living together in the Living/Learning Center.
- Refined the mentor program to insure better matches of mentors and mentees.
- Expanded the work with teacher cadet program at 11 schools about ways to support either the introduction of or support of teacher cadet programs in those schools. Held a Teacher Cadet Day on campus in the spring and continued arrangements so students could earn ASU credit if they completed a Teacher Cadet Program successfully.
- Implemented a professional conference for senior Teaching Fellows that featured Teaching Fellows alumni.
- Participated in recruiting activities ranging from hosting prospective students on campus to operating the Teaching Fellows Recruitment Day for 400 prospective students and families.
- Provided 4,000 hours of service to the community through a variety of activities.
- Won four of the University Club and Organization Awards and at least 44 Teaching Fellows held prominent leadership roles in campus clubs and organizations.
- Continued with Watauga College, and International Programs to develop a community in the residence hall called the Living/Learning Center; freshmen in the Teaching Fellows program have been housed there since 2004 along with some sophomore Teaching Fellows.

- Continued the annual trip to Washington, DC to visit inner city schools and cultural attractions in the area; sixty members of the sophomore class attended.

d. EdD in Educational Leadership

- Hired a new director for the program, Dr. C. James Killacky; and a faculty member for a new position in the program, Dr. Vachel Miller.
- Graduated 16 students during this school year, the most in any one year over the program's 16 year life.
- Obtained two new sources of funds for students: Doctoral students gave a boost to the existing GSAS fund for graduate students by requesting donations in honor of Dr. Naylor. RCOE established an Alice Phoebe Naylor Annual Honorary Outstanding Dissertation Award for which contributions are still coming in.
- Completed the formation of a database of all doctoral program statistics, current committees and alumni.
- Started the first cohort of ASU EdS graduates for an EdD cohort in Hickory with 12 students. Twelve other students were recruited for Cohort 16 on campus from 35 applicants.
- Compiled the first policies and procedures handbook for the program to assist in the orientation of the new director and faculty, and administrative assistant.

e. Communications Disorders Clinic

- Continued to participate in the planning for the renovation of University Hall to house the Clinic along with other clinical programs.
- Continued participation (twelfth year) via the Communication Disorders graduate program in a distance learning consortium of five North Carolina universities to present master's level training to Speech Language Pathologists currently working in the schools and needing advanced training for continued licensure.
- Initiated a contract with a clearinghouse to submit all insurance billing electronically, effective May 2008.

- Continued work on bringing the Clinic into compliance with HIPAA.
- Received funding of \$75,000 from the Scottish Rite Foundation.
- Continued to sponsor the Parent to Parent Program and Hanen Program.
- Provided over 8,841 hours of service for over 11,403 clients through the Communication Disorders Clinic; this included speech and hearing screenings for school children as well as services for infants and toddlers and their families, group and individual therapy for children, and diagnosis and therapy for adults. All treatment hours involved student clinicians under faculty supervision. These numbers represent the largest number of clients and amount of services ever provided in a single year by the clinic.
- Placed 41 graduate interns in clinical externships.
- Continued to provide speech, language, and swallowing services to area hospitals including the Watauga Medical Center, Watauga Medical Center Home Health, and Glenbridge Rehabilitation and Healthcare Center.

6. TEACHING, SERVICE, AND SCHOLARSHIP

Based on a reporting complement of 92 full-time tenure track faculty, the following record of productivity was created. Also of significance is the **over \$4 million** generated by faculty through external funding of grants and contracts, and the many hours of service to schools contributed by faculty.

		Number of Faculty Reporting	Number of Projects, Activities, etc.	Percent of Complement
1.	Research Projects/ Creative Activities	86	308	93%
2.	Publications	57	162	62%
3.	Papers/Talks	75	322	82%
4.	Professional Meetings Attended	88	313	96%
5.	Proposals for External Funding	31	52	34%
6.	Instructional/Faculty Development Activities	81	244	88%
7.	Cooperation/Assistance To Public Schools	60	163	65%
8.	Regional Service Activities	36	61	39%
9.	International Activities	34	76	46%
10	Leadership Roles	45	86	37%
11	Committee/Council/Board Faculty Senate Assignments	92	666	100%
12	Honors	27	53	29%

Note: These totals are based on RCOE department totals. Indices refer to sections of Annual Faculty Reports.

7. FUND RAISING

- Received a total of \$1,163,060.23 in cash gifts as of June 18th. The college continues to benefit from the University's last capital campaign, receipting more than \$500,000 in testamentary gifts this year.
- Raised more than \$30,000 for teacher education scholarships through the 2nd Annual Swing for Scholarships Golf Benefit. More than 150 golfers played the Jones Course at the Rock Barn Golf & Spa on October 9th (a 50% increase in golfers and proceeds from last year's tournament). The 3rd annual tournament will be held Tuesday, October 7, 2008.
- Received funding for eight new scholarship endowments, several new current scholarships, and three new planned gifts. Continued to update and enhance the Donor Recognition Display installed in the first floor lobby of Edwin Duncan Hall.
- Submitted proposals to private foundations and corporations with requests for funding totaling over \$500,000. Proposals were submitted on behalf of

the Anne Cannon Scholars Program and the Swing for Scholarships Golf Tournament.

- Began planning for the upcoming university-wide capital campaign. College campaign will include the new College of Education facility. Worked collaboratively with dean, department chairs and advancement division to devise campaign priorities and identify donor prospects.
- Provided one hundred and forty-three undergraduate and graduate students with \$255,221 in scholarship aid in the 2007-2008 academic year alone.
- Continued to publish a fall and spring issue of RCOE *Connections*, a publication designed to inform alumni, faculty and staff, and other campus community and external community members about the accomplishments, challenges and future of the RCOE.
- Inducted Daisy Austin Adams '39, Robert Deaton '57 '58 and Betty Anne Robinson Quinn '54 into the Rhododendron Society in recognition for their service to education and ASU. The awards were presented at the Alumni Black and Gold Reunion in July 2007.
- Worked with RCOE Advancement Board to recruit two new members to the board.
- Hosted several key constituent alumni receptions around the state including at the NC State Middle School Association annual conference, Doctoral Program Alumni, Teaching Fellows, Winston-Salem major donors, and others.
- Recognized ASU Alumni who have been selected as *Teachers of the Year* that includes a letter of congratulations from the dean of the RCOE, along with inviting district *Teachers of the Year* to participate in the May commencement program and luncheon.
- Launched third annual Education Day during fall home football game where ASU Partnership *Teachers of the Year* were recognized on the field at half-time and all alumni and family were provided with discounted tickets. An Education Day is planned for October 2008.
- Assisted with the Mountaineer Readers program, a cooperative effort with the ASU Athletic program that involved over 11,000 students in grades 1-7 in summer reading and recognition of winners at Education Day.

MULTICULTURAL GLOBAL PERSPECTIVE OF PROGRAMS

- Provided faculty consultations or presentations in Mexico, Bolivia, Qatar, Macedonia, Ireland, and Costa Rica.
- Placed student teachers in Ireland, Costa Rica, and Mexico.

- Provided study trips to England, Scotland, and Guatemala for graduate students in HPC programs and the Communication Disorders Program.
- Hosted visiting faculty and teachers from Mexico, Costa Rica, Pakistan, Egypt and Jordan.
- Continued the project in Cochabamba, Bolivia for students in the Master's of Library Science program to assist in developing a children's library as well as carry out research on Bolivia culture and history.
- Continued the multicultural internship program for Elementary Education majors in Burke and Caldwell counties.
- Conducted a spring break trip to the Cherokee Reservation for ASU teacher education majors.
- Provided Teaching Fellows with visit to inner-city schools in ethnically and racially mixed neighborhoods of Washington, D.C. as well as opportunities to travel overseas.
- Identified and began to use data bases that provide diversity data on public schools where RCOE students are placed; the intent is to insure all students have experiences with diverse populations.
- Continued the awarding of the Anne Cannon scholarships to students from under- represented groups.
- Maintained both college-wide diversity and international programs and activities committees and offered programs open to students and faculty in the college that addressed issues of diversity and global multiculturalism. See also Appendix C.

8. PHYSICAL FACILITIES

- Settled upon the general design and function of a new college of education building now approved for completion by fall 011 if not before.

9. CULTURAL DIVERSITY

All programs have described what is being done to diversify the faculty, staff, students, and curricula. The results are found in individual departmental reports. The college also continued to endorse the university's Open Door policy.

- The RCOE Diversity and Faculty Development Committees continued to support faculty, student, and staff reading groups focused on topics related to diversity.
- Continued the Tuesday's Tutors program that addresses the learning and socialization needs of international students from the local public schools while providing useful teaching/learning experiences for RCOE students.
- Hired faculty for 2007-08 including Hispanic, Turkish and Zimbabwe.
- Continued the development of the TexTile project celebrating the diversity of the region.
- Promoted greater understanding of cultural diversity by housing freshmen and sophomore Teaching Fellows with international students in the Living/Learning Center.
- Continued to offer an At-Risk Seminar through the Teaching Fellows Program that focused on socioeconomic, gender, racial, and ethnic factors that may contribute to a student's approach to school and learning.
- Included classes/units on multicultural and gender issues (for example, hiring practices, sexual harassment, and health problems disproportionately experienced by minorities) as well as providing minority guest speakers for classes.

In addition, a variety of other activities occurred and these are summarized in Appendix C.

10. STUDENT INVOLVEMENT

Both undergraduate and graduate student representatives are part of the membership of the RCOE Teacher Education Council; the college also has a graduate student representative to the Graduate Student Association. Departments also involve students in selected committees, ad hoc task forces, etc. HPC, for example, has a diversity committee that has an active student membership. Faculty in Communication Disorders, HPC and LES involve students in joint research projects and several of the students have made presentations at state and regional conferences. RCOE also includes student representation on many committees.

Students from programs in the college participated in the University Research Day, displaying their research projects and participating in the Day's activities.

Faculty are involved with sponsorship or advisement of student organizations. For example, C & I's Health Club has a faculty advisor, other faculty members are involved with the student chapters of NCAE, Kappa Delta Pi, CEC, ASU Native American Council, Black Student Leadership Organization, ASU Chapter of the National Speech-Language-Hearing Association, Black Graduate Student Organization, ASU Student Development Association, National Middle School Association, Council of Exceptional Children, Phi Beta Sigma, Zeta Phi Beta, ASU Jewish Students Club, Chi Sigma Iota, and Phi Kappa Phi, IRA affiliate.

B. MAJOR CHALLENGES

1. PERSONNEL

a. Faculty Positions

The addition of faculty in the RCOE remains a critical need. The RCOE continues to use a substantial number of adjuncts and will be unable to meet the student demand for selected programs as more offerings become based off-campus. 16 searches (new and vacant position) were conducted for 2007--08; 11 were completed. Employed were 4 females and 7 males...a director for the doctoral program, and a faculty member to work with AFI.

An additional 2-3 faculty positions over the next year are requested to reduce reliance on adjuncts and meet program needs. The majority of

these positions will be the result of ever-increasing off-campus programs including the anticipated expansion of a full-time off-campus cohort in elementary education at Caldwell Community College.

b. Secretarial, Technical, EPA, Work Study and Graduate Student Support

- Filled 2 SPA positions (replacement).
- Hired a new director for the Teaching Fellows program, a Director for Teacher Education Recruitment, an Off-campus Recruiter/Advisor for alternative licensure candidates, and a Director for the Beginning Teacher Support Network project.

Needs

Due to the increasing workloads experienced by departments and faculty, a need exists for 5 additional staff positions in the following areas:

- Two SPA positions in the Dean's Office to better distribute the workload caused by increased emphasis on off-campus programs, expansion of the doctoral program, expansion of field experiences, licensure and international activities.

Due to increased activity in off-campus programs, a need exists for two positions:

- One shared SPA position between C&I and LRE to assist with clerical tasks associated with expanded off-campus work at both the undergraduate and graduate levels.
- One EPA Early Field Experience Coordinator for Elementary Education and Middle Grades off-campus cohorts.
- Although minor modifications in work study allotments have been made, overall work study allocations have not changed substantially for several years. The College needs at least an additional \$6,000 to provide more balanced work study support for departments and the operation of labs.
- Although the College produces the largest amount of graduate activity on and off campus, its assistantship allocation still does not reflect this productivity. Hence, the college needs at least a 15 percent increase in its assistantship allocation and access to double the number of out-of-state tuition waivers it now receives.

c. Salary Inequities

Attention has been given to issues of salary inequity, (including adjuncts) but the need remains to continue to keep salaries in alignment within the college as well as the university and the region. Particular attention needs to be given to identifying appropriate peer institutions and benchmarking faculty salaries appropriately with particular sensitivity to salary compression.

d. Diversity

The college has made conscientious efforts to increase diversity among faculty, staff, and students--the gains remain modest. Two minority faculty were hired for 2007-08. The Teaching Fellows program, the MSA program, the program in Communication Disorders, the doctoral program, and some programs in Human Development and Psychological Counseling have attracted modest numbers of minority students but overall representation in all college programs is still not satisfactory and calls for continued efforts. Efforts to address diversity issues within courses and across programs and within early field placements and student teaching placements are still fledgling efforts and need more emphasis and accountability. The college now supports a diversity placement in Burke and Caldwell counties to support the Elementary Education program.

e. Faculty Development

- The college makes available modest research awards and has a history of providing re-assigned time for faculty scholarship, efforts at assisting faculty with development in technology, developing expertise in newer teaching strategies, and providing other professional development opportunities; all of these continue to be high priorities. As this year's report shows, a considerable number of professional development opportunities were made available; although the College continued to take a more focused approach to faculty development this year via its SALT grants, an even more systematic approach to faculty development would be possible if additional funding on an on-going basis could be made available for that purpose.
- Faculty development work that focuses on approaches to diversity in teaching and learning with particular emphasis upon ELL needs to be expanded and implemented.
- Experience with performance assessment and the development of

appropriate candidate performance tasks needs to be a focus of faculty development.

- Continued attention to increasing the elements of web-enhanced instruction in all programs needs to be stressed.
- Review and adjustment to the university's supplemental compensation policies is needed.

. Faculty Workload/Expectations

- Faculty workload and faculty expectations as they relate to faculty assignments, promotion, tenure, and merit have been somewhat clarified and monitored for effectiveness and equity. Particular attention still needs to be given to the impact of off-campus teaching on faculty workload and program enrollments and development. The role and responsibilities as well as compensation for coordinators of off-campus programs needs to be clarified and adopted.
- The Communication Disorders program will need to make a decision as to whether or not it will become a part of the proposed new college of health sciences; if the decision is positive, then review of the structure and purpose of the Department of Language, Reading, and Exceptionalities will need to occur.
- Internship supervision requirements and practices still need to be more clearly articulated and justified in light of the new position allocation matrix which reflects faculty workload in a different way.

f. Advancement Work

- Assist the university in finding the necessary funding to support the furnishing and completion of the new education building.
- Assist the college in identifying its key priorities for the university's capital campaign.
- Develop new endowments for scholarships and increase existing endowments.
- Expand the college's donor base and establish a systematic program of communication with donors/alumni.
- Seek funds to support departmental programs and college needs, especially those funds that can be used for unrestricted purposes.

- Refine and revise, as appropriate, policies and procedures for awards and events; (i.e., golf tournament, Rhododendron Society)
- Seek funding from corporate sources to support special initiatives.
- Explore more joint proposals across colleges.
- Seek ways to better utilize alumni events to promote the RCOE.
- Seek ways to use the RCOE Advancement Council in meaningful ways to promote the college and assist with securing additional resources.

2. EQUIPMENT

Progress continues to be made in addressing the computer needs of faculty and support staff; the absence of a consistent funding line for equipment, however, continues to make systematic upgrading, maintenance, and overall planning a challenge. Among the needs are upgrading of networks, resolution of limited printing/copying capability, upgrading of clinical equipment, and upgrading of staff technology; estimates for the first items call for at least \$40,000 one-time money and then at least a \$50,000 annual allotment for on-going support/upgrade for faculty, support staff, and labs. In addition, program equipment needs call for \$60,000 in catch-up funding and then an annual allotment of at least \$40,000 for maintenance and continued acquisition. An additional issue to be addressed is the purchase of equipment by departments that parallels purchases by the college (i.e., the number of computers the college/department will support). This continues to be an issue and causes unnecessary duplication of effort and expenditure.

Summary:

One-time funding:

Computers/technology for faculty/staff	\$ 20,000
Equipment for classrooms, labs, special areas	\$ 20,000
Total:	\$ 40,000

Annual funding needs:

Computers/technology, networking maintenance/upgrades	\$ 20,000
Equipment (classroom, clinical)	\$ 30,000

Total:

\$50,000

3. CURRICULUM

- Refine and continue to explore ways of meeting the new DPI teacher education standards with particular emphasis upon refining and expanding data bases and data collection as a part of both unit and program assessment efforts.
- Explore ways to incorporate the new General Education requirements into all undergraduate programs, with particular emphasis upon Elementary Education and Middle Grades Education.
- Review and clarify the role of the Professional Core, its relevance to all teacher education programs on campus, the expectations for faculty teaching the core, and the relevance of the current set of Professional Core goals to the new DPI standards.
- Prepare and mentor new and adjunct faculty in the college more effectively.
- Participate in the Strategic Planning activity of the university.
- Review and revise the college's mission and vision statements in conjunction with the university's strategic planning efforts.
- Review and refine the student teaching experience, covering placement processes, including attention to diversity, developing online resources and means of collecting data, refining the student teaching assessment instrument to insure its alignment with program content and accreditation standards, state and national, training for cooperating teachers and university supervisors, etc..
- Clarify both criteria and process for addressing cases of students who do not meet program requirements (i.e., student teaching, clinical internships).
- Provide reinforcement of appropriate candidate dispositions within coursework and fieldwork with corresponding assessment by all faculty.
- Develop a systematic plan for evaluating delivery of off-campus instruction collaboratively among departments, both within the RCOE and across campus.

- Monitor the systematic long-range plan for the offering of both undergraduate and graduate cohort based programs off campus needs and adjust the plan periodically in collaboration with Extension and service departments across campus.
- Continue expansion of both complete and blended instruction for online use.
- Monitor the impact on changes in supplemental pay on the off-campus teaching and course needs.
- Continue to clarify and refine expectations for field experiences for students in off-campus programs.
- Monitor low enrollment programs closely to determine their feasibility in continuing, given the shrinking resources available to the college and the university.
- Maintain a continued emphasis upon the college's conceptual framework and its alignment with national and state standards as well as program content and experiences.
- Make the availability of the Professional core courses electronically to off-campus students a high priority.
- Decide if current practices and requirements for alternative licensure are relevant and practical, given today's need for additional teachers.
- Explore the feasibility of closer alignment with community college curricula to help focus the preparation of two year students toward success in teacher education.
- Monitor the success of certificate programs in media literacy, telecommunications and addiction counseling to determine if this kind of curricular offering meets a definite need and should be expanded to other areas.
- Continue to explore the feasibility of a new doctoral program in literacy.

4. PHYSICAL FACILITIES

- Renovation to increase the number of faculty offices in Duncan Hall remains a high priority need; with the movement of the CD clinic to University Hall, opportunities for creating more office

space should become available. These changes are necessary for immediate needs even while the planning and construction of a new building for the college continues.

- The college has had to fund most of the renovations in Duncan Hall through grants and endowment funds; the absence of consistent funding for such renovation continues to be a problem.

5. STUDENTS

- Increase recruitment efforts for under-enrolled programs with corresponding increases in student numbers or give serious consideration to elimination of some programs.
- Find new and more effective recruitment and retention strategies for all teacher education programs on and off campus in order to meet enrollment targets set by the UNC system.
- Increase the diversity in the student population.
- Encourage greater involvement of students in the committees and activities of departments and the college.
- Improve collection of data on student performance and expand the system of candidate performance assessment.
- Recruit vigorously for the doctoral program with special attention to attracting school administrators; provide closer alignment with Ed.S programs in Higher Education and School Administration.
- Continue upgrading of the college and department web pages to improve image and information access; place more forms that are used consistently by staff online. Make current course syllabi, checksheets, and other student materials readily available on the college and department webpages. Provide uniform looks for the college's pages at least down through those of each program area.
- Provide student groups with a higher profile in the college and have their activities better coordinated; encourage stronger faculty sponsorship and strengthen programming
- Give attention to identifying and implementing special activities such as camps, institutes, special projects that will bring students to campus where they can work with our faculty and students.
- Give attention to the content and design of recruitment materials

for varying audiences.

B. PROGRAM REVIEW DATA

- Three program reviews occurred this year: Communication Disorders, Instructional Technology, and the graduate program of Special Education; all three programs were approved by the state.
- IHE Performance Report identified RCOE as meeting the appropriate standards for undergraduate and graduate teacher preparation in North Carolina.
- Although the college has no accreditation/approval reviews on tap for the coming year, changes in DPI standards will necessitate the college in adopting a system of accountability that meshes with the expectations of the state.
- Programs will need to continue to develop their plans for internal assessment as specified by the university for both undergraduate and graduate programs.

II. THE COLLEGE AND THE DEAN'S OFFICE

- The RCOE promoted grant activity, according to Graduate Studies and Research, which resulted in 55 proposals being submitted with a 98% percent success rate. Overall in the university, the college accounted for 37% percent of the grants and contract dollars brought in during 2005-06. Total amount awarded was \$4,059,669 (includes \$2,909,697 funded through Appalachian Family Innovations, the study center for RCOE located in Morganton, NC.)
- Provided funding support for faculty development activities.
- Monitored the Banner conversion process as it affected processes in the Dean's Office and the college.
- Supervised the verification of faculty's licensure credentials.
- Maintained the University Teacher Education Council, the Undergraduate Studies Committee, the Graduate Studies Committee, the RCOE Faculty Development Committee, the RCOE Technology Advisory Committee, the RCOE Diversity Committee, the RCOE International Activities Committee, the RCOE Advisory Committee on a new building, the ASU-School Partnership Governing Board, the ASU-Public School Partnership Coordinating Council, the RCOE Field Advisory Council and the RCOE Advancement Board.
- Operated the ASU Scholars' Weekend.
- Developed and implemented the Successful Applications for Learning Technologies (SALT) grant process for faculty development; awarded over \$100,000 to 11 projects involving approximately 20 faculty.
- Wrote proposal for the ASU Beginning Teacher Support Network and was funded for two years by the Z. Smith Reynolds Foundation (\$130,000).
- Received funding from the UNC General Administration to hire an off-campus recruiter to work with alternative licensure candidates (\$76,000).
- Assisted in the hiring of a campus Director of Teacher Education Recruitment.
- Revised the university's recruitment plan for teacher education.

- Continued to support expanded off-campus extension activity, especially in distance learning.
- Continued support of the Teaching Fellows Program and conducted a successful search for a new director.
- Appointed Dr. Roma Angel assistant dean for field experiences.
- Appointed Dr. Richard Riedl interim chair of LES.
- Supervised the upgrade of technology for faculty, staff, and labs in RCOE.
- Continued the use of a media presentation for Commencement featuring students from the RCOE and honored outstanding teachers from the Partnership counties.
- Supported 16 faculty/ 7 support staff searches.
- Provided support for visitors from Costa Rica.
- Coordinated the collection and reporting of data for the eighth state mandated IHE Performance Report, as well as the Master's and MSA Reports, the Title II Higher Education Performance Report and the annual AACTE/NCATE report.
- Prepared the annual report on distance education funding activities and distributed over \$140,000 to support program development, equipment needs, and faculty development related to delivering off-campus programs.

III. REPORT ON RETENTION ACTIVITIES

- The Reich College of Education has a written plan for advising students which can be found in both the Policies and Procedures Handbook for faculty and staff and the RCOE Student Handbook. The Associate Dean is designated as the Academic Advising Coordinator. The assigned personnel in the Dean's Office work closely with chairpersons, program coordinators and advisors to provide effective and accurate advising, which, in turn, impacts positively on student retention. All undergraduate students are assigned a faculty advisor when they declare their major and move from General Studies. Graduate students are assigned advisors upon their acceptance into a program. Advisors work with students on scheduling classes, interpreting policies, monitoring progress, providing program guidance, etc. RCOE advisors also refer students to other persons or areas if they are needing assistance the advisor cannot provide. Referrals may be made to the Learning Assistance Program, the Writing Center, Math Lab, Communication Disorders Clinic, Counseling Center, and numerous other supporting areas and programs.
- Students may be referred to the RCOE Admission, Advisement and Retention Committee. Students are referred who are encountering difficulty with academics, communication, or interactions. Students are also referred if inappropriate or unprofessional behavior is displayed. Referrals also may be made if an advisor or faculty member is not sure of what other referral might be appropriate. The emphasis is upon early intervention and referral for students who might need additional assistance in some manner in their college programs.
- No official study of undergraduate retention has occurred for several years. The RCOE Committee on Undergraduate Studies should be charged with reviewing appropriate data and compiling a report and recommendations, where appropriate, for the RCOE.

IV. OTHER COMMENTS

(None)

APPENDIX A

Planning Unit Reich College of Education
Date June, 1999
Planning Period 1999-2005

UNIT MISSION STATEMENT

The Reich College of Education exists to prepare its students (traditional and non-traditional) to assume positions as educational and human services personnel in both school and non-school settings. The various professions represented include teachers, school administrators and other human service personnel. At the core of their preparation is a strong practitioner orientation that complements their theoretical and research based learning experiences.

To accomplish its mission, the College offers a broad range of comprehensive degree programs at the Baccalaureate, Masters, Specialist, and Doctoral levels, as well as programs leading to particular certificates and licenses. The Reich College of Education seeks to provide a well-balanced program of classroom and clinical experiences.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best;
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge;
3. Supporting the integration of multi-cultural and global orientations in all program areas;
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors;
5. Engaging in an active program of exchange and interchange with its varied publics;
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research.

As one of the five degree granting colleges/schools at Appalachian State University, the Reich College of Education reports to the Office of Academic Affairs.

(Revised March, 1992)

PROFESSIONAL CORE CURRICULUM GOALS

Goals of the Reich College of Education's Undergraduate Professional Core Curriculum are to develop prospective teachers who:

1. Have the ability and desire to reason soundly, to communicate clearly, and to demonstrate critical reading, listening, and viewing skills.
2. Understand the organizational structure of knowledge about teaching and who can access that knowledge with current and emerging technologies.
3. Are reflective, professional decision makers.
4. Help students develop an integrated view of knowledge and reject narrow specialization and fragmentation.
5. Help students develop a concept of ethics and justice, and a desire to work towards eliminating injustices in schools and society.
6. Help students acquire respect for learning and compassion for people, especially other students in their schools.
7. Are creative, reform minded individuals who possess the leadership ability and courage to have a direct impact on students and the school/community.
8. Obtain knowledge of learning theories.
9. Obtain knowledge of national and state programs and standards that will affect them as teachers in the twentieth century.
10. Understand childhood and the processes of social, cognitive, and physical development.
11. Understand the issues of technology and their impact on society.
12. Understand the social context of schooling and the complex relationship between schools and society.
13. Enter into the ongoing conversation about what the aims of education and schooling ought to be in a pluralistic democratic society.
14. Have the opportunity to understand and address the ethical and professional issues of teaching in public schools in a democratic society.
15. Foster the intellectual and moral character necessary to become a thoughtful and effective teacher.

16. Understand the implications of student diversity for teaching and learning.

17. Understand and apply current and emerging technologies for instruction.

Assessment

The forms of program assessment listed below will be used to determine student outcomes:

A. Random student interviews during and immediately after completion of program.

B. Individual course evaluation by students.

C. The results of the Professional Education Survey administered to student teachers each semester.

D. Information gathered through follow-up studies of recent graduates.

E. PRAXIS scores of students.

F. Student portfolios.

GRADUATE EDUCATION GOALS

Graduate programs in the Reich College of Education have adopted the Graduate Education goals of the University.

1. Breadth of knowledge through the study of the arts, the humanities, mathematics, the natural sciences and the social sciences.
2. Depth of knowledge in at least one area of study.
3. Effective communication skills.
4. An enhanced capacity for logical and creative thinking, analysis, synthesis and evaluation.
5. The ability to apply methods of inquiry.
6. Computational skills and the ability to interpret numerical data.
7. An understanding of the interrelatedness of knowledge.
8. An awareness of the world's diversity of cultural and national experiences, identities and values.
9. An understanding of the issues and problems facing the contemporary world.
10. An understanding of, and respect for, diverse opinions and ideas.
11. An awareness of ethical issues and ethical behavior.
12. A commitment to learning as a lifelong process.

In support of these goals, Appalachian State University will provide:

13. An intellectually and aesthetically stimulating atmosphere throughout the University.
14. An environment that encourages interaction among members of the University community.
15. A variety of learning experiences both within and outside the classroom.
16. Experiences that promote personal growth and development.

17. An environment that fosters commitment to public responsibility and community service.
18. Opportunities to develop career goals and to prepare for specific careers.

Assessment

The following procedures will be followed in assessing student outcomes:

- A. Comprehensive examinations.
- B. Internships.
- C. Course grades.
- D. Follow-up studies, including graduates and employers.
- E. Student folios.

Vision Statement

In Pursuit of Knowledge: A Community of Scholars

Linking the Past And Present to the Future

Faculty and students come together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthy educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities that reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service.

We envision graduates of the Reich College of Education as thoughtful professionals, characterized by a love of learning and the capacity to adapt to change. Such professionals also reflect upon the moral nature of their work, and take seriously the public trust placed in them to make knowledgeable and ethically justifiable decisions concerning what is best for their students and clients.

Original 3/20/89

APPENDIX B

PERSONNEL

1. Changes in key personnel

Dr. Roma Angel was appointed Assistant Dean, effective fall 2007.

Dr. Bryan Brooks resigned as chair of the Department of Leadership and Educational Studies, effective April 2008.

Dr. Richard Riedl was appointed interim chair of the Department of Leadership and Educational Studies, effective April 2008.

2. Changes in faculty and staff positions

Faculty

Dean's Office

Dr. Roma Angel was appointed assistant dean, effective fall 2007.

Curriculum and Instruction

Dr. Cheryl Knight completed her phased retirement.

Dr. Julie Horton resigned her position effective December 31, 2007.

Dr. Alecia Jackson moved from the department to a position in LES, effective fall 2007.

Dr. Henry McCarthy retired, effective June 30, 2008.

Dr. Herb Brown was appointed fall 2007.

Dr. Terry Mitchell was appointed fall 2007

Dr. Lisa Gross was appointed fall 2007.

Human Development and Psychological Counseling

Dr. Hakan Ersever was appointed fall 2007.

Dr. Christina Galvin was appointed fall 2007.

Language, Reading and Exceptionalities

Dr. Jeanne Dodd-Murphy resigned her position effective June 30, 2008.

Dr. Dan Leitch resigned his position effective June 30, 2008

Dr. Morgen Alwell resigned her position effective June 30, 2008

Dr. Jane Nowacek retired, effective June 30, 2008.

Dr. Nancy Mamlin resigned, effective June 30, 2007.

Dr. Gary Timbers retired, effective January 08.

Dr. Bob Jones retired, effective June 30, 2008.

Leadership and Educational Studies

Dr. Bryan Books resigned his position as department chair, April 2008.

Dr. Richard Riedl was appointed interim chair, effective April 2008.

Dr. Steven Bronack resigned his position effective June 30, 2008.

Dr. Dan Freidman resigned his position effective June 30, 2008.

Dr. Precious Mudiwa was appointed fall 2007.
Dr. Nita Matzen was appointed fall 2007.
Dr. Peter Giampietro was appointed fall 2007.
Dr. Richard Howe joined the department, fall 2007.
Dr. Alecia Jackson was appointed fall 2007.

Staff

Michael Finney, director of ATTP retired, effective January 2008.
Heidi Tait resigned from her position with ATTP.
Genele Byrd resigned from her position in the Dean's Office and accepted a position with the North Carolina Comprehensive School Health Training Center.
Lynn Compagnone accepted a position in the Dean's Office.
Jean Edwards accepted a position in the Dean's Office.
Beth Brittain resigned her position in the Dean's Office.
Lisa Freeman resigned from her position in LES.
Kim Guenther accepted a position in the Dean's Office
Sandy Drewes resigned her position with the National Center for Developmental Education
Alice Krueger accepted a position as Director of the Beginning Teacher Support Network, effective fall 2007.
Bobbi Taylor accepted a position as Director of ATTP, effective May 2008.
Lynn Litten accepted a position in LES.

APPENDIX C EQUAL OPPORTUNITY AND DIVERSITY

- The college conducted 16 faculty searches and filled 8 for 2008-09; 4 women were hired with one minority represented; 7 men with one minority represented. The college also conducted 7 SPA searches and filled all positions with women, none from underrepresented groups. Two EPA appointments were made, both women.
- The college's agreement with Grambling University, an HBCU, regarding transfers of credit from the Kellogg Institute has resulted in two students having completed doctorates in Developmental Education with Grambling within the past three years.
- Continued the "tile project" with local schools to feature the diversity of the region; final display to be mounted in Duncan Hall as a means of recognizing the diversity in the ASU-Public School Partnership.
- Promoted addressing issues of diversity through faculty/staff/student reading groups.

- In addition, a variety of other activities occurred and these are summarized below.

a. Personnel

Mentored new faculty members as well as students in many programs.

Served as advisor to student organizations with minority constituencies.

Used special mailings, e-mail and personal contacts for recruiting students and potential faculty members from institutions with substantial minority populations.

b. Curriculum

Emphasized inclusion of multi-cultural topics in all classes.

Offered symposia, panels, guest speakers focusing on diversity issues and stressed student attendance at these events as well as at university sponsored forums on diversity-related topics.

Maintained internships, practica and clinical experiences for bringing RCOE students to sites which enhanced their understanding of and involvement with minorities and minority issues.

Continued to support a student teaching experience in Mexico and developed a new one in Costa Rica and assisted with placements in other countries.

Offered off-campus programs to attract minority students.

Conducted special field trips for students to schools and agencies serving diverse populations.

Promoted the use of the Internet to connect ASU students with students in other cultures.

c. Professional Activities

Provided faculty reviewers for multicultural journals.

Authored articles and books on diversity topics.

Made presentations and conducted workshops/seminars focused on diversity issues.

Served as members of local, state, and regional task forces addressing diversity issues.

Authored grants focusing on working with minority populations as well as recruiting them into the profession.

Maintained a college-wide diversity committee.

Encouraged faculty to become members of appropriate professional organizations such as Gamma XI, the ASU chapter for Phi Beta Delta, Honor Society for International Scholars.

Conducted research on perceptions about minorities and the effects these have on teaching and learning.

APPENDIX D

DEAN'S OFFICE—

STAFF PROFESSIONAL ACTIVITY

I. Teaching

Dr. Charles R. Duke
Taught EDL 7065, doctoral course, fall 2007.
Served as Kellogg Institute Practicum Advisor 2007

Dr. Doris Jenkins
NA

Dr. Roma Angel
NA

Dr. Linda McCalister
Taught CI3850 . Fall 2007

II. Student Advisement Responsibilities

Dr. Charles R. Duke
NA

Dr. Doris M. Jenkins
Responsible for College of Education advising program.
Advising all students referred to the Dean's Office.
Conducted orientation sessions for Freshmen and Transfers.
Advised licensure only students.
Served on the University Advising Committee.
Advised lateral entry and students with programs through the Regional
Alternative Licensure Center.
Participated in University Admissions Receptions

Dr. Roma Angel
Advised students about placement opportunities for regular student
teaching.
Directed the international student teaching program and supervised student
teachers.
Coordinated all the out-of-area student teachers.
Handled the problems of student teachers in the field in collaboration with
university supervisors and cooperating teachers.
Facilitated an advisement meeting with secondary education students,
faculty, dean, and Secondary Education Committee.
Advised various students about impact of criminal background check
history and teaching professions.

Mr. Michael Finney
Recruited and advised students on the requirements of the ATTP and
mentored candidates in the field.

Ms Heidi Tait
Counseled students on the requirements of the ATTP and processed
applications for the program.

Ms. Jean Edwards
Assisted with student teaching placements, applications, and licensure
requirements.

Ms. Kim Guenther assisted with student teaching placements,
applications, and licensure requirements.

Mrs. Karen Rhymer
Assisted with student records, licensure and related activities.

Mr. John Spagnolo
Assisted students with meeting the NETS-T

III. Research/Creative Efforts

Dr. Charles Duke

Development of Rubrics and Training Materials for NCTE/NCATE Standards for National Council of Teachers of English. Formal. Non-Funded.

Dr. Doris M. Jenkins

NA

Dr. Roma Angel

Creating Supervisor-focused Communities of Practice through Successful Applications of Learning Technologies (SALT), Phase II, Award: \$35,500.

Description: Reich College of Education grant for development of supervisor computer technology observation and reporting techniques and skills. Status: Formal, Phase II. Research focused on impact on work and level of skills.

Surveyed supervisors of 500+ student teachers for ratings of student teacher growth over time on specifically defined dispositions and for reasons undergirding this growth or non-growth (research in process).

Dr. Linda McCalister

Research and Development of Co-Teaching Model for pre-service training

IV. Publications

Dr. Charles Duke

"Building Excellent English Language Arts Teacher Preparation Programs: Unfinished Work" in Guidelines for the preparation of English language arts teachers (co-authors Lisa Scherft and Joseph Milner). NCTE:Urbana, IL 2007.

Dr. Doris Jenkins

Dr. Roma Angel

Reitzug, U.C., west, D.L., & Angel, R.B. (2008, in press). Conceptualizing Instructional Leadership: The Voices of Principals. *Education and Urban Society*, X(X), XXX.

Sanders, R.L., & Angel, R.B. (2007). Shared decision-making: Case study analysis to promote cross-programme dialogue between administrators and media coordinators. *International Journal of Web Based Communities*,3(2), 206-218.

Gilman, R., Tashner, J.H., Riedl, R.E., Bronack, S.C., Cheney, Al, Sanders, R.L., & Angel, R.B. (2008). Teaching IT through learning communities in a 3D immersive world: The evolution of online instruction. In S.Negash, M.Whitman, A. Woszczyński, K. Hoganson, & H. Mattford (Eds.). *Handbook of Distance Learning for Real-Time and Asynchronous Information Technology Education*. Hershey, PA: IGI Publishing. (Refereed)

Dr. Linda McCalister

V. Papers/Talks Presented at Professional Meetings

Dr.Charles R. Duke

“Invitational Training Workshop for Institutions on Preparing for the NCTE/NCATE Program Review,” (with Leni Cook), National Council of Teachers of English Convention, New York City, November 19, 2007. (all day)

“Questions and Answers about the NCTE/NCATE Review Process, panel presentation, National Council of Teachers of English Convention, New York City, November 16, 2007.

“Training of New NCTE/NCATE Reviewers’ Workshop (with Leni Cook), National Council of Teachers of English Convention, New York City, Nov. 15, 2007 (all day)

“Developing the NCTE/NCATE Program Report,” presentation, AACTE and NCATE Institutional Orientation and Professional Development Conference, Washington DC, September 29-30, 2007

Dr. Doris Jenkins

Dr. Roma Angel

Angel, R.B. (2007, August). *Preparing Teachers for Leadership in Meeting the Needs of Diverse Learners: Three Stages and Six Key Strategies*. Association of Teacher Educators. Milwaukee, WI. (Refereed)

Angel, R.B. & et al.(2007, September). *Creating Supervision-focused Communities of Practice through Successful Applications of Learning Technologies*. North Carolina Association of Colleges of Teacher Education. Raleigh, NC (Refereed)

Dr. Linda McCalister

“Data Driven Decision Making”, Linda McCalister, John Spagnolo, Becky Griffith. NC-Teacher Education Forum, Raleigh NC, Sept. 21-22, 2007

“Co-Teaching:A Model in Action” Linda McCalister, Marc Gamble, Jenny Risk.

PDS Professional Development Conference-Orlando, Fla. April 10-13, 2008

VI. Attendance at Professional Meetings

Dr. Charles R. Duke

AACTE and NCATE Institutional Orientation and Professional Development Conference, Washington DC, September 29-30, 2007

National Council of Teachers of English, New York City, November 17-20, 2007.

NCATE State Partnership Clinic, St. Louis, Missouri, May 16-20, 2007.

AACTE Convention, February 6-9, 2008

Dr. Doris M. Jenkins

Teacher Education Forum. Raleigh, NC. September 20-21, 2007

Effective Pathways to Teaching National Conference, New Orleans, LA. February 3-6, 2008.

AACTE National Conference. American Association of Colleges of Teacher Education. New Orleans, LA. February 6-9, 2008.

North Carolina Association of Colleges and Teacher Educators Spring Forum. Greensboro, NC. April 11, 2008.

Dr. Roma Angel

AACTE National Conference, January 2008, New Orleans, LA
ATE Summer Conference, August 2007, Milwaukee, WI
North Carolina Teacher Education Forum, September 2007, Raleigh, NC
North Carolina Teacher Education Forum, April 2008, Greensboro, NC

Dr. Linda McCalister

NC-Teacher Education Forum, Raleigh NC, Sept. 21-22, 2007
AACTE Conference, February 10-12, 2008
PDS Professional Development Conference-Orlando, Fla. April 10-13, 2008

Mr. John Spagnolo

VII. Off-Campus Scholarly Assignment

Not applicable.

VIII. Released Time

Not applicable.

IX. Proposals for External Funding

Dr. Charles Duke

2007

Appalachian State University Beginning Teacher Support Network; this grant funded by the Z. Smith Reynolds Foundation, will focus on a pilot project to explore the feasibility of a state-wide beginning teacher support network that would connect ASU teacher education graduates with the campus during their first three years of teaching; the pilot effort will focus on the 8 districts comprising the ASU-Public School Partnership, providing a variety of services to ASU beginning teachers in those districts. (\$130,000 + \$60,000 match over two years).

Off-Campus Recruiter/Advisor for Alternative Licensure; this contract from the UNC General Administration is to support an off-campus recruiter advisor housed at a community college (Caldwell Community College) to work with alternative licensure candidates in the region. Contract includes salary and benefits plus travel and office expenses (\$70,000).

Sustaining Services for Special Populations; project is funded through the North Carolina Department of Public Instruction to support the

services of a full time consultant to 17 districts in the region to assist with teaching and supporting exceptional children.

X. Instructional/Faculty Development Activities

Dr. Charles R. Duke

(see attendance at professional meetings)

Dr. Doris Jenkins

(see attendance at professional meetings)

Dr. Roma Angel

(see attendance at professional meetings)

Dr. Linda McCalister

(see attendance at professional meetings)

XI. Curricular/Departmental Activities

Dr. Charles R. Duke

NA

Dr. Doris Jenkins

Dr. Roma Angel

Dr. Linda McCalister

XII. Creative/Scholarly Activity

Dr. Charles R. Duke

NA

Dr. Doris M. Jenkins

NA

XIII. Student Activities

Not applicable.

XIV. Leadership/Regional Services/Activities

A. List instances of cooperation with/assistance to the public schools.

Charles R. Duke

PDS Partnership Committee for Ashe and Avery High School, ex officio
Member

ASU-Public School Partnership Governing Board, member

ASU-Public School Partnership Coordinating Council, member

Mountaineer Readers Summer Reading Program Advisory Committee,
Member

ASU Scholars Weekend Advisory Committee, chair

Dr. Linda McCalister

PDS Partnership Committee for Ashe, Watauga and Avery High School

ASU-Public School Partnership Governing Board, member

ASU-Public School Partnership Coordinating Council, member

ASU-Public School Partnership Director-coordinated, assisted or

sponsored the following activities for public schools in the Partnership:

- Focus Group Meetings (Sept-May 2007-2008)

- Teacher Cadet Day (Oct. 2007)

- Teacher Cadet Meeting (Aug. 2007)

- Scholar Weekend- (Nov. 2007, March 2008)

- English Meet and Greet

- PDS Meet and Greet

- Writing for the Future

- Marsha Tate—Writing

- Teaching in the Block

- Pakistani Teachers Grant

- ASU Tile Project-(2005-2008)

Dr. Roma Angel

Collaborative efforts to systematize the criminal background check system

Collaborative efforts to fill vacancies in public schools

PDS Partnership efforts at Avery and Ashe

PDS Focus Group participation

Participated in 2007 Pakistani Teachers' Visit

B. List other instances of leadership or active participation in regional service activities not listed in XIV.A.

Dr. Charles R. Duke

Member, Northwest Regional Educational Service Alliance Executive Council

Dr. Linda McCalister

Member, Math Science Advisory Committee. Math Science Center

Dr. Roma Angel

Attended and participated in regional PANC meetings

Designed and held first ever cooperating teacher professional development workshop (two-day workshop in Boone) titled “Working on the Work: A Workshop for Cooperating Teachers”

C. List professional activities on and off campus related to international studies or programs (including brief notations of appropriate items which also appear in other sections of this report).

Charles R. Duke

Member of Phi Beta Delta International Honor Society

Hosted and provided support for faculty members from Mexico, Costa Rica, and Bolivia

Dr. Doris Jenkins

Learning from Singapore, NC Public School Forum and NC International Center for Understanding. Singapore, January 10-22, 2008.

Dr. Roma Angel

Organized and supervised student teaching experience in Guadalajara, and Puebla, Mexico; and assisted with setting up student teaching experiences in Ireland and Costa Rica.

Coordinator of visit by Costa Rica delegation

ASU delegation member to Mexico, March 2008

Attended Central America Writers Conference, Nicoya, Costa Rica, UNA-CR, April, 2008

Dr. Linda McCalister

Organized and coordinated visits with area public schools for Pakistani biology teachers.

XV. Leadership Roles

Dr. Charles Duke

Reviewer and Auditor, NCTE/NCATE Program Review, National Council of Teachers of English

Chair-elect of NCATE's SASB

Dr. Doris M. Jenkins

Member, State Evaluation Committee, NC State Board of Education

Chair, NCATE BOE University of St. Francis, Joliet, IL. February 23-27, 2008.

Member, NC SBE Program Approval Advisory Group for Teacher Candidate Process and Rubric

Member, NCDPI Associate Deans Committee

Member, Graduate/Non-Teaching Work Experience Credit Appeals Panel

Member, SACS Substantive Change Committee, University of Houston Clear Lake, Clear Lake, TX. November, 2007

Member of Delegation, Learning from Singapore, NC Public School Forum and NC International Center for Understanding. Singapore, January 10-22, 2008.

Dr. Roma Angel

Founding Coordinator of NC University Field Experience Directors' Council

Chair, ASU Field Experience Advisory Council

Member, NCDPI Program Approval Team Cadre

XVI. Committee Assignments

College/University

Dr. Charles Duke

RCOE Administrative Council, Chair

RCOE Technology Advisory Committee, Ex officio

RCOE Teaching Fellows Advisory Board, Member

RCOE Faculty Development Committee, Ex Officio

RCOE Diversity Committee, Ex officio

RCOE International Activities Committee, Ex Office

Appalachian State University/Public School Partnership Governing Board
Member

Appalachian State University/Public School Partnership Coordinating
Council, Ex Officio

RCOE Field Advisory Council, Ex Officio

RCOE Doctoral Program Policy Committee, Ex Officio

Director of ATTP search committee, chair

Director of ASU-BTSN, chair

Research Associate in Teacher Education Assessment, member

Director of Teaching Fellows search committee, chair

MSA Advisory Council, Member
ASU Scholars' Weekend Committee, Chair
Deans' Council, Member
Academic Policies and Procedures Committee, Ex officio
Summer School Advisory Council, Member
University Council on Teacher Education, Chair
Graduate School Council, Member ex officio
Search Committee for Office of International Programs, chair
UNC Tomorrow Steering Committee
ASU-Caldwell Community College Steering Committee, Member

Dr. Doris Jenkins

University Teacher Education Council, Member
RCOE Undergraduate Studies Committee, Chair
RCOE Graduate Studies Committee, Chair
RCOE Administrative Council, Member
RCOE Teaching Fellows Advisory Committee, Member
RCOE Scholarship Committee, Chairperson
RCOE Assessment Committee, Chairperson
MSA Advisory Council, Member
Provost Council on Math/Science Education, Member
University Advising Committee, Member
University Commencement Committee, Member
University Scholarship Committee, Member
University Summer School Advisory Council, Member

Dr. Roma Angel

RCOE Field Services Advisory Committee, Chair
RCOE Administrative Council, Member
University Teacher Education Council, Member
University Trier Committee
University Mexico Committee
RCOE International Committee
RCOE Doctoral Program Policy Committee

Dr. Linda McCalister

ASU-Public School Partnership Governing Board, Member
ASU-Public School Partnership Coordinating Council, Member
University Teacher Education Council, member Ex officio
ASU Scholars' Weekend Committee, Member
Gear UP Advisory Board, Member
Math/Science Advisory Board, Member
Cultural Arts Advisory Board, Member
Middle School Advisory Board, Member

Mr. John Spagnolo
RCOE Technology Advisory Committee, Chair
NC Teacher Education Technology Council, Member

Ms. Lynn Church
RCOE Staff Council, Chair

Off Campus (state or national)

Dr. Charles Duke
NCATE SPA Advisory Committee, Member
NCTE Task Force on NCATE Affiliation, Member
NCTE Standing Committee on Teacher Preparation and Certification,
Member
NCTE/NCATE Audit Committee, Member
SACS Substantive Change Committee, member, for University of
Southeastern Louisiana, Hammond, March 13-15, 2008.

Dr. Doris Jenkins
NCATE Board of Examiners, Member
State Evaluation Committee, NC State Board of Education, Member
Program Review Approval Committee, NCDPI, Member
Graduate/Non-Teaching Work Experience Credit Appeals Panel, Member
NCDPI Associate Deans Committee, Member
NC SBE Program Approval Advisory Group for Teacher Candidate Process
and Rubric, Member
NC SBE Graduate/Non-Teaching Work Experience Credit Appeals Panel,
Member
SACS Reaffirmation Committee, Member

Dr. Roma Angel
Reviewer for CIE (online journal) and AETA, Division A

XVII. Honors Received
Not applicable.

XVIII. Miscellaneous Professional Activities

Dr. Charles R. Duke
Manuscript Reviewer, English Journal, English Education
Book Reviewer, ALAN Review

XIX. Publications/Presentations by Majors/Graduates

Not applicable.

XX. Honors Received by Majors/Graduates

Not Applicable.

XXI. Diversity Related Efforts and Activities

Dr. Charles R. Duke

RCOE Diversity Committee, Chair

Monitored all position advertisements to insure that language was appropriate for addressing diversity and monitored the search processes for all positions to insure that pools were diverse; provided funding to purchase books for reading groups focused on diversity issues; provided support for Elementary Education Program off-campus diversity initiatives in schools; provided support for after-school enrichment program for international students from Hardin Park Elementary School; provided support for Blue Ridge Literacy initiative.

Dr. Doris Jenkins

Assisted with identifying candidates, reviewing applications, and awarding scholarships for students from underrepresented groups.

Learning from Singapore, NC Public School Forum and NC International Center for Understanding. Singapore, January 10-22, 2008.

Singapore Study Group, NC Public School Forum and NC International Center for Understanding, Raleigh, NC. November 8 and December 12, 2007, and February 15, 2008.

Dr. Roma Angel

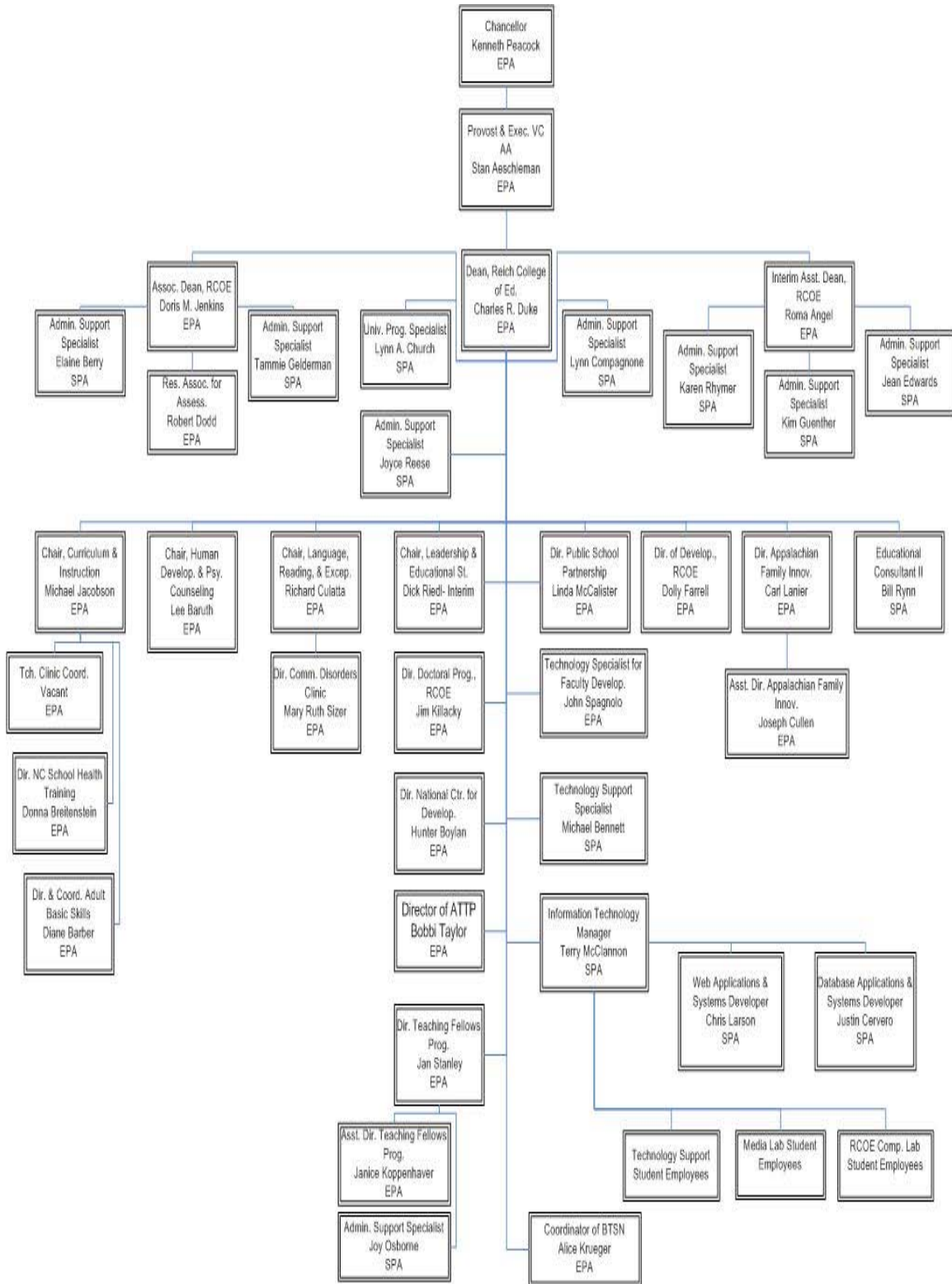
Monitored student teaching placements for diversity
Assessed student teaching placements for classroom diversity
Began field experience tracking system for diversity comparisons
Provided intercultural placements for student teachers to enhance understandings of cultural diversity
Participated in diversity reading groups

Dr. Linda McCalister

Assisted in planning, coordination, development and implementation of ASU Public School Partnership Tile Project. (Project highlights the cultural diversity of the area served by Appalachian State University)

APPENDIX E

ORGANIZATION



APPENDIX F

INSTITUTIONAL EFFECTIVENESS

The data upon which programs, policies, and procedural changes are based are gathered from several sources. Formally, individual programs conduct yearly surveys of past graduates, current employers, and conduct exit interviews with graduate and undergraduate students. In addition, Program Advisory Committees are utilized by all programs as a means of soliciting feedback from external constituents. Comments from class evaluations are also collected by the chair and shared with program faculty when appropriate. Peer review and post tenure review are also used as a means to strengthen faculty development. Informally, information is gathered during scheduled meetings with field-based supervisors and other interested personnel. In addition, some modifications are based on responses to certification agencies and governmental boards. The college participates each year in the state required Institution of Higher Education report on undergraduate and graduate teacher education; part of the assessment includes surveys of graduates who have completed the programs within the last year. Survey results are provided to all programs. In addition, the college must report PRAXIS scores for all students admitted and exiting its undergraduate programs. Results of these tests are shared with departments across campus as an indicator of student performance. Comparable assessments occur at the graduate level in a number of programs.

One of the significant changes undertaken this year as a result of undergoing program approval reviews by the North Carolina Department of Public Instruction was that each program area was required to file an annual report indicating what changes it had undertaken as a result of its assessment data. See departmental reports.

During the past year, the following major and minor changes were made in programs as a result of data collected in the manner detailed above. Among those changes were the following.

Curriculum and Instruction

- The Elementary Education Program undertook a major revision of its course of study in 2007 as a result of data collected from candidates, alumni, employers, and faculty. Revisions entailed changes in course credit hours, addition of the assessment course, further refinement of the TaskStream portfolio training, etc.
- Improvement in communication processes among faculty and students, improvement of monitoring and reinforcing candidate dispositions, improvement of electronic portfolio assessment and overall better data review.
- Common artifacts and assessments have been created and revised to insure more consistency across classes and instructors.
- Increased emphasis upon classroom management as a result of feedback from

candidates.

- More emphasis upon working with exceptionalities is being integrated into the curriculum.
- The development of PDS sites for secondary programs was the direct result of students, faculty, and schools calling for more and better developed early field experiences for secondary education majors; two high schools, Ashe and Avery, are now fully participating PDS sites with expanded field experiences for methods classes and other collaborative projects.
- In all teacher education programs, program gateways and assessment rubrics have been developed and implemented, providing more valid and reliable data on candidate performance.

Human Development and Psychological Counseling

- Expressive Arts Therapy Alumni Survey is being conducted.
- Marriage and Family Therapy program must meet new national accreditation standards; efforts are underway to revise program outcome statements to be more measurable and on meeting benchmarks set by COAMFTE.
- Revision of MFT student handbook is underway.
- Conducts exit interviews with students in the Professional School Counseling Program, the results of which have led to the development of new courses, better program information on its website, better orientation procedures, etc.
- Internship/Practicum handbook has been completed for Community Counseling program.
- Improved content and design of Community Counseling website.
- New concentration has been approved in Student Affairs and Outdoor Programs.

Language, Reading, and Exceptionalities

Communication Disorders

- The program has front loaded its academic courses to insure that all graduates have the academic knowledge needed to begin clinical experiences.
- The program is employing an Outcome Based curriculum for both the graduate and undergraduate programs in response to mandates from the American Speech-Language and Hearing Association.
- The Communication Disorders Clinic continues to review all of its policies and procedures related to HIPPA and revised security and confidentiality protocols as needed.
- The program area is now running an annual meeting on campus for field supervisors off campus to strengthen ties between cooperating teachers and

faculty and to insure good communication about requirements and performance expectations.

- In response to student concerns, clinical practice courses were renumbered in an attempt to make it less confusing for students to register in an acceptable sequence.
- Communication Disorders program underwent review by DPI and was approved.

Reading and Language Arts

- A chapter of the International Reading Association is now functioning for graduates and currently enrolled students. It is linked to the Price Symposium. This occurred in response to student feedback expressing a need to remain in contact professionally after graduation.
- Extension courses are being scheduled on an ongoing curricular basis, rather than a cohort model, after reviewing researched data and student feedback.
- The Reading Program has established a Program Advisory Committee whose charge is to provide feedback on the effectiveness of curriculum, program assessment, and candidate performance.

Special Education

- The program faculty completed the revision of the graduate Special Education program to meet the new state licensure requirements, and the program received DPI approval.
- The program now runs an annual meeting on campus for field supervisors. This meeting provides an opportunity for field supervisors to offer feedback on student performance and program design and to promote stronger ties between university faculty and the field supervisors.

Leadership and Educational Studies

- The MSA program meets on a regular basis with its Advisory Board comprised of faculty, administrators and practitioners. This board offers insights into practice and the needs of the public schools being served by the program's graduates. Curricular revisions in terms of an internship handbook and projects that engage students more directly in problem-solving activities have been implemented.
- The Higher Education Program has met with its Program Advisory Council and received feedback on curricular changes.

- Course evaluations are conducted each semester and contain both qualitative and quantitative measures to determine how well faculty has functioned. In addition, each program's syllabi contain a rationale for the course that enumerates the expected student outcomes.

The College

- Completed the IHE Performance Report, a state mandated report on undergraduate, graduate and MSA programs; this report requires feedback from recent graduates (1 year after graduation), principals, and mentors. Feedback from this assessment is shared with all teacher education programs across campus as well as within the college; unfortunately, the feedback is not provided on a program specific basis.
- Completed the Title II report, a federally mandated report on candidate performance scores on the PRAXIS tests; this is an annual report and each institution within the state is ranked by their scores.
- Continued the Dean's Update, a weekly listserv distribution of information by the Dean; initiated in response to faculty/staff requests for better and more timely distribution of information.
- Continued the RCOE Staff Council; the Council meets regularly to discuss issues related to staff procedures and policies as well as to provide a support network for the college's staff people. The Dean's Administrative Assistant chairs the Council.
- Continued to upgrade the technology in classrooms to support teaching and learning--changes initiated at the request of faculty seeking better teaching environments.
- Completed a redesign of the college's web site to provide clearer access and more useful information to potential users; continued a college-wide project to place all current syllabi online for student access. The latter came from a request of the Student Government that all departments at the university place syllabi on line.
- Continued an electronic check-out system in the college's Media Lab to provide better tracking of checked-out equipment and provide better record keeping of uses by students.
- Conducted assessments related to dispositions and impact on student learning.
- Conducted focus groups through the ASU-Public School Partnership that brought together university faculty in Arts and Sciences and Education with classroom practitioners to review curriculum, study the NC Course of Study and its relevance to teacher education curriculum, and provide feedback on the performance and needs of graduates. One significant outgrowth of this activity

has been the development of high school professional development schools at Ashe and Avery High School.

- Collaborated with the University Learning Assistance office to expand services related to PRAXIS I for both on and off campus students. This effort was the direct result of student need for assistance.
- Continued the use of a new instrument designed to evaluate university supervisors of student teachers.
- Undertook the revision of the Student Teaching Handbook, especially the section on assessment to better capture student performance in the field.
- Updated a five year projection for off-campus courses at both the undergraduate and graduate levels to assist with program planning, identification of needed resources, and early recruitment efforts.
- Implemented a full-time off-campus cohort in Elementary Education in response to demand from off-campus constituents.
- Created the position of research associate for teacher education assessment.
- Received funding to support the piloting of the ASU Beginning Teacher Support Network designed to provide resources and support to ASU teacher education graduates during their first three years of teaching.
- Received funding to support an off-campus recruiter/advisor for alternative licensure students, an area in which the college has struggled to provide adequate support.
- Doctoral Program
- Carried out exit interviews with doctoral students to secure feedback about the program.
- Established contact with all 55 graduates of the program to develop an alumni data base.

Teaching Fellows

- Continued Dinner with the Dean for each semester; Teaching Fellows can sign up to have dinner with the Dean of the College and engage in discussion to provide feedback about the Teaching Fellows program as well as the College in general.
- Added a Diversity Committee to the Executive Council upon request from

students. As a result, diversity education has become a regular part of the professional development for Teaching Fellows.

- Hold Class Meetings for each Teaching Fellow class each semester as a means of staying in touch with the needs and interests of each class.
- Increased the amount of contact with Teaching Fellows during the year; held extra office hours in the Living/Learning Center to permit greater dialogue among students and Teaching Fellows staff; increased email contacts with Teaching Fellows, especially with freshmen, to encourage them and also to find out if they were in need of any assistance.
- Revised the content of Teaching Fellows seminars and aligned field experiences more closely with the seminars so that students understood the relationship more clearly.
- Continued the Senior Project as a means for encouraging students to synthesize their experiences during their time in the Teaching Fellows Program.
- Used student reflections to capture Teaching Fellows observations about different experiences in the program and increased the amount of feedback from staff on the reflections themselves.