A. HIGHLIGHTS OF THE YEAR

Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.

1. To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:

   The Department of Special Education and Child Development offers a broad range of teacher preparation and leadership development programs that lead to initial and advanced professional licensure from the North Carolina Department of Public Instruction. Programs offered by the Department are listed by their titles below:

   Bachelor of Arts in Special Education General Curriculum
   Bachelor of Arts in Special Education Adapted Curriculum
   Bachelor of Arts in Birth through Kindergarten
   Graduate Certificate in Special Education General Curriculum
   Graduate Certificate in Special Education Adapted Curriculum
   Graduate Certificate in Special Education Academically or Intellectually Gifted
   Graduate Certificate in Special Education Autism Spectrum Disorders
   Graduate Certificate in Child and Family Studies
   Master of Arts in Teaching Special Education General Curriculum
   Master of Arts in Teaching Special Education Adapted Curriculum
   Master of Arts in Child and Family Studies/ Birth through Kindergarten (new)
   Master of Education Special Education
   Master of Education Special Education Academically or Intellectually Gifted.
   Master of Education Child and Family Studies
   Doctor of Philosophy Special Education

2. To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:

   - The Department’s faculty secured external funds with total project award budgets of $14,114,780. The total annual award amount for 2012-13 includes $3,380,204 in federal and $ 119,863 in state supported grants. These externally funded research and scholarship projects are entitled:
     - Secondary Transition Technical Assistance Center
     - Preparation of Leadership Personnel
     - Collaborative Preservice: Preservice: Preparing Excellent Teachers for All Students
     - Transition to College and Careers Center
     - Combined Priority for Personnel Development: Preparation of Low Incidence Personnel
     - UNC Charlotte NC State Improvement Project/ Institutions of Higher Education Partnership
     - Center on Secondary Education
     - BRIDGES: Teaching Reading through US History
     - UNC Charlotte's Ph.D. Program in Special Education with a Specialty in Multi-tiered Interventions
4. To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:

- A Proposal for Collecting Statewide Post School Follow-up Data for Special Education Students
- National Center and State Collaborative General Supervision Enhancement Grant
- Project LEAAP - Longitudinal Examination of Alternate Assessment Progressions
- Project Solutions (new 5-13)

The Department’s 25 faculty members published 6 books (one re-released), 28 book chapters, 56 journal articles and nine technical reports/curriculum guides/training manuals or local publications.

3. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum:

- The Department had 168 students enrolled this year in the Special Education BA Program, 100 students enrolled in the BA in Child and Family Development, and 86 enrolled in the BA for the Dual Licensure Program.
- The Department enrolled 132 students designated as Pre-Special Education majors and 126 students designated as Pre-Child and Family Development majors.
- The Department enrolled 206 Child and Family Development Program minors in the fall and spring semesters.
- The Department had 190 graduate students enrolled this year in the Special Education Master of Arts in Teaching program (107 enrolled in the Phase I Graduate Certificate Program; 83 enrolled in Phase II).
- The Department had 12 graduate students enrolled this year in the Special Education M.Ed. program and 13 graduate students enrolled in the Child and Family Studies M.Ed. program.
- The Department enrolled 21 students in the Ph.D. Program during 2012-2013. Five new students have been admitted for 2013-14.
- The Department’s distance education programs served 465 total students who yielded 888 total enrollments in 48 sections from July 2012 to June 2013. This count includes: (1) AIG (Summer II, Fall, Spring, Summer I), (2) Special Education-General Curriculum Graduate Certificate and M.A.T. (Summer II, Fall, Spring, Summer I), (3) Special Education-Adapted Curriculum Graduate Certificate (Summer II, Fall, Spring, Summer I), (4) Special Education-General Curriculum Pathway to Teaching (Summer II), (5) SPED 2100 (Fall and Spring), and (6) Special Education ASD Graduate Certificate (Fall and Spring).
- Twenty-six special education undergraduate majors who enrolled in student teaching (14 General Curriculum, 5 Adapted Curriculum and 7 Dual Licensure Program) were recommended for licensure in 2012-2113.
- The Department graduated 29 students with the MAT in Special Education in 2012-13 compared to 22 students with the MAT in 2011-12; compared to 19 students with the MAT in 2010-11 compared to 22 students in 2009-10, compared to 25 graduates in 2008-09, 15 graduates in 2007-08, 26 graduates in 2006-07 and 17 graduates in 2005-06.
- The Department graduated 7 students with the M.Ed. in Special Education in 2012-13 compared to 5 students with the M.Ed. in in 2011-12; compared to 14 students during 2010-11; 16 students 2009-10; 27 during 2008-09; 6 graduates in 2007-08; 11 graduates in 2006-07 and 3 graduates in 2005-06.
- The Department graduated 3 students with the M.Ed. in Child and Family Studies in 2012-13 compared to 15 students with the M.Ed. in 2011-12; compared to 13 students in 2010-11; 24 students in 2009-10, graduates in 2008-09; 10 graduates in 2007-08, 7 graduates in 2006-07 and 7 graduates during 2005-06.
- Twenty-two graduate students in Special Education who enrolled in student teaching (16 in General and 6 in Adapted Curriculum) were successful in their student teaching and were recommended for licensure in 2012-2013.
- Twenty-two undergraduate and 7 graduate students successfully completed their student teaching in the Child and Family Development program and were recommended for B-K licensure in 2012-2013.
- Thirty-four graduate students in the Academically or Intellectually Gifted Program completed all requirements for licensure.
Doctoral students participate in a broad range of professional development, advocacy, and scholarly activities during their preparation program. Working closely with members of the faculty, candidates for the doctoral degree (1) make professional presentations at local, state and national conferences, (2) complete individual research projects and submit manuscripts for publication in scholarly journals, (3), prepare applications for external funding, and (4) participate in professional organizations. These activities reinforce their preparation as leaders in the field of special education and ease their transition from student to college/ university members of the professorate around the nation.

This year’s graduates from the Department of Special Education and Child Development’s Ph.D. Program in Special Education have accepted faculty positions at comprehensive, doctoral degree granting or research intensive universities around the nation. Listed below are doctoral graduates and the Universities where they have been hired:

- Dr. Audrey Lynne Bartholomew, Assistant Professor, Inclusion Education, Education Department, University of New England, Portland, Maine
- Dr. Susan D. Flynn, Assistant Professor of Special Education, Spadoni College of Education, Coastal Carolina University, Conway, South Carolina
- Dr. Shaqwana Freeman-Green, Assistant Professor ,Department of Special Education, College of Education, Illinois State University, Normal, Illinois
- Dr. Jennifer A. Ritchotte, Assistant Professor, School of Special Education, College of Education and Behavioral Sciences University of Northern Colorado, Greeley, Colorado
- Dr. Crystalyn I. Schnorr, Assistant Professor, Department of Early Childhood and Special Education, Watson College of Education, UNC Wilmington, Wilmington, North Carolina
- Dr. La'Shawndra C. Scroggins

Recent Department of Special Education Ph.D. Program Graduate, Dr. Valerie L. Mazzotti, Assistant Professor of Special Education, School of Teaching and Learning Western Carolina University received the 2012 Legislative Award for Teaching Excellence for the College.

The Department continued to receive funds to support doctoral students through external funding from the U.S. Department of Education, Office of Special Education Programs under the grant entitled University of North Carolina at Charlotte PhD Program. Funding for 2012-2013 was $199,520. This represents the final year of funding for the four-year Leadership Personnel Preparation Project with total funding at $790,203. In addition, the U.S. Department of Education funded a second leadership preparation program entitled Ph.D. Program in Special Education with a Specialty in Multi-tiered Interventions. Funding for 2012-13 totaled $249,205 – for the first year of a four year project.

Dr. Diane Browder, Coordinator Ph.D. Program, is the Department’s representative on the national Higher Education Consortium in Special Education (HECSE). In addition, Dr. Fred Spooner is a co-representative of the Department. Dr. Lee, Sherry, Department Chair participates in Consortium meetings as possible.

The Department continues to promote the success of doctoral students through opportunities to participate in research, preparation of manuscripts for publications, and quality teaching. Each doctoral student demonstrates competence in abilities to summarize, synthesize, and evaluate studies that use a variety of research designs, plan and implement studies that meet standards from quality research, and synthesize a collection of studies to determine if a study is evidence based. The ultimate outcome of their individual research project is the preparation of a manuscript for submission to a peer reviewed journal. In the area of teaching, all doctoral students complete co-teaching assignments with veteran faculty members in the department. In addition, their “college teaching” experiences provide them the opportunity to deliver a complete course (under guided supervision).

Finally, Department faculty members work with doctoral candidates to prepare chapters, manuscripts or curriculum guides for publication. Listed below are publications completed in collaboration among current doctoral candidates, recent program completers and faculty members during 2012-13:


Hudson, M., Browder, D., & Wakeman, S. (2013). Helping students with moderate and severe intellectual disability access grade level text. Teaching Exceptional Children, 45 (3), 14-23.


5. To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:

- The Department’s Pathways to Teaching Summer Institute enrolled 42 students in the summer of 2012; compared to 49 students in 2011, compared to 50 students in the summer of 2010; 41 students in the summer of 2009; 70 students in the summer of 2008; 123 in 2007; 176 in 2006; and 281 in 2005.
- The Department’s Academically and Intellectually Gifted program enrolled 244 students in 2012-13; compared to 198 students in distance education courses in 2011-12; compared to 237 students in 2010-11; compared to 294 students in 2009-10; 284 students in 2008-09; 346 enrollments in 2007-08, 292 enrollments in 2006-07 and 196 enrollments in 2005-06.
- The Department’s Autism Spectrum Disorders Graduate Certificate program enrolled 55 students in distance education courses in 2012-13 compared to 32 students enrolled in 2011-12.
- Forty-five students are enrolled in the Department’s baccalaureate dual licensure preparation program in special education and elementary education. Funding from the U.S. Department of Education, Office of Special Education Programs supports the Collaborative Preservice: Preparing Excellent Teachers for All Students.
- The Department’s Child and Family Development Program under the leadership of Dr. Pam Shue, has received a special grant from UNC General Administration to develop a course in early childhood education under the internationalization effort entitled US-China Global Understanding. The course will be delivered online in the fall, 2013.
- In partnership with Meredith College, the Child and Family Development Program created an educational and exploratory trip to Reggio Emilia, Italy to examine the Reggio Emilia approach to early childhood education. This program is one of the most innovative, high-quality infant-toddler and pre-primary systems in the world.
- The Department’s Child and Family Development Program faculty are working to bring “the Ultimate Block Party!” to Charlotte in the fall 2013. The Block Party concept promotes the importance of play and learning in children’s lives. It will bring together parents, early childhood service providers, researchers and program professionals in Uptown Charlotte.
To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:

The Department of Special Education and Child Development has revised all degree, licensure and certificate program’s planning worksheets to reflect the priority of “Graduation Planning.” Changes in the Planning Sheets are designed to enhance graduation oriented advising specifically for first time, full time freshmen. Changing the name of the Planning Sheets to “Graduation Planning” worksheet encourages students to focus on graduation. For consistency across programs we have revised all Planning Sheets to support the concept of longer term planning.

All Special Education pre-licensure advising for undergraduate students is the responsibility of a single Special Education Advising Coordinator. In addition, advising for all online and on-campus Graduate Certificate students in special education is the responsibility of a second faculty member with expertise in online learning strategies to engage distant students. All advising of Special Education M.Ed. students is coordinated by the Special Education Graduate Coordinator. All Child and Family Development Program students are advised by the CHFD Program Coordinator. All students applying for admission into the department’s programs are reviewed by either the Special Education Advising Coordinator (undergraduates and MAT students), the Special Education Graduate Coordinator (M.Ed.) The ASD Coordinator, or the AIG Coordinator (AIG graduate certificate and AIG M.Ed.), or the Child and Family Development Program Coordinator (all students) using the Apply Yourself online application process.

The Department approved an advising change for this year. To more effectively advise students seeking advanced licensure after completing the Graduate Certificate in Special Education, their online applications are reviewed and approved by the Graduate Coordinator. The Graduate Coordinator also serves as their advisor as they work to complete the final 12 credit-hours of the MAT and North Carolina Standard Professional 2 (SP2) Professional Educators License.

Advisors in the Teacher Education, Advising Licensure, Recruitment and Retention (TEAL-R) Office support Department faculty in advising students. The recruiter for the College's Pathways to Teaching program offers initial supports to potential students who may be career changers or who may members of the Charlotte-Mecklenburg Schools Teach for America Corps as they seek information about entering the Master of Arts in Teaching Program.

To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:

- Dr. Kelly Anderson served as an External Reviewer for the U.S. Department of Education, Office of Special Education Programs 325T Personnel Preparation Improvement Grants.
- Dr. Janet Baxter was promoted to Associate Clinical Professor and Mrs. Deana Murphy was promoted to Senior Lecturer. For the first time, the new guidelines in the College of Education’s revised Reappointment, Promotion and Tenure document provided opportunities for non-tenure accruing faculty to seek promotion.
- Dr. John Beattie serves on the Board of Directors of the Learning Disabilities Association of Charlotte.
- Dr. Diane Browder is a member of the Technical Advisory Group for the K-12 Center at the Educational Testing Service’s Alternate Assessment Consortia: National Center and State Collaborative.
- Dr. Diane Browder services as an External Reviewer for the Institute for Education Sciences’ National Center for Special Education Research Review Panels.
- Dr. Diane Browder and Dr. Fred Spooner are Co-Principal Investigators for the Institute of Education Sciences What Works Clearinghouse Reviews in Intellectual Disabilities.
- Dr. Vivian Correa is President of the Board of Directors of the Teacher Education Division, International Council for Exceptional Children.
- Dr. Vivian Correa serves as a member of the International Council for Exceptional Children’s Standards Workgroup.
- Dr. Lindsay Flynn is Secretary/Treasurer for the American Education Research Association’s Special Education Special Interest Group.
Dr. Suzanne Lamorey is recipient of a Fulbright Fellowship in India where she will conduct research in early childhood teacher preparation across cultures.

Dr. Suzanne Lamorey serves on the Advisory Board, Charlotte-Mecklenburg Schools Pre-K Program.

Dr. Suzanne Lamorey serves on the Advisory Board, Early Education Program, Central Piedmont Community College.

Dr. Ya-yu Lo is a member of the Board of Directors of the Chinese American Educational Research and Development Association. In this role she planned their 2013 Annual Conference held in San Francisco in April, 2013.

Dr. Michael Matthews is a Vice-President of the Board of Directors of the North Carolina Association for the Gifted and Talented.

Dr. Michael Matthews is Treasurer of the Executive Committee, SIG-Research on Giftedness and Talent of the American Educational Research Association.

Dr. Michael Matthews serves on the Publications Committee of the National Association for Gifted Children.

Ms. Deana Murphy provided leadership for the successful 34th Child and Family Development Conference.

Dr. Chris O'Brien is the North Carolina Political Action Liaison/Representative for the International Council for Exceptional Children, Teacher Education Division.

Dr. Chris Obrien is University Partner with the Cabarrus County Schools, North Carolina State Improvement Project, Content Literacy Continuum® Pilot Project,

Dr. Brenda Romanoff serves as consultant to the North Carolina Department of Public Instruction’s Panel on Program Evaluation in the area of Academically/ Intellectually Gifted.

Dr. Brenda Romanoff serves on the gifted program’s committees for the Charlotte-Mecklenburg Schools and Socrates Academy to revise their plans for the education of students with gifts and talents.

Dr. Lee Sherry is a member of the Cooperative Planning Consortium of North Carolina Special Education Teacher Preparation Programs.

Dr. Lee Sherry is Editor, Pioneers Press, the newsletter of the Pioneer Division of the International Council for Exceptional Children.

Dr. Lee Sherry serves as a member of the Advisory Board of the North Carolina State Personnel Development Grant/ State Improvement Grant.

Dr. Lee Sherry is recipient of the 2013 Distinguished Service Award from the Teacher Education Division of the International Council for Exceptional Children.

Dr. Pamela Shue is Assistant Editor, Literacy Development in Young Children Newsletter, a special interest group of the international Reading Association.

Dr. Pam Shue is recipient of a University of North Carolina General Administration grant to develop a US-China Global Understanding course in early childhood education to be delivered in the fall of 2013.

Dr. Pam Shue conducted an exploratory study abroad trip to Italy to develop a future course on early childhood programs based on the internationally renowned Reggio Emilia infant and toddler program.

Dr. Pam Shue is Organizer and Chair of Charlotte’s first Ultimate Block Party to promote the importance of play and learning in children’s lives.

Dr. Pam Shue is a member of the Charlotte Mecklenburg Schools Early Childhood Task Force

Dr. Pam Shue is President, North Carolina Birth-Kindergarten Higher Education Consortium.

Dr. Pam Shue is a member of the Early Literacy Workgroup, Council for Children’s Rights/Larry King Center for Building Children’s Futures, Charlotte.

Dr. JaneDiane Smith serves as a consultant to Community Pathways: Early Intervention for Hospitalized Children at Carolinas Medical Center/ Levine Children’s Hospital, Charlotte.

Dr. JaneDiane Smith is a member of the Board of Directors of Court Clubhouse/Larry King Clubhouse.

Dr. JaneDiane Smith is the Co-Director of the UNC Charlotte Community Touchpoints Project supporting early childhood programs.

Dr. Fred Spooner is a member of the Publications Operating Committee and the Personnel Preparation Committee, TASH.

Dr. Fred Spooner co-edits The Journal of Special Education and is Associate Editor for the journal Research and Practice for Persons with Severe Disabilities. Dr. David Test co-edits the journal Career Development for Exceptional Individuals; Dr. Ya-yu Lo is Managing Editor of The Journal of Special Education, Dr. Michael Matthews is Associate Editor of the Journal of Advanced Academics; Dr. Ya-Yu Lo is Associate Editor for the
journal *Education and Treatment of Children*; and Dr. Pamela Shue is Assistant Editor of the *National Head Start Association Dialog: A Research to Practice Journal for the Early Childhood Field*.

- Dr. Fred Spooner serves as senior advisor to the Executive Council of the North Carolina Association for Behavior Analysis.
- Dr. David Test is co-editor of the newsletter, *Savage Controversies*, of the Evidence-Based Practice Special Interest Group of the Association for Behavior Analysis International.
- Dr. David Test is a member of the Board of Directors of the International Council for Exceptional Children’s Division on Career Development and Transition. He also serves on their Research Committee and their Publications Committee.
- Dr. David Test is a member of the International Council for Exceptional Children’s Division for Research Evidence-Based Work Team.
- Dr. David Test is a member of the Technical Workgroup for the National Center for Special Education Research, National Institute on Disability and Rehabilitation Research and the U.S. Department of Education’s, Office of Special Education Programs “Improving Outcomes for Adolescents with Disabilities.
- Dr. David Test is a member of the Individualized Learning Plan Study Technical Advisory Panel, National Collaborative on Workforce and Disability/Youth Research and Demonstration Project, U.S. Department of Labor.
- Dr. David Test is a member of the Research Center on Transition to Employment.
- Dr. Charles Wood is Treasurer of the Board of Directors of the North Carolina Council for Exceptional Children and served on the 2013 North Carolina CEC Conference Planning Committee.

8. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:

Faculty members from the Department of Special Education and Child Development have served in leadership roles as the College completed and implemented the revision of the Reappointment, Promotion, and Tenure (RPT) document to increase clarity, reflect the scholarship expectations of research universities, and improve guidance toward successful RPT reviews. In particular, Dr. Charles Wood served as Co-Chair of the Committee examining expectations of Associate Professors as they are considered for promotion and permanent tenure. Drs. Shawnee Wakeman and Janet Baxter served as Co-Chairs of the committee examining the development of a new section of the RPT document that provides guidelines for reappointment and promotion for Non-tenure Track Faculty. In addition, Dr. Lee Sherry served on this committee. The new procedures were implemented this year. It is a pleasure to note that Dr. Janet Baxter was promoted to Associate Clinical Professor and Mrs. Deana Murphy was promoted to Senior Lecturer.

The new Coordinator of the Peer Observation Program is working with a college-wide team to implement new Peer Observation of Teaching guidelines. Included for the first time are Non- Tenure accruing faculty members as well as Part-time faculty. The Department fully supports the new of Peer Observation of Teaching guidelines.

The Department supports implementation of enhanced faculty mentoring programs for all faculty members – tenure accruing, non-tenure accruing and part-time faculty. Every new faculty member as well as part-time and non-tenure accruing faculty members are assigned veteran faculty mentors in their field of scholarship/ endeavor.

The Department routinely supports ongoing professional development opportunities for faculty in numerous areas of professional interest including technology integration, instructional strategies, and enrichment activities. Department support is provided through (1) nominations for specialized professional development opportunities, (2) travel reimbursements for professional conferences, seminars and workshops, and (3) stipends for summer institutes and professional preparation programs. Finally, live webinars and on-campus professional development opportunities are promoted and encouraged.

Faculty members are routinely nominated for recognition of their work by the Department Chair (and other members of the faculty). The nominations of faculty members who provided notable service to the institution, the profession and the community are submitted for consideration for recognition.
9. To actively promote diversity among faculty, students, and staff and in the curriculum:

All programs in the Department and the College are approved by the North Carolina Department of Public instruction and are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Both the Department of Public Instruction and NCATE rely on knowledge and skill standards in special education developed by the specialized professional associations (SPAs). The curriculum in all of our programs includes diversity standards and skills promoted by the International Council for Exceptional Children (CEC) and the National Association for the Education of Young Children (NAEYC) and are infused throughout our teacher preparation work to assure that our candidates demonstrate multicultural competence is a major component of our work. We must document that students demonstrate these prescribed standards. The NC Department of Public Instruction requires these competencies in diversity standards. Competency is assessed through their review of electronic portfolios completed by all teacher candidates. NCATE requires that each of our courses include the knowledge and skills statements in our course syllabi – specifically those standards that will be taught/ addressed in a particular course.

In addition, NCATE accreditation standards for all teacher preparation programs include Standard 4: Diversity. Standard 4 states that the educational unit “designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate competencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.”

To meet NCATE target we are required to document how curriculum, field experiences, and clinical practice promote candidates’ development of knowledge, skills, and professional dispositions related to diversity identified in our conceptual framework. Candidates learn to contextualize teaching and draw effectively on representations from the students’ own experiences and cultures. They challenge students to engage all students, including English language learners and students with exceptionalities, through instructional conversation. Candidates and faculty regularly review candidate assessment data on candidates’ ability to work with all students and develop a plan for improving their practice in our programs.

Faculty members in the Child and Family Development Program are making positive strides in actualizing a multicultural component to the curriculum in our Birth-Kindergarten program. Dr. Pam Shue has received a special grant from UNC General Administration to develop a course in early childhood education under the internationalization effort entitled US-China Global Understanding. Dr. Shue traveled to China this spring and will return this summer to work with colleagues there to develop the course. The course will be delivered online in the fall, 2013.

In partnership with Meredith College, to promote globalization and urban education, Dr. Pam Shue and Ms. Deana Murphy of the Child and Family Development Program created an educational and exploratory trip to Reggio Emilia, Italy to examine the Reggio Emilia approach to early childhood education. This program is one of the most innovative, high-quality infant-toddler and pre-primary systems in the world. The Reggio Emilia approach will be infused into Child and Family Development coursework. Finally, Dr. Suzanne Lamorey is recipient of a Fulbright Fellowship in India during the 2013-14 academic year where she will conduct research in early childhood teacher preparation across cultures.

10. To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:

The Department of Special Education and Child Development relies on the principles of Continuous Quality Enhancement as outlined by the Southern Association of Colleges and Schools (SACS). We try to adhere to the SACS Principles of Institutional Effectiveness (2008). Specifically, for each degree granting or licensure or certificate program, the Department “demonstrates that each program is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.”
The tradition of shared governance recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Approval by the faculty ensures that programs contain appropriate courses reflecting current knowledge that are appropriate for students enrolled. Approval by the administration affirms that programs are consistent with the mission of the department and the college. The expectation is that the department engages in ongoing planning and evaluation to ensure that each program develops and assesses student learning outcomes.

Program and learning outcomes are based on faculty’s knowledge of the content of the discipline as well as in the expectations for performance consistent the mission of the college and the department. Learning outcomes specify the knowledge, skills, and attitudes students are expected to attain the program. Methods to evaluate student achievement are appropriate to special education and child development and consistent over time to enable our program personnel to evaluate cohorts of students who complete the program. The results of this evaluation affirm the department’s and program’s success at achieving our goals and are used to inform decisions about curricular and programmatic revisions. Annually in the spring, program and learning outcomes are assessed, documented and revised as appropriate.

We have an established a process for developing and approving educational programs. We have identified appropriate program and learning outcomes for our programs, including majors, minors, and distance-learning programs. On an annual basis, faculty members in each program area evaluate the extent to which students achieve expected outcomes. Based on the annual review, faculty members recommend strategies to enhance student achievement.

These annual reviews are documented in minutes from program and departmental faculty meetings. All Student Learning Outcome data is included in Reports and submitted to the College’s Assessment Coordinator. These reports are also included as part of the Department Annual Report submitted to the Dean, College of Education and the Provost, Academic Affairs.

11. Other:

**B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN**

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.)

**C. ANNUAL EVALUATIONS BY UNIT**

Briefly describe any annual evaluations conducted by units/departments/colleges to assess outcomes that are not included in the unit/department/college’s 2010-2015 Strategic Plan (e.g., scholarly productivity.)

The Department of Special Education and Child Development continues to implement and fine tune the Student Learning Outcomes Assessment Plan for each of the academic programs in the Department. In this continuous quality improvement process, the Department reports annually:

- **Student Learning Outcomes:** Knowledge, skills or ability assessed in multiple areas
- **Effectiveness Measures:** The instrument, exam, project, paper, presentation, etc., used to gauge acquisition of the student learning outcome
- **Methodology:** Methods used to administer the assessment and collect, analyze and disseminate the assessment data.
- **Performance Outcome:** The percentage of students assessed that need to demonstrate competency in the student
learning outcome to satisfy the expectations of the department/ program faculty
Assessment Data: Changes/ Improvements that were made on the basis of assessment data

Data are reviewed and reported in the spring of the year for the previous calendar year in each of the following academic programs:

- BA in Special Education: General Curriculum
- BA in Special Education: Adapted Curriculum
- BA in Child & Family Development
- Graduate Certificate in Academically/ Intellectually Gifted
- Graduate Certificate in Autism Spectrum Disorders
- Graduate Certificate in Special Education: General Curriculum
- Graduate Certificate in Special Education: Adapted Curriculum
- Graduate Certificate in Child & Family Development
- MAT in Special Education: General Curriculum
- MAT in Special Education: Adapted Curriculum
- MEd in Academically/ Intellectually Gifted
- MEd in Special Education
- MEd in Child and Family Studies
- PhD in Special Education

As noted above, the Department of Special Education and Child Development relies on the principles of Continuous Quality Enhancement as outlined by the Southern Association of Colleges and Schools (SACS). We try to adhere to the SACS Principles of Institutional Effectiveness (2008). Specifically, for each degree granting or licensure or certificate program, the Department “demonstrates that each program is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.”

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We have an established a process for developing and approving educational programs. We have identified appropriate program and learning outcomes for our programs, including majors, minors, and distance-learning programs. On an annual basis, faculty members in each program area evaluate the extent to which students achieve expected outcomes. Based on the annual review, faculty members recommend strategies to enhance student achievement.

These annual reviews are documented in minutes from program and departmental faculty meetings. All Student Learning Outcome data is included in Reports and submitted to the College’s Assessment Coordinator. These reports are also included as part of the Department Annual Report submitted to the Dean, College of Education and the Provost, Academic Affairs.
D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR

Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.

In all academic program areas, Student Learning Outcomes were met so no changes were recommended by program faculty members. However, each of the items (listed below) was identified by Departmental faculty members as they reviewed data collected from the Department’s programs. Numerous items/concerns will be considered as the Department continues the process of fine-tuning assessment processes based on the Department of Public Instruction requirements in 2013-2014.

1. Some Department students struggle in area of student teaching/graduate internship. Faculty will identify and address those needs/issues by enhancing instruction in their methods classes and well as focusing on student dispositions early in the program, at the mid-point and as they enter their student teaching/internships.

2. The College of Education is implementing the Education Teacher Performance Assessment (edTPA) that will replace all of our program’s Electronic Evidences that have been required documentation of successful student performance by the North Carolina Department of Public Instruction’s electronic portfolio in TaskStream. The edTPA is a nationally available performance assessment of readiness to teach for beginning teachers. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers:
   - Develop knowledge of subject matter, content standards and subject specific pedagogy
   - Develop and apply knowledge of varied students’ needs
   - Consider research and theory about how students learn
   - Reflect on and analyze evidences of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways in three areas of student learning: (1) planning, (2) assessment, and (3) Instruction. Fifteen rubrics will be implemented throughout our initial licensure programs to document evidence of teaching practice.

3. Some students do not demonstrate proficiency in professional writing. The Special Education and the Child and Family Development Programs will continue to fine-tune rubrics to assess the effectiveness of the rubrics to assure students demonstrate professional writing proficiency.

E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/department/college’s assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year.

Data for the each of the Department’s programs were collected each semester during the year. At the end of the academic year, data were compiled into Student Learning Outcome Assessment Plan Reports for each academic Program. Departmental faculties are involved in the process of implementing the Department’s programs to reflect 21st Century Professional Teaching Standards and the North Carolina Department of Public Instruction Specialty Standards. Throughout 2012-2013 as Program faculty members proceeded with the documentation of Student Learning Outcomes in conjunction with Electronic Evidences required by the Department of Public Instruction. At the end of the academic year, faculty members reviewed and analyzed Student Learning Outcome data from each program based on 21st Century Professional Teaching Standards and the North Carolina’s specialty standards and indicators guiding each program.
## I. Executive Summary

### A. Mission and goals:
The mission of the Department Special Education and Child Development is linked to the mission of the College of Education, which is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, community, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research and community engagement that lead to improved practice and by working in partnership with schools, communities, and universities colleagues.

### B. Summary of process used to develop unit goals:
The current plan is based on previous academic plans developed by faculty in the department. The most recent plan was used as the baseline to extend, update, and refocus the current plan. The plan was circulated, discussed, and adopted by the department faculty. The current plan is based on the College of Education goals outlined in the 2010-2015 strategic plan.

### C. Summary of major goals in strategic plan:

1. The Department will recruit and prepare highly effective, diverse and ethical professionals (i.e., special education, gifted education and child and family development professionals and school and community leaders) who will have a positive impact on children youth, families, communities, and schools and who will be successful in urban and other high need settings.

2. The Department will expand instructional offerings to meet emerging needs in fields represented by the Department through the creation and implementation of new programs.

3. The Department will strengthen systems of advising and supporting all students, both traditional and non-traditional, at undergraduate, Master's and doctoral levels.

4. The Department will support the success and collegiality of diverse tenure and non-tenure accruing faculty and staff through communication, career development opportunities, mentoring and access to supportive infrastructure.

5. The Department will develop a nationally distinguished record of research productivity comparable to similar Departments in research extensive universities that benefits children, youth, families, communities and schools.

6. The Department will strengthen effective partnerships with schools, communities and alumni.
7. The Department will maintain the Special Education doctoral degree program as a program of national distinction.
8. The Department will maintain NC Department of Public Instruction program approval and national accreditation for all programs.

D. Summary of new resources required to achieve new goals:

| A. Assessment of cumulative progress in meeting goals in current strategic plan: | 1. There has been an increase in enrollment in the Academically and Intellectually Gifted Graduate Certificate Program as well as in the MAT Online Program in General Curriculum. Numbers of students admitted to the undergraduate programs has increased.  
2. The Pathways to Teaching Summer Institute enhances the availability of courses to teachers seeking initial licensure. However, enrollments in the on-line summer program have been dropping since 2006.  
3. The addition of the Ph.D. in Special Education has afforded the opportunity seek additional resources for graduate education (e.g. Office of Special Education Programs Personnel Preparation Leadership Preparation Grants, Graduate Assistant support).  
4. The Department completed a Professional Development 2+2 agreement with the Stanly County Community College for initial licensure in B-K.  
5. The Department has developed online coursework for in Special Education and is engaged in providing instruction in the Pathways to Teaching each summer as a way of responding to the need for excellent and highly qualified teachers.  
6. The Department’s Dual Licensure Program in Special Education and Elementary Education increased undergraduate enrollments. The first cohort graduated this spring. |
|---------------------------------|--------------------------------------------------|
| B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan: | • With the establishment of UNC Charlotte as a research extensive university, there are increased demands on faculty members in the areas of scholarship, including research, publication and external funding. There is a new definition of what faculty contributions are “valued” at UNC Charlotte. Performance expectations in teaching, research, and service do not equal required actions.  
• The economic downturn that began in the fall of 2008 has reduced opportunities for student financial aid and has diminished resources available to faculty. There are currently fewer options with the department’s programs with limited resources. Faculty members are spread more thinly to cover additional responsibilities.  
• Students are more demanding and expecting flexibility in offering courses (more online opportunities). Faculty members are increasing their use of technology for instruction in all classes – online and face-to-face.  
• Distance education opportunities for students have increased the number of courses available each semester. The supervision of students in internships at longer distances presents challenges to implement effective supervision strategies.  
• There has been a Milieu change. Demands to meet Department of Public Instruction revisioning mandates to equip 21st Century teachers with the knowledge, skills and dispositions provides challenges in an environment with limited resources. The upcoming accreditation site visits of the Southern Association of Colleges and Schools (SACS) and the National Council on the Accreditation of Teacher Education (NCATE) will prolong the challenges of meeting College and University requirements in an era of reduced |

**Goal #1:** The Department will recruit and prepare highly effective, diverse and ethical professionals (i.e., special education, gifted education and child and family development professionals and school and community leaders) who will have a positive impact on children youth, families, communities, and schools and who will be successful in urban and other high need settings.

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>C. Action plans to achieve goal:</th>
</tr>
</thead>
</table>
| COLLEGE OF EDUCATION: The College of Education will graduate highly effective and ethical professionals who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings. | 1.1 The Department, working with university partners in the Office of Extended Academic Programs will meet or exceed the teacher education targets established for UNC Charlotte by the UNC General Administration.  
1.2 The Department, working in partnership with the Dean's Office, Pathways to Teaching Program will develop innovative ways to recruit and prepare teacher candidates in special education, child and family development and gifted education.  
1.3 The Department will design and structure more focused clinical placements in diverse school and community settings.  
1.4 The Department, working with college partners in the Office of Field Experiences and the Assessment Coordinator will design and implement new evaluation and data collection strategies which will measure the success of our graduates and their impact on children, youth, families, communities, and schools.  
1.5 The Department will maintain vigilance regarding implications of the highly qualified teacher provisions of the No Child Left Behind and Individuals with Disabilities Act for teacher education programs in special education and child and family development.  
1.6 The Department will continue to offer the MAT in Special Education for nontraditional students seeking initial and advanced licensure in special education and the M.Ed. in Child and Family Studies for nontraditional students seeking initial and advanced licensure in B-K.  
1.7 The Department will support the retention of teachers in North Carolina by continuing to
implement M.Ed. degrees for experienced teachers/professionals in child and family
development (Birth-Kindergarten) and special education.

1.8 The Department will maintain its statewide reputation for excellence and leadership for
the academically and intellectually gifted education licensure online program.

1.9 The Department will increase access to course and degree offerings by strategically
planning and using distance learning, weekend, evening, and summer, and off-campus
offerings.

1.10 The Department will maintain the online and face-to-face distance education programs in
Special Education (initial licensure) and the online Academically and Intellectually Gifted
licensure.

1.11 The Department will continue to strengthen articulation agreements with Community
Colleges for the Child and Family Development and Special Education undergraduate
programs.

1.12 Faculty will infuse multicultural and global perspectives and topics into the curriculum
and course content and issues regarding student assessment, best practices in child and
family development and special education.

<table>
<thead>
<tr>
<th>D. Effectiveness measures/methods to assess outcomes/goal attainment:</th>
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<tbody>
<tr>
<td>• Analysis of annual enrollments in undergraduate traditional and graduate traditional and alternative.</td>
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<tr>
<td>• Analysis of annual enrollments in the MAT graduate certificates and degrees.</td>
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<tr>
<td>• Analysis of annual enrollments in M.Ed. degrees.</td>
</tr>
<tr>
<td>• Analysis of the staffing plan projections in light of projected enrollment growth in special education, academically and intellectually gifted, and child development.</td>
</tr>
<tr>
<td>• Analysis of annual enrollments evening, online, and summer classes.</td>
</tr>
<tr>
<td>• Analysis of annual enrollments in certificate programs.</td>
</tr>
<tr>
<td>• Analysis of annual courses offered via distance technologies.</td>
</tr>
<tr>
<td>• Analysis of faculty professional development and use of technology in teaching.</td>
</tr>
<tr>
<td>• Analysis of articulation agreement outcomes of 2+2 programs.</td>
</tr>
<tr>
<td>• Analysis of syllabi for multicultural and global perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Assessment schedule to assess goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual: Departmental Annual Report, Faculty Annual Reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Person/group responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair, Program Coordinators, Associate Director, Office of Extended Academic Programs, Director, Office of Field Experiences, College Assessment Coordinator</td>
</tr>
</tbody>
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<thead>
<tr>
<th>G. Performance outcomes for goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 100% of all Action Plan goals met</td>
</tr>
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<table>
<thead>
<tr>
<th>H. Resources Required:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I. Annual progress assessment of performance outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department, working with its university partner in the Office of Extended Academic Programs continues to offer online programs leading to the graduate certificate in Special Education: General Curriculum, Special Education: Adapted Curriculum and the graduate certificate in Academically or Intellectually Gifted. In addition, the Department just completed a 2+2 cohort at Stanly Community College in Child and Family Development and online</td>
</tr>
</tbody>
</table>
classes for career changers interested in licensure in Special Education: General Curriculum and Special Education: Adapted Curriculum through the College’s Pathways to Teaching Program. In the fall 2011 the Department added the new graduate certificate in Autism Spectrum Disorders as a fully web-based, online program.

The Department has designed and structured focused clinical placements in diverse school and community settings. In addition, faculty have infused multicultural and global perspectives and topics into the curriculum and course content (as appropriate) and have addressed issues focusing on student assessment, best practices in child and family development and special education. All revised undergraduate and graduate program revisions have been implemented. They include:

BA in Special Education: General Curriculum
BA in Special Education: Adapted Curriculum
BA in Child & Family Development
Graduate Certificate in Academically/ Intellectually Gifted
Graduate Certificate in Autism Spectrum Disorders
Graduate Certificate in Special Education: General Curriculum
Graduate Certificate in Special Education: Adapted Curriculum
Graduate Certificate in Child & Family Development
Graduate Certificate in Academically/ Intellectually Gifted
Graduate Certificate in Special Education
Graduate Certificate in Child and Family Studies

In collaboration with the Office of Field Experiences and the College’s Assessment Coordinator, the Department continues its work to collect and analyze data to document the positive impact that student teachers have on children, youth and schools. Through the Student Teaching Assessment Rubric (STAR), each candidate develops products including lesson plans, unit plans, lesson critiques, assessment projects, videotapes, portfolios and journals to document their success. In addition to the knowledge and skills required by the North Carolina Department of Public Instruction, the student teaching experience is also aligned with standards of the Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Council for the Accreditation of Teacher Education (NCATE).

The Department continued to offer the MAT in Special Education for nontraditional students seeking initial and advanced licensure in special education and the M.Ed. in Child and Family Studies for nontraditional students seeking initial and advanced licensure in B-K. In the online Pathways to Teaching Summer Institute enrollments decreased in the summer of 2012. Enrollment for the online Institute was 42 in 2012, compared to 49 in 2011, compared to 50 in 2010 compared to 41 in 2009, compared to 70 in 2008, compared to 123 in 2007, 176 in 2006 in 281 for 2005. The number of Lateral Entry teachers has peaked and districts are hiring fewer individuals and even fewer without licensure. The MAT Online Program offers licensure and degree courses to school personnel in through Moodle in an asynchronous format and through Centra in a synchronous distance education format. During 2012-13 there were 111 enrolled, compared to 67 in 2011-12. There were a total of 888 enrollments in 48 sections of special education courses offered online. The M.Ed. in Child and Family Studies was approved by Academic Affairs and is scheduled to begin in the fall, 2013. The Department continued to support the retention of teachers in North Carolina by offering M.Ed. degrees for experienced teachers/ professionals in Child and Family Development (Birth-
Kindergarten) and Special Education. The Department maintained its statewide reputation for excellence and leadership for its online graduate certificate program in Academically and Intellectually Gifted education licensure online program. The continuing effects of the economic downturn seem to have reversed and the enrollments in the Academically or Intellectually Gifted Program have increased for 2012-13.

To meet the growing need for teachers and human service professionals who possess knowledge and skills to work with children and youth with Autism Spectrum Disorders, the Department implemented the new graduate certificate program in Autism Spectrum Disorders in the fall of 2011. Fifty-five total enrollments were recorded for 2012-13, compared to 65 for 2011-12.

The Department reviewed and revised the articulation agreements that UNC Charlotte maintains with Community Colleges in the region. The new agreements strengthen our links to the Community Colleges for the Child and Family Development program based on new Professional Teaching Standards for the B-K license.

In addition:

- The Department had 168 students enrolled this year in the Special Education BA Program, 100 students enrolled in the BA in Child and Family Development, and 86 enrolled in the BA for the Dual Licensure Program.
- The Department enrolled 132 students designated as Pre- Special Education majors and 126 students designated as Pre-Child and Family Development majors.
- The Department enrolled 206 Child and Family Development Program minors in the fall and spring semesters.
- The Department had 190 graduate students enrolled this year in the Special Education Master of Arts in Teaching program (107 enrolled in the Phase I Graduate Certificate Program; 83 enrolled in Phase II).
- The Department had 12 graduate students enrolled this year in the Special Education M.Ed. program and 13 graduate students enrolled in the Child and Family Studies M.Ed. program.
- The Department enrolled 21 students in the Ph.D. Program during 2012-2013. Five new students have been admitted for 2013-14.
- The Department’s distance education programs served 463 total students who yielded 888 total enrollments in 48 sections from July 2012 to June 2013. This count includes: (1) AIG (Summer II, Fall, Spring, Summer I), (2) Special Education-General Curriculum Graduate Certificate and M.A.T. (Summer II, Fall, Spring, Summer I), (3) Special Education-Adapted Curriculum Graduate Certificate (Summer II, Fall, Spring, Summer I), (4) Special Education-General Curriculum Pathway to Teaching (Summer II), (5) SPED 2100 (Fall and Spring), and (6) Special Education ASD Graduate Certificate (Fall and Spring).
- The Department’s Pathways to Teaching Summer Institute enrolled 42 students in the summer of 2012, compared to 49 students in the summer of 2011, compared to 50 students in the summer of 2010; 41 students in the summer of 2009; 70 students in the summer of 2008, 123 in 2007; 176 in 2006; and 281 in 2005.
- The Department’s Academically and Intellectually Gifted program enrolled 244 students in distance education courses in 2012-13, compared to 198 students in in 2011-12; compared to 237 students in 2010-11; 294 students in 2009-10 ; 284 students in 2008-09; 346 enrollments in 2007-08, 292 enrollments in 2006-07 and 196 enrollments in 2005-06.
- The Department’s Autism Spectrum Disorders Graduate Certificate program enrolled 25 students in 2012-13 compared to 32 students 2011-12. This yielded 55 enrollments in 2012-13.
Twenty-six special education undergraduate majors who enrolled in student teaching (14 General Curriculum, 5 Adapted Curriculum and 7 Dual Licensure Program) were recommended for licensure in 2012-2013.

The Department graduated 29 students with the MAT in Special Education in 2012-2013 compared to 22 students with the MAT in 2011-12; compared to 19 students with the MAT in 2010-11 compared to 22 students in 2009-10, compared to 25 graduates in 2008-09, 15 graduates in 2007-08, 26 graduates in 2006-07 and 17 graduates in 2005-06.

The Department graduated 7 students with the M.Ed. in Special Education in 2012-13 compared to 5 students with the M.Ed. in 2011-12; compared to 14 students during 2010-11; 16 students 2009-10; 27 during 2008-09; 6 graduates in 2007-08; 11 graduates in 2006-07 and 3 graduates in 2005-06.

The Department graduated 3 students with the M.Ed. in Child and Family Studies in 2012-13 compared to 15 students with the M.Ed. in 2011-12; compared to 13 students in 2010-11; 24 students in 2009-10, graduates in 2008-09; 10 graduates in 2007-08, 7 graduates in 2006-07 and 7 graduates during 2005-06.

Twenty-two graduate students in Special Education who enrolled in student teaching (16 in General and 6 in Adapted Curriculum) were successful in their student teaching and were recommended for licensure in 2012-2013.

Twenty-two undergraduate and 7 graduate students successfully completed their student teaching in the Child and Family Development program and were recommended for B-K licensure in 2012-2013.

Thirty-four graduate students in the Academically or Intellectually Gifted Program completed all requirements for licensure.

Summary of the Department of Special Education and Child Development Distance Education Programs:

<table>
<thead>
<tr>
<th>Distance Education SPED Programs</th>
<th>Total # Course Sections</th>
<th>Total Enrollments</th>
<th>Program Unduplicated Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIG</td>
<td>11</td>
<td>244</td>
<td>97</td>
</tr>
<tr>
<td>Pathways</td>
<td>3</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>SPED: Adapted &amp; General Grad Cert</td>
<td>21</td>
<td>3383</td>
<td>190</td>
</tr>
<tr>
<td>SPED: MAT</td>
<td>7</td>
<td>111</td>
<td>50</td>
</tr>
<tr>
<td>ASD</td>
<td>4</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>SPED 2100</td>
<td>2</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Totals</td>
<td>48</td>
<td>888</td>
<td>463</td>
</tr>
</tbody>
</table>

J. Follow-up plan to make changes as a result of assessment findings:

### III. New Strategic Goals, Action Plans and Performance Outcomes

**Goal #2:** The Department will expand instructional offerings to meet emerging needs in fields represented by the Department through the creation and implementation of new programs.
### B. Relationship of goal to next higher reporting unit goal:

**COLLEGE OF EDUCATION:**
The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.

### C. Action plans to achieve goal:

1. **The Department will implement the new Ph.D. Program track in Academically and Intellectually Gifted Education.**
2. **The Department will examine a new Ph.D. Program track in Child and Family Development/ Early Childhood Special Education.**
3. **The Department will implement the new baccalaureate dual licensure program in special education and elementary education.**
4. **The Department will implement the new graduate certificate program in Autism Spectrum Disorders.**
5. **The Department will expand program delivery partnerships with groups like Teach for America and the Model Teacher Education Consortium.**
6. **The Department will work in partnership with the Office of Field Experiences to implement high quality clinical and internship placements with highly qualified university supervisors and cooperating teachers.**
7. **The Department in partnership with the college will develop a systematic plan for responding to distance education requests to design and deliver distance programs. Elements of such planning include:**
   - Marketing online and distance programs beyond traditional boundaries
   - Increasing online and distance offerings in areas of need
   - Examining capacity by program for distance education offerings and identifying areas of strategic opportunity
   - Increasing capacity to provide clinical supervision at a distance

### D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Analysis of annual enrollments in undergraduate traditional and dual licensure program in special education and elementary education.
- Analysis of annual enrollments in the MAT degree and graduate certificate programs.
- Analysis of annual enrollments in M.Ed. degrees.
- Analysis of annual enrollments in Academically and Intellectually Gifted graduate certificate program and M.Ed.
- Analysis of annual enrollments in evening and summer institute classes.
- Analysis of annual enrollments in the graduate certificate program autism

### E. Assessment schedule to assess goal:

Annual: Departmental Annual Report, Faculty Annual Reports

### F. Person/group responsible:

Department Chair, Program Coordinators, Senior Manager, Office of Extended Academic Programs

### G. Performance outcomes for goal:

- 5% growth annually in undergraduate traditional and graduate alternative enrollments consistent with UNC projections
- Faculty growth aligned with the staffing plan in all program areas.
- 5% growth annually in MAT enrollments.
- 5% growth annually in M.Ed. degrees.
<table>
<thead>
<tr>
<th>H. Resources Required:</th>
</tr>
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<tbody>
<tr>
<td>Desired new faculty positions in General Curriculum for the Dual Licensure Program; New faculty position in Academically and Intellectually Gifted to support the expanded licensure program and M.Ed. program; new faculty position in Autism Spectrum Disorders to support the graduate certificate program</td>
</tr>
</tbody>
</table>

### Annual Report

The College of Education continued its Pathways to Teaching marketing plan aimed at career changers desiring to enter the education professions’ critical teacher shortage areas including Special Education. The Department received a new Special Education Adapted Curriculum federal grant to support students seeking licensure in that area – online and face-to-face. The Department has maintained its array of distance education options to meet the needs of our students including asynchronous Moodle and synchronous Centra-based online options. In addition, the Department maintained its on campus face-to-face classes and off-campus coursework.

The Special Education General Curriculum Master of Arts in Teaching (MAT) that was implemented in the fall 2008 for online delivery to reach students who are career changers continues. The Academically and Intellectually Gifted Program offers all courses required for the Graduate Certificate online at the graduate level. The MEd in AIG has been approved for online delivery. The graduate certificate in Autism Spectrum Disorders was initiated in the fall 2011. A new MAT in Child and Family Studies has been approved by Academic Affairs and is scheduled to begin fall 2013.

The Department implemented a new Ph.D. Program track in Academically and Intellectually Gifted Education. Although Academically and Intellectually Gifted students are not ‘low incidence’ students in the schools, there are very few doctoral level preparation programs designed to produce college/ university level instructors who will prepare future educators. In an effort to maintain the strong research base of the current Ph.D. Program and to enhance opportunities for doctoral preparation in the area of the gifted, two new Academically and Intellectually Gifted education doctoral level courses were developed and approved by the Academic Affairs. These new courses will provide candidates with research opportunities and online teaching strategies (across programs) that will enhance opportunities for doctoral candidates as college researchers and faculty members.

The Department has made efforts to attract doctoral level candidates in the area of early childhood education. Program faculty from the Child and Family Development Program supported a small number of candidates over the past few years. A concerted effort to examine a new Ph.D. Program track in Child and Family Studies/ Early Childhood Special Education is planned in the future.

The Department implemented the new baccalaureate dual licensure preparation program in special education and elementary education. Funding from the U.S. Department of Education, Office of Special Education Programs supports the Collaborative Preservice: Preparing
Excellent Teachers for All Students. Department of Special Education and Child Development faculty collaborated with faculty members from the Department of Reading and Elementary Education to implement this innovative dual licensure program. Graduates are eligible for licensure in Elementary Education as well as licensure in Special Education: General Curriculum K-6. Currently, 45 students are enrolled in this program. The first cohort of 7 students graduated this spring.

To meet the growing need for teachers and human service professionals who possess knowledge and skills to work with children and youth with Autism Spectrum Disorders, the Department implemented the graduate certificate program in Autism Spectrum Disorders in the fall 2011. All courses are offered online and are open to a wide array of professionals including special and general education teachers, speech pathologists, school psychologists, counselors, occupational therapists, behavior therapists/specialists and administrators.

The Department, in collaboration with the University’s Center for Teaching and Learning will review the accessibility of all of the courses that are offered online or in hybrid formats. Specialized professional development opportunities will be provided for faculty members using online technologies. All new courses that are developed for online delivery are infused with accessibility strategies to meet the need of individuals with disabilities enrolled in our programs.

The Department plans to continue its program delivery partnership with Teach for America. The Department’s Master of Arts in Teaching (MAT) program is the most streamlined way for Teach for America Corps members to earn a master’s degree in a teaching field. The MAT program is designed as an extension of the initial licensure program/Graduate Certificate. The license earned through the Department has reciprocity in all states. Corps members who choose the MAT will be able to register in the Department’s face-to-face courses and MAT Online Program courses. It is anticipated that Corps members will be able to complete their degree in two years.

The Department in partnership with the College and the Office of Extended Academic Programs has developed a systematic plan for responding to distance education requests to design and deliver distance programs. Elements of such planning include: (1) marketing online and distance programs beyond traditional boundaries, (2) increasing online and distance offerings in areas of need, (3) examining capacity by program for distance education offerings and identifying areas of strategic opportunity, and (4) increasing capacity to provide clinical supervision at a distance.

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J. Follow-up plan to make changes as a result of assessment findings:

- The Department’s Student Learning Outcome Data and Report indicates students are meeting proficiency in the Dual Licensure Program in Special Education/Elementary Education.
- The Department’s Student Learning Outcome Data and Report indicates students are meeting proficiency in the Autism Spectrum Disorders Graduate Certificate Program.
- The Department will work in partnership with the Charlotte-Mecklenburg Schools’ Teach for America Program to provide licensure and degree opportunities for Corps members.
- The Department, in collaboration with the University’s Center for Teaching and Learning will assure accessibility of all coursework that is offered online or in hybrid formats. Strategies to implement fully accessible coursework will be implemented to meet the need of individuals with disabilities enrolled in our programs.
## III. New Strategic Goals, Action Plans and Performance Outcomes

**Goal #3:** The Department will strengthen systems of advising and supporting all students, both traditional and non-traditional, at undergraduate, Master's and doctoral levels.

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>COLLEGE OF EDUCATION: The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.</th>
</tr>
</thead>
</table>
| C. Action plans to achieve goal: | 1.13 The Department will participate in a “job alike” group of academic advisors within the college to address advising and academic services, identify unmet needs, and identify solutions.  
1.14 The Department will continue to support the Student Council for Exceptional Children and examine the establishment of student professional support options that respond to unmet needs.  
1.15 The Department will continue to implement advising work load policies that recognize advising strengths. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | - Analysis of work load outcomes  
- Analysis of student satisfaction reports  
- Review of Student Council for Exceptional Student activities |
| E. Assessment schedule to assess goal: | Annually, Faculty Annual Reports, Annual Department Report, Student Surveys |
| F. Person/group responsible: | Department Chair, Advisors, Program Coordinators |
| G. Performance outcomes for goal: | - At least 80% of students rate advising as good or excellent.  
- At least 80% of students rate students supports as good or excellent.  
- Maintain advisors for special initiatives (e.g., Pathways to Teaching, MAT Online Program, Dual Licensure Program) |
| H. Resources Required: | |

### Annual Report

I. Annual progress assessment of performance outcomes: The Department of Special Education and Child Development has revised all degree, licensure and certificate program’s planning worksheets to reflect the priority of “Graduation Planning.” Changes in the Planning Sheets are designed to enhance graduation oriented advising specifically for first time, full time freshmen. Changing the name of the Planning Sheets to “Graduation Planning” worksheet encourages students to focus on graduation. For consistency across programs we have revised all Planning Sheets to support the concept of longer term planning.

All Special Education pre-licensure advising for undergraduate students is the responsibility of a single Special Education Advising Coordinator. In addition, advising for all online and on-
campus Graduate Certificate students in special education is the responsibility of a second faculty member with expertise in online learning strategies to engage distant students. All advising of Special Education M.Ed. students is coordinated by the Special Education Graduate Coordinator. All Child and Family Development Program students are advised by the CHFD Program Coordinator. All students applying for admission into the department’s programs are reviewed by either the Special Education Advising Coordinator (undergraduates and MAT students), the Special Education Graduate Coordinator (M.Ed.) The ASD Coordinator, or the AIG Coordinator (AIG graduate certificate and AIG M.Ed.), or the Child and Family Development Program Coordinator (all students) using the Apply Yourself online application process.

The Department approved an advising change for this year. To more effectively advise students seeking advanced licensure after completing the Graduate Certificate in Special Education, their online applications are reviewed and approved by the Graduate Coordinator. The Graduate Coordinator also serves as their advisor as they work to complete the final 12 credit-hours of the MAT and North Carolina Standard Professional 2 (SP2) Professional Educators License.

Advisors in the Teacher Education, Advising Licensure, Recruitment and Retention (TEAL-R) Office support Department faculty in advising students. The recruiter for the College’s Pathways to Teaching program offers initial supports to potential students who may be career changers or who may members of the Charlotte-Mecklenburg Schools Teach for America Corps as they seek information about entering the Master of Arts in Teaching Program.

New online advising strategies have been implemented to assist students in our MAT Graduate Certificate programs make more efficient decisions regarding the program plan. The implementation of the “Graduation Advising” has assisted in making long range plans.

Although the Associate Director in the University’s Distance Education Program in the Office Extended Academic Programs does not advise students who enroll in the online Graduate Certificate in Academically or Intellectually Gifted, the Graduate Certificate in ASD or the Graduate Certificate in Special Education, she provides students with valuable supports as they begin their online programs. Students report that, “Distance Education staff members are professional, respectful, and reply in a timely manner on any inquiry pertaining to academic and non-academic questions/issues.” Our partners in Distance Education routinely provide high quality services to support students in our online programs.

The Department continues to support the Student Council for Exceptional Children (SCEC). This is the professional organization for students entering the teaching profession in special education. The organization provides teacher candidates with professional opportunities to introduce them to the field. Students receive professional journals published by the parent organization – the International Council for Exceptional Children, they participate in professional activities that serve as resume builders, they have opportunities to network with other students and seasoned professionals in the field, and they attend conferences and learn advocacy strategies on behalf of students with exceptionalities. Dr. Lindsay Flynn is the advisor to the group and links them to community, state and national activities focusing on children with special needs. Twice per year, SCEC Board of Directors members meet with the Department faculty at a regularly scheduled departmental meeting to discuss their activities and plans for advocating for individuals with disabilities. In addition, it is an expectation of our initial licensure programs that all candidates for professional licensure join SCEC and become active members in the group.
Doctoral students participate in a broad range of professional development, advocacy, and scholarly activities during their preparation program. Working closely with members of the faculty, candidates for the doctoral degree (1) make professional presentations at local, state and national conferences, (2) complete individual research projects and submit manuscripts for publication in scholarly journals, (3), prepare applications for external funding, and (4) participate in professional organizations. These activities reinforce their preparation as leaders in the field of special education and ease their transition from student to college/university faculty members around the nation.

J. Follow-up plan to make changes as a result of assessment findings:

- Continue to monitor the special education coursework to assure appropriate scheduling of courses as well offering sections of the same courses in cost effective sequences.
- Continue implementation of the MAT Online Program, the AIG Graduate Certificate and the ASD Graduate Certificate.
- To more effectively advise students seeking advanced licensure after completing the Graduate Certificate in Special Education, the Graduate Coordinator serves as their advisor as they work to complete the final 12 credit-hours of the MAT.
- The Department will continue to monitor registration and enrollment with the face-to-face sections and online sections to address scheduling issues in a proactive manner.
- Distance education students require intensive advising to assure they are taking courses in the appropriate sequence. This is true because of the limited number of courses that are offered in the online plan. New online advising strategies have been

### III. New Strategic Goals, Action Plans and Performance Outcomes

**Goal #4:** The Department will support the success and collegiality of diverse tenure and non-tenure accruing faculty and staff through communication, career development opportunities, mentoring and access to supportive infrastructure.

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>COLLEGE OF EDUCATION: The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Action plans to achieve goal:</td>
<td>4.1 The Department will participate in the revision of the College’s Reappointment, Promotion, and Tenure (RPT) document to increase clarity, reflect the scholarship expectations of research universities, and improve guidance toward successful RPT reviews.</td>
</tr>
<tr>
<td></td>
<td>4.2 The Department will support the development of a section of the RPT document that provides guidelines for reappointment and promotion for non-tenure-track faculty.</td>
</tr>
<tr>
<td></td>
<td>4.3 The Department will support the revision of Peer Observation of Teaching guidelines that includes a process for supporting the development of effective teaching for non-tenure track and part-time faculty members.</td>
</tr>
<tr>
<td></td>
<td>4.4 The Department supports the development of enhanced faculty mentoring programs for all faculty members – tenure accruing, non-tenure accruing and part-time faculty.</td>
</tr>
</tbody>
</table>
4.5 The Department will seek and provide ongoing professional development opportunities for faculty members in the areas of poverty, diversity, globalization and urban education.

4.6 The Department will seek and provide ongoing professional development opportunities for faculty in the areas of technology integration, instructional strategies, and enrichment activities.

4.7 The Department will seek resources to restore state-funded faculty positions in the child and family development and academically and intellectually gifted programs.

4.8 The Department will nominate deserving faculty for professional recognition and who are award recipients or who provide notable service to the profession, institution, and community.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Analysis of the effect of the revised Reappointment, Promotion and Tenure document based on the expectations of research universities.
- Analysis of the effect of the revised Reappointment, Promotion and Tenure document for reappointment and promotion for non-tenure track faculty.
- Analysis of peer observation and mentoring opportunities for non-tenure tracking and part-time faculty members.
- Analysis of faculty professional development and use of technology in teaching.
- Analysis of growth of the faculty to meet the needs of high growth programs.
- Analysis of professional recognition of faculty in teaching, research and service to the profession, institution and community.

E. Assessment schedule to assess goal:
Annual: Departmental Annual Report, Faculty Annual Reports

F. Person/group responsible:
Department Chair

G. Performance outcomes for goal:
- Faculty growth aligned with the staffing plan in program areas.
- 100% of faculty participate in staff development opportunities
- 100% of current non-tenure accruing faculty are considered for reappointment and promotion
- 100% of non-tenure accruing faculty and part-time faculty participate in peer observations
- 100% of part-time faculty have faculty mentors

H. Resources Required:

ANNUAL REPORT

I. Annual progress assessment of performance outcomes:
Faculty members from the Department of Special Education and Child Development have served in leadership roles as the College completed and implemented the revision of the Reappointment, Promotion, and Tenure (RPT) document to increase clarity, reflect the scholarship expectations of research universities, and improve guidance toward successful RPT reviews. In particular, Dr. Charles Wood served as Co-Chair of the Committee examining expectations of Associate Professors as they are considered for promotion and permanent tenure. Drs. Shawnee Wakeman and Janet Baxter served as Co-Chairs of the committee examining the development of a new section of the RPT document that provides guidelines for reappointment and promotion for Non-tenure Track Faculty. In addition, Dr. Lee Sherry served on this committee. The new procedures were implemented this year. It is a pleasure...
to note that Dr. Janet Baxter was promoted to Associate Clinical Professor and Mrs. Deana Murphy was promoted to Senior Lecturer.

The new Coordinator of the Peer Observation Program is working with a college-wide team to implement new Peer Observation of Teaching guidelines. Included for the first time are Non-Tenure accruing faculty members as well as Part-time faculty. The Department fully supports the new of Peer Observation of Teaching guidelines.

The Department supports implementation of enhanced faculty mentoring programs for all faculty members – tenure accruing, non-tenure accruing and part-time faculty. Every new faculty member as well as part-time and non-tenure accruing faculty members are assigned veteran faculty mentors in their field of scholarship/ endeavor.

The Department routinely supports ongoing professional development opportunities for faculty in numerous areas of professional interest including technology integration, instructional strategies, and enrichment activities. Department support is provided through (1) nominations for specialized professional development opportunities, (2) travel reimbursements for professional conferences, seminars and workshops, and (3) stipends for summer institutes and professional preparation programs. Finally, live webinars and on-campus professional development opportunities are promoted and encouraged.

Faculty members are routinely nominated for recognition of their work by the Department Chair (and other members of the faculty). The nominations of faculty members who provided notable service to the institution, the profession and the community are submitted for consideration for recognition.

Dr. Lee Sherry is recipient of the 2013 Distinguished Service Award presented by the Teacher Education Division of the International Council for Exceptional Children. This award recognizes an individual who has demonstrated exemplary service to the development and advancement of quality teacher education in special education.

- The Department has implemented the revised Reappointment, Promotion and Tenure document that includes promotion guidelines for Non-Tenure Accruing Faculty members.
- Eligible non-tenure accruing faculty members will be encouraged to seek promotion under the new RPT guidelines.
- A new Peer Observation process will be implemented in the fall 2013 to include Non-Tenure Accruing Faculty and part-time faculty.
- Professional development opportunities will continue to be available to faculty members who wish to take advantage of them (based on availability of funds).
- The Department will continue to nominate deserving faculty members for professional recognition and awards. The Department’s high quality faculty members provide ongoing, notable service to the profession, institution, and community.
- The Department supports a request for funding for an additional faculty position as a Department Advisor that was included in the 2013-14 budget proposal.
### Goal #5: The Department’s faculty will develop a nationally distinguished record of research productivity and national distinction of excellence comparable to similar Departments in research extensive universities that benefits children, youth, families, communities and schools.

| B. Relationship of goal to next higher reporting unit goal: | COLLEGE OF EDUCATION: 
The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader educational community. |
| --- | --- |
| C. Action plans to achieve goal: | 5.1 The Department will increase its success in terms of dollars awarded and in terms of the number of successful grant writers who secure external funding for research with emphases on diverse learners and their families. 

5.2 The Department will increase its participation in research partnerships within the College and within the University. 

5.3 The Department will work with state education agencies, local education agencies and schools to establish collaborative partnerships for research. |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | • Analysis of external funding record. 

• Analysis of faculty publications internally and in comparison to research extensive universities. 

• Analysis of research and research partnership involvement. 

• Analysis of collaborative work with SEA, LEA and individual schools. |
| E. Assessment schedule to assess goal: | Annually |
| F. Person/group responsible: | Department Chair and Program Coordinators |
| G. Performance outcomes for goal: | • 5% annual growth in external funding. 

• 5% growth annually in faculty publications 

• 50% of faculty involved in collaborative research/work with state, local districts or individual schools. |
| H. Resources Required: | • A 2/2 teaching load attained by five tenure-line faculty per year and 100% by the end of the planning period 

• Doctoral student funding opportunities through GASP, U.S. Department of Education, OSEP funding through Leadership Personnel Preparation Grants or other externally funded research projects. |

### ANNUAL REPORT

| I. Annual progress assessment of performance outcomes: | The Department’s faculty secured external funds with total project award budgets of $14,114,780. The total annual award amount for 2012-13 includes $3,380,204 in federal and $119,863 in state supported grants. The Department’s 25 faculty members published 6 books (one re-released), 28 book chapters, 56 journal articles and nine technical reports/curriculum guides/training manuals or local publications. 

External Funding received in 2012-2013 (The highest Department total in the University): |
<table>
<thead>
<tr>
<th>Proposal Title</th>
<th>Funding Agency</th>
<th>Total Project Award</th>
<th>Annual Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Preservice: Preparing Excellent Teachers for All Students</td>
<td>U.S. Dept. of Education</td>
<td>$496,832.00</td>
<td>$98,280.00</td>
</tr>
<tr>
<td>Secondary Transition Technical Assistance Center</td>
<td>U.S. Dept. of Education</td>
<td>$6,531,737</td>
<td>$2,831,608.00</td>
</tr>
<tr>
<td>Combined Priority for Personnel Development</td>
<td>U.S. Department of Education</td>
<td>$241,478</td>
<td>$740,000</td>
</tr>
<tr>
<td>A Proposal for Collecting Statewide Post-school Follow-up Data for NC</td>
<td>NC Dept. of Public Instruction</td>
<td>$99,638</td>
<td>$99,638</td>
</tr>
<tr>
<td>Special Education Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to College and Careers Center</td>
<td>U.S. Dept. of Education</td>
<td>$3,300,000</td>
<td>$1,100,000</td>
</tr>
<tr>
<td>A Study of the Effects of a Three-Tier Model of Interagency Collaboration on</td>
<td>U.S. Dept. of Education</td>
<td>$2,495,693</td>
<td>$667,521</td>
</tr>
<tr>
<td>Transition Outcomes for Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC Charlotte NC SIP/IHE Partnership</td>
<td>NC Dept. of Public Instruction</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Center on Secondary Education for Students with Autism Spectrum Disorder</td>
<td>UNC-CH FPG Child Develop. Institute</td>
<td>$270,001</td>
<td></td>
</tr>
<tr>
<td>National Center and State Collaborative General Supervision Enhancement Grant</td>
<td>University of Minnesota</td>
<td>$1,737,878</td>
<td>$733,794</td>
</tr>
<tr>
<td>UNC Charlotte’s PhD Program in Special Education with a Specialty in Multi-</td>
<td>U.S. Dept. of Education</td>
<td>$249,259</td>
<td></td>
</tr>
<tr>
<td>Tiered Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of North Carolina at Charlotte PhD Program</td>
<td>U.S. Dept. of Education</td>
<td>$790,203.00</td>
<td>$199,520.00</td>
</tr>
</tbody>
</table>

2012-2013 Department of Special Education and Child Development Publications:

Books:


(Revised version with new chapter and edited content)

Book Chapters:


Articles:


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title and Journal/Reference</th>
</tr>
</thead>
</table>
| Mustian, A. L., Mazzotti, V. L., & Test, D. W. | (in press). Implementing evidence-based practice: A review and conceptualization of effective implementation of evidence-
based practices in secondary educational settings Journal of Positive Behavior Interventions.


Rowe, D. A., & Test, D. W. (in press). Effects of simulation to teach students with disabilities finance skills. Remedial and Special Education.


Curriculum Guides / Training Manuals/ Local Publications:


Technical Reports:

Department faculty continue to be recognized at both the local, state and national levels for their teaching, research, and service as evidenced by awards, editorships of leading special education, gifted education and early childhood/child development journals, and offices held in professional organizations:

- Dr. Lee Sherry is recipient of the 2013 Distinguished Service Award presented by the Teacher Education Division of the International Council for Exceptional Children. This award recognizes an individual who has demonstrated exemplary service to the development and advancement of quality teacher education in special education.

Editorships:
- Dr. Ya-yu Lo is Managing Editor of *The Journal of Special Education*.
- Dr. Ya-yu Lo is Associate Editor of the journal *Education and Treatment of Children*.
- Dr. Michael Matthews is Associate Editor of the *Journal of Advanced Academics*.
- Dr. Fred Spooner is Co-editor-in-Chief of *The Journal of Special Education* and is Associate Editor for the journal *Research and Practices for Persons with Severe Disabilities*.
- Dr. Lee Sherry is Editor of the *Pioneer Press*, the newsletter of the Pioneer Division of the International Council for Exceptional Children.
- Dr. Pamela Shue is Assistant Editor of the *National Head Start Association Dialog: A Research to Practice Journal for the Early Childhood Field*.
- Dr. Pamela Shue is Editor, *Literacy Development in Young Children Newsletter*, a special interest group of the International Reading Association.
- Dr. David Test co-edits the journal *Career Development for Exceptional Individuals*.
- Dr. David Test is co-editor of the newsletter, *Savage Controversies*, of the Evidence-Based Practice Special Interest Group of the Association for Behavior Analysis International.

Offices Held:
- Dr. John Beattie serves on the Board of Directors of the Learning Disabilities Association of Charlotte.
- Dr. Diane Browder is a member of the Technical Advisory Group for the K-12 Center at the Educational Testing Service’s Alternate Assessment Consortia: National Center and State Collaborative.
- Dr. Diane Browder and Dr. Fred Spooner are Co-Principal Investigators for the U.S. Department of Education, Institute of Education Sciences What Works Clearinghouse Reviews in Intellectual Disabilities.
- Dr. Vivian Correa is President of the Board of Directors of the Teacher Education Division, International Council for Exceptional Children.
- Dr. Vivian Correa serves as a member of the International Council for Exceptional Children’s Standards Workgroup.
- Dr. Lindsay Flynn is Secretary/Treasurer for the American Education Research Association’s Special Education Special Interest Group.
- Dr. Ya-yu Lo is a member of the Board of Directors of the Chinese American Educational Research and Development Association. In this role she planned their 2013 Annual
<table>
<thead>
<tr>
<th>J. Follow-up plan to make changes as a result of assessment findings:</th>
<th>Continue focus on collaboration between faculty and graduate students to enhance collaborative scholarly publications and presentations. Continue focus on collaboration between veteran faculty members and first year faculty members through mentoring.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Support the College effort to maintain infrastructure support for pre-award and post award activities, including continued collaboration with Business Manager Bonnie Morton.</td>
</tr>
<tr>
<td></td>
<td>• Support the College effort to systematically promote student research and collaborative</td>
</tr>
</tbody>
</table>

- Conference held in San Francisco in April, 2013.
- Dr. Michael Matthews is a Vice-President of the Board of Directors of the North Carolina Association for the Gifted and Talented.
- Dr. Michael Matthews is Treasurer of the Executive Committee, SIG-Research on Giftedness and Talent of the American Educational Research Association.
- Dr. Chris O’Brien is the North Carolina Political Action Liaison/Representative for the International Council for Exceptional Children, Teacher Education Division.
- Dr. Brenda Romanoff serves on the gifted program’s committees for the Charlotte-Mecklenburg Schools and Socrates Academy to revise their plans for the education of students with gifts and talents.
- Dr. Lee Sherry is a member of the, Cooperative Planning Consortium of North Carolina Special Education Teacher Preparation Programs.
- Dr. Lee Sherry is a member of the Advisory Board of the Department of Public Instruction, State Personnel Development Grant/ State Improvement Grant.
- Dr. Pam Shue is Organizer and Chair of Charlotte’s first Ultimate Block Party to promote the importance of play and learning in children’s lives.
- Dr. Pam Shue is a member of the Charlotte Mecklenburg Schools Early Childhood Task Force
- Dr. Pam Shue is President, North Carolina Birth-Kindergarten Higher Education Consortium.
- Dr. Pam Shue is a member of the Early Literacy Workgroup, Council for Children’s Rights/Larry King Center for Building Children’s Futures, Charlotte.
- Dr. JaneDiane Smith is a member of the Board of Directors of Court Clubhouse/Larry King Clubhouse.
- Dr. JaneDiane Smith is the Co-Director of the UNC Charlotte Community Touchpoints Project supporting early childhood programs.
- Dr. Fred Spooner is a member of the Publications Operating Committee and the Personnel Preparation Committee, TASH.
- Dr. David Test is a member of the Board of Directors of the International Council for Exception Children’s Division on Career Development and Transition. He also serves on their Research Committee and their Publications Committee.
- Dr. David Test is a member of the International Council for Exception Children’s Division for Research Evidence-Based Work Team.
- Dr. David Test is a member of the Technical Workgroup for the National Center for Special Education Research, National Institute on Disability and Rehabilitation Research and the U.S. Department of Education’s, Office of Special Education Programs “Improving Outcomes for Adolescents with Disabilities.”
- Dr. David Test is a member of the Individualized Learning Plan Study Technical Advisory Panel, National Collaborative on Workforce and Disability/Youth Research and Demonstration Project, U. S. Department of Labor.
- Dr. David Test is a member of the Advisory Board for the National Institute on Disability and Rehabilitation Research Center on Transition to Employment.
- Dr. Charles Wood is Treasurer of the Board of Directors, North Carolina Council for Exceptional Children and served on the 2013 North Carolina CEC Conference Planning Committee.
faculty-student research. All first year faculty members in tenure eligible lines are given a course reduction to facilitate the establishment of a research agenda and a $5,000 research stipend. The stipend is available prior to promotion / tenure decisions and is based on availability of funds.

### III. New Strategic Goals, Action Plans and Performance Outcomes

**Goal #6: The Department will strengthen effective partnerships with schools, communities and alumni.**

#### B. Relationship of goal to next higher reporting unit goal:

**COLLEGE OF EDUCATION:**

The College of Education will strengthen effective partnerships with schools, communities and alumni.

#### C. Action plans to achieve goal:

6.1 The Department will strengthen its partnership with the Exceptional Children programs in the thirteen school districts of the Southwest Education Alliance.

6.2 The Department will maintain its partnership with the NC Department of Public Instruction in the implementation of the North Carolina State Personnel Development Grant.

6.3 The Department will maintain its partnership with the North Carolina Cooperative Planning Consortium of Special Education Teacher Preparation Programs and the B-K Coordinating Council.

6.4 The Department will expand program delivery partnerships with such entities as Teach for America and the Model Teacher Education Consortium.

6.5 The Department will develop a strategic initiative to enhance alumni relations with Special Education, Academically and Intellectually Gifted Education, and the Child and Family Development Programs.

6.6 The Department will track the graduates of the Ph.D. Program in Special Education and host an annual reunion at the Annual International Council for Exceptional Children Convention and Expo.

#### D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Analysis of faculty member collaboration with local school districts and individual schools
- Analysis of participation of the department with the Cooperative Planning Consortium and the B-K Coordinating Council
- Analysis of partnerships with Teach for American and the Model Teacher Education Consortium
- Analysis of enhanced alumni relationships with graduates of the Department
- Analysis of follow-up with Ph.D. Program graduates.

#### E. Assessment schedule to assess goal:

Annually

#### F. Person/group responsible:

Department Chair, Program Coordinators including Ph.D. Program Coordinator
| G. Performance outcomes for goal: | • 50% of faculty will collaborate with local school districts and individual schools  
• UNC Charlotte will be represented at 100% of Cooperative Planning Consortium and B-K Coordinating Council meetings  
• Analysis of follow-up with graduates/alumni of the Department’s Programs  
• Analysis of follow-up with Ph.D. Program graduates/alumni.  
• 80% of alumni rate supports as good or excellent |

| H. Resources Required: |

| I. Annual progress assessment of performance outcomes: |

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**ANNUAL REPORT**

The Department continues to work to strengthen its partnership with Exceptional Children Programs in the thirteen school districts of the Southwest Education Alliance. Department personnel meet on an as needed basis with the Exceptional Child Coordinators/Directors at regularly scheduled monthly meetings to discuss items of mutual interest such as knowledge and skills in the preparation of preservice teachers, partnering on grant activities or implementing Reading Foundations and Mathematics Foundations training for preservice and inservice special educators. In addition, Department personnel meet with Community College representatives to update Articulation Agreements with UNC Charlotte’s Child and Family Development Program and the Community Colleges. Revised Articulation Agreements have been approved.

The Department maintained its partnership with the North Carolina Department of Public Instruction in the implementation of the North Carolina State Personnel Development Grant entitled Department of Public Instruction/Institutions of Higher Education Partnership Grant. The Chair, Department of Special Education and Child Development serves as a member of the State Advisory Board for State Improvement Grant and is Principal Investigator for the UNC Charlotte Partnership grant with the Department of Public Instruction. Through this special funded project, the Department has infused the content of the Department of Public Instruction’s Reading Foundations and Mathematics Foundations into special education courses. Specifically, SPED 4272/5272: Teaching Mathematics to Learners with Special Needs and SPED 4275/5275 have been fine-tuned to include significant research-validated instructional strategies designed to improve the outcomes for children with disabilities in the public schools. Course-based clinical experiences and student teaching assignments are structured to place our candidates with teachers in surrounding local district’s schools who have been ‘certified’ in Reading and Mathematics Foundations by the Department of Public Instruction.

The Department maintained its partnership with the North Carolina Cooperative Planning Consortium of Special Education Teacher Preparation Programs. The Chair, Department of Special Education and Child Development is a member of the Consortium. In addition, Dr. Suzanne Lamorey, Child and Family Development Program, is an active member of the North Carolina Birth-Kindergarten Coordinating Council. In addition, Dr. Pam Shue has recently been elected President of the North Carolina B-K Consortium.

During 2012-2013 the partnership with the Charlotte Mecklenburg School’s Teach for America Program continued on a small scale with in the area of special education. The district continues to assess the implications of the North Carolina highly qualified teacher standards in special education. As a result of the review, few special education Teach for America Corps members were hired. It is anticipated that 3-4 new special education Corps members will enroll in the Department’s Master of Arts in Teaching in Special Education in the fall 2013.
This year’s graduates from the Department of Special Education and Child Development’s Ph.D. Program in Special Education have accepted faculty positions at comprehensive, doctoral degree granting or research intensive universities around the nation. Listed below are doctoral graduates and the Universities where they have been hired:

- Dr. Audrey Lynne Bartholomew, Assistant Professor, Inclusion Education, Education Department, University of New England, Portland, Maine
- Dr. Susan D. Flynn, Assistant Professor of Special Education, Spadoni College of Education, Coastal Carolina University, Conway, South Carolina
- Dr. Shaqwana Freeman-Green, Assistant Professor, Department of Special Education, College of Education, Illinois State University, Normal, Illinois
- Dr. Jennifer A. Ritchotte, Assistant Professor, School of Special Education, College of Education and Behavioral Sciences University of Northern Colorado, Greeley, Colorado
- Dr. Crystalyn I. Schnorr, Assistant Professor, Department of Early Childhood and Special Education, Watson College of Education, UNC Wilmington, Wilmington, North Carolina
- Dr. La’Shawndra C. Scroggins (still interviewing as of this writing)

Recent Department of Special Education Ph.D. Program Graduate, Dr. Valerie L. Mazzotti, Assistant Professor of Special Education, School of Teaching and Learning Western Carolina University received the 2012 Legislative Award for Teaching Excellence for the College.

Faculty members continue to submit “service to practitioners and the community” as part of their Annual Reports. The Reports describe extended service projects that are included in the College’s Annual Institutions of Higher Education (IHE) Report to the North Carolina Department of Public Instruction. (Extended service projects include activities such as grant implementation, collaborative research projects, and collaboratively-designed special projects that teacher candidates carry out at the request of the school even if it's part of course requirement's services to schools reports).

- Faculty members are encouraged to submit community based proposals to enhance service to children, families teachers and schools
- Faculty members will continue to be encouraged to serve on local, state and national boards of child serving agencies or professional organizations.
- The Child and Family Development faculty will continue to conduct a major Annual Conference for practitioners in child serving agencies.

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

#### Goal #7: The Department will maintain the Special Education doctoral degree program as a program of national distinction.

**B. Relationship of goal to next higher reporting unit goal:**

**COLLEGE OF EDUCATION:**
The College of Education will graduate highly effective and ethical professionals who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.
### C. Action plans to achieve goal:

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>The Department will maintain the 2/2 teaching load for faculty to address the increased departmental workload resulting from the management of the doctoral program to assure quality instruction and research support for candidates.</td>
</tr>
<tr>
<td>7.2</td>
<td>The Department will seek new faculty to address the growth of the doctoral program and to address the preparation of high quality leadership personnel / college and university faculty.</td>
</tr>
<tr>
<td>7.3</td>
<td>The Department will continue to pursue funds to support doctoral students through external and internal funding (e.g., graduate assistantships, tuition reimbursements, Graduate Assistant Support Plan, and U.S. Department of Education, Office of Special Education Programs).</td>
</tr>
<tr>
<td>7.4</td>
<td>The Department will continue active involvement in the national Higher Education Consortium in Special Education (HECSE).</td>
</tr>
<tr>
<td>7.5</td>
<td>The Department will continue to promote the success of doctoral students through opportunities to participate in research, publications, and quality teaching.</td>
</tr>
</tbody>
</table>

### D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Analysis of teaching loads
- Analysis of staffing plan/ faculty growth
- Analysis of doctoral student support.
- Analysis of Higher Education Consortium in Special Education involvement.
- Analysis of key doctoral student outcomes including external funding, publications, new employment opportunities accepted.

### E. Assessment schedule to assess goal:

- Annual Program Assessment Data; Department Annual Report and Faculty Annual Reports

### F. Person/group responsible:

- Department Chair, Doctoral Program Coordinators, Ph.D. Program Advisory Committee members, Departmental Faculty

### G. Performance outcomes for goal:

- A 2/2 teaching load attained by five tenure-line faculty per year
- 100% of staffing plan goals attained.
- 100% of doctoral students funded.
- 100% of students will co-publish with faculty.
- Emphasis in child development is approved by the end of the planning period.
- 90% of Department’s doctoral students will demonstrate excellent outcomes related to the capstone requirement (Portfolio 1 and 2).
- 96% of the Department’s doctoral students will demonstrate excellence regarding dissertation defense.
- 96% of the Department’s students will attain desired employment outcomes.
- 100% of HECSE meetings attended.
- 75% of graduates will attain tenure eligible positions in institutions of higher education.
- 80% of all completed dissertations will be published.

### H. Resources Required:

- Doctoral student funding opportunities through UNC Charlotte’s GASP, U.S. Department of Education, OSEP funding through Leadership Personnel Preparation Grants or other externally funded research projects.
- Travel supports for Doctoral Program Coordinator(s)/ Department Chair to attend Higher Education Consortium of Special Education semi-annual meetings.
The College of Educations Graduate Programs were ranked among the best by the *U.S. News and World Reports* in their 2014 edition of the Best Graduate Schools. The Department’s faculty secured external funds with total project award budgets of $14,114,780. The total annual award amount for 2012-13 includes $3,380,204 in federal and $119,863 in state supported grants. These externally funded research and scholarship projects are entitled (funding amounts are listed previously in this Report):

- Secondary Transition Technical Assistance Center
- Preparation of Leadership Personnel
- Collaborative Preserve: Preservice: Preparing Excellent Teachers for All Students
- Transition to College and Careers Center
- Combined Priority for Personnel Development: Preparation of Low Incidence Personnel
- UNC Charlotte NC State Improvement Project/ Institutions of Higher Education Partnership
- Center on Secondary Education
- BRIDGES: Teaching Reading through US History
- UNC Charlotte's Ph.D. Program in Special Education with a Specialty in Multi-tiered Interventions
- A Proposal for Collecting Statewide Post School Follow-up Data for Special Education Students
- National Center and State Collaborative General Supervision Enhancement Grant
- Project LEAAP - Longitudinal Examination of Alternate Assessment Progressions
- Project Solutions (new 5-13)

The Department’s 25 faculty members published 6 books (one re-released), 28 book chapters, 56 journal articles and nine technical reports/curriculum guides/training manuals or local publications.

The Department continued to receive funds to support doctoral students through external funding from the U.S. Department of Education, Office of Special Education Programs under the grant entitled *University of North Carolina at Charlotte PhD Program*. Funding for 2012-2013 was $199,520. This represents the final year of funding for the four-year Leadership Personnel Preparation Project with total funding at $790,203. In addition, the U.S. Department of Education funded a second leadership preparation program entitled *Ph.D. Program in Special Education with a Specialty in Multi-tiered Interventions*. Funding for 2012-13 totaled $249,205 – for the first year of a four year project.

Dr. Diane Browder, Coordinator Ph.D. Program, is the Department’s representative on the national Higher Education Consortium in Special Education (HECSE). In addition, Dr. Fred Spooner is a co-representative of the Department. Dr. Lee, Sherry, Department Chair participates in Consortium meetings as possible.

The Department continues to promote the success of doctoral students through opportunities to participate in research, preparation of manuscripts for publications, and quality teaching. Each doctoral student demonstrates competence in abilities to summarize, synthesize, and evaluate studies that use a variety of research designs, plan and implement studies that meet standards from quality research, and synthesize a collection of studies to determine if a study is evidence based. The ultimate outcome of their individual research project is the preparation of a manuscript for submission to a peer reviewed journal. In the area of

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teaching, all doctoral students complete co-teaching assignments with veteran faculty members in the department. In addition, their "college teaching" experiences provide them the opportunity to deliver a complete course (under guided supervision).

Finally, Department faculty members work with doctoral candidates to prepare chapters, manuscripts or curriculum guides for publication. Listed below are publications completed in collaboration among current doctoral candidates, recent program completers and faculty members during 2012-13:


Interventions.


J. Follow-up plan to make changes as a result of assessment findings:

- Department faculty will continue their efforts to secure external funding for doctoral leadership preparation from the U.S. Department of Education, Office of Special Education Programs to continue to address the shortage of faculty members in institutions of higher education.
- The Department will maintain its membership in the Higher Education Consortium of Special Education Programs.
- Faculty members will continue to seek external funding for research, personnel preparation and curriculum enhancement projects from the U.S. Department of Education, Office of Special Education Programs, from the Institute for Education Sciences and the North Carolina Department of Public Instruction. Special collaborative contracts and grants will be sought in partnership with other research extensive universities.

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

**Goal #8: The Department will maintain North Carolina Department of Public Instruction Program Approval AND national accreditation of all programs.**

| B. Relationship of goal to next higher reporting unit goal: | COLLEGE OF EDUCATION: The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources. |
| C. Action plans to achieve goal: | 8.1 The Department will successfully complete the design and implementation of revisioned teacher education programs at the undergraduate and graduate levels according to new guidelines from the State Board of Education/Department of Public Instruction. |
| | 8.2 The Department will revise/align the Department’s assessment system in response to the new program approval process (“electronic evidences”) from the NC Department of Public Instruction and the upcoming accreditation reviews from SACS and NCATE in 2013. |
| | 8.3 The Department in collaboration with the College will prepare for/completion of the 2013 accreditation review by the National Council for Accreditation of Teacher Education (NCATE) in the following ways: |
| | 8.3.1 Key faculty members will participate in the revised NCATE review process. |
| | 8.3.2 The Department will revise the Mission Statement. |
| | 8.3.3 The Department will implement the revised Conceptual Framework. |
| | 8.3.4 The Department will participate in a successful accreditation review in 2013 |
| | 8.4 The Department will seek opportunities for reviews, ratings, and awards that will lead to recognition of the College’s effectiveness. |
D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Analysis of NC Department of Public Instruction’s approval of Departmental programs Blueprint for revisioned programs.
- Analysis of NC Department of Public Instructions’ annual review of candidates’ electronic evidences/electronic portfolios
- Analysis of NCATE responses to Department’s programs during site visit

E. Assessment schedule to assess goal:

- Annually for Department of Public Instruction
- 2013 for Southern Association of Colleges and Schools
- 2013 for National Council for the Accreditation of Teacher Education

F. Person/group responsible:

- Department Chair, Program Coordinators, Data/ Assessment Contacts, College Assessment Coordinator, Faculty members

G. Performance outcomes for goal:

- 100% of programs approved and recognized

H. Resources Required:

I. Annual progress assessment of performance outcomes:

The Department successfully completed the redesign of its programs and implemented all revisioned teacher education preparation programs at the undergraduate and graduate levels according to the guidelines of the State Board of Education/ Department of Public Instruction. All programs have been approved by the state (through 2016-2017), the appropriate College of Education Undergraduate or Graduate Curriculum Committee, and the University’s Graduate Council or Undergraduate Course and Curriculum Committee. All Department of Special Education and Child Development programs have been implemented. They include:

- BA in Special Education: General Curriculum
- BA in Special Education: Adapted Curriculum
- BA in Child & Family Development
- Graduate Certificate in Academically/ Intellectually Gifted
- Graduate Certificate in Special Education: General Curriculum
- Graduate Certificate in Special Education: Adapted Curriculum
- Graduate Certificate in Child & Family Development
- MAT in Special Education: General Curriculum
- MAT in Special Education: Adapted Curriculum
- MEd in Academically/ Intellectually Gifted
- MEd in Special Education
- MEd in Child and Family Studies

Through 2012-13 the Department continued to revise/ align and fine-tune the assessment system to document student proficiency in response to the Department of Public Instruction’s program approval process. Electronic Evidences that demonstrate candidate proficiency are uploaded into TaskStream for review by the North Carolina Department of Public Instruction. The most up-to-date information that we have received is that the Department of Public Instruction will implement a new Program Approval review process. Dr. Rachael McBroom, Director, Professional Development, Department of Public Instruction reports that the review of Electronic Portfolio completed by teacher education candidates in an "inefficient" procedure for granting Program Approval status to the state’s teacher preparation programs. Therefore, DPI will develop and implement a new procedure in the near future.

During this year of implementation, it has become clear that there is still a need to fine-tune the Electronic Evidences. Implementation has identified areas of improvement in the process
of development and submission of the Evidences into TaskStream. As a unit, the College of Education has sought approval to implement a new set of procedures to document the readiness of teacher candidates to enter the field.

The College of Education is implementing the Education Teacher Performance Assessment (edTPA) that will replace all of our program’s Electronic Evidences. The edTPA is a nationally available performance assessment of readiness to teach for beginning teachers. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers:

- Develop knowledge of subject matter, content standards and subject specific pedagogy
- Develop and apply knowledge of varied students’ needs
- Consider research and theory about how students learn
- Reflect on and analyze evidences of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways in three areas of student learning: (1) planning, (2) assessment, and (3) Instruction. Fifteen rubrics will be implemented throughout our initial licensure programs to document evidence of teaching practice.

In addition, the Department, in collaboration with the College prepared for the 2013 accreditation review by the National Council for Accreditation of Teacher Education (NCATE). The Department revised its Mission Statement based on the completed revised Mission Statement of the College of Education. The new Conceptual Framework of Professional Education Programs at UNC Charlotte is organized around three strands consistent with these fundamental questions. UNC Charlotte professional education candidates in all programs must demonstrate knowledge, effectiveness, and commitment. Candidate knowledge focuses on the specific knowledge that teacher candidates must acquire. Effectiveness focuses on the specific skills and practices that candidates demonstrate in order to provide productive learning experiences. Commitment focuses on the specific positive attitudes and dispositions that candidates must attain and act upon. Key faculty members participated in the Standards review process. Of particular importance during 2012-13 has been the implementation of the process for documenting candidate dispositions and the new Reappointment, Promotion and Tenure document for the College.

The completed NCATE Institutional Report has been uploaded onto a special College of Education webpage. All six standards are reported with a narrative and supporting exhibits that demonstrate the College of Education’s professional education processes. Currently the Board of Examiners is assessing all electronic files that support the College’s mission, policy and procedure.

During 2012-2013 the Department continued its process of documenting Student Learning Outcomes for the Southern Association of Colleges and Schools. Student Learning Outcomes for each of the Department’s degree offerings and certificate programs have been updated and submitted to the College Assessment Coordinator and the Office of Academic Affairs.

As has occurred in the past, the Department will continue to seek opportunities for reviews, ratings, and awards that will lead to recognition of the Department’s and College’s effectiveness. Just to repeat –the College of Education is nationally ranked among the Best Graduate Schools by the U.S. News and World Reports in their 2014 edition of the Best Graduate Schools.
| J. Follow-up plan to make changes as a result of assessment findings: |