

UNIT REPORT

College of Education - Highlights Report

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Cato College of Education Annual Highlights 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: College of Education

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:**ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:**

The college has been selected by the [Mebane Foundation](#) to help continue its legacy of supporting innovation in literacy education in North Carolina and beyond through a five-year grant and potential endowment of up to \$23 million.

In fall 2022, TPI-US (an outside evaluation agency) completed a state-mandated review of all literacy courses in teacher preparation programs in North Carolina. SPCD and REEL submitted a summary and analysis of literacy courses in their departments. This evaluation led to the Cato College of Education being recognized by the UNC system as the only college receiving a “Strong” rating for course alignment with the science of reading.

In the US News online education master’s rankings for 2023, the M.Ed. in Curriculum and Instruction is ranked 17. It was not ranked in 2022.

The US News & World Report Graduate School Rankings for education were officially released on Tuesday, April 25, 2023. Our college's ranking climbed from 76 in 2022-23 to 70 for 2023-24. This is our highest ranking in recent history.

In fall 2022 and spring 2023, over 500 people attended one of the 9 Praxis and Pearson test workshops offered by the Cato College of Education. These workshops help to remove barriers to the profession for students who wish to use a passing Praxis score to meet a program admission requirement and who need to pass the Praxis to earn their teaching license.

Types of Accomplishments Discussed Above::

Undergraduate Student Success (high impact practices, mentoring)

Co-Curricular Learning

Student Retention and Graduation (enrollment rates, retention rates, graduation rates, Student Experience Project, OER use, etc.)

Student Career Preparation (co-ops, internships, service learning, research, engagement with alumni and leaders, etc.)

Graduate student and postdoc support (mentoring, research, training, and professional development)

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

The Cato College of Education faculty have been very productive in inquiry, research, and creative discovery. Collectively, they have 161 journal articles, 57 book chapters, 11 books, 16 technical reports and 23 additional publications.

The SPCD department was the highest grant-receiving department at the university. The faculty secured new grants and continued implementing externally funded grant projects such as NTACT-C, CIRCLES, INTACT, TIES, Project IMPACT, 5E Model PD, Student-Centered Transitions Network, Belk Foundation and Mebane Foundation funding for reading initiatives, CCR4T, US Department of Education Leadership Grants, NC-DPI grants, SIS-C, and Project Social Code. Internal and External Grants awarded to the college in 2022 totaled \$4,150,521.

Dr. Dawson Hancock coordinated the successful long-running German-American Symposium (11 faculty from Ludwigsburg University of Education and 20 faculty from the Cato College of Education).

The Department of Educational Leadership was awarded a significant grant to support the Aspiring Principals program.

The Department of Educational Leadership was awarded nearly \$750,000 for a sixth year of funding for the Transforming Principal Preparation Program (TP3) from the North Carolina Principal Fellows Commission, the North Carolina State Education Assistance Authority, and the UNC System.

In partnership with Charlotte-Mecklenburg Schools, college faculty were awarded a \$1.83 million Teacher Quality Partnership Grant. Led by Dr. Scott Kissau (PI) and Drs. Teresa Petty, Lan Kolano, Joan Lachance, and Michelle Stephan (Co-PIs), Project TLC: Preparing Teachers of Language and Content seeks to prepare teachers of hard-to-staff content areas, who are also equipped to meet the needs of English learners

(ELs).

Dr. Michael Putman, Chair of the Department of Reading and Elementary Education, is currently a Fulbright scholar, which has afforded him the opportunity to teach and conduct research with scholars and students in South Africa and Germany.

Dr. Scott Kissau and Dr. Kristin Davin received funding from the North Carolina Department of Public Instruction in the amount of \$148,492 to conduct their project, Effective Virtual Teaching Strategies: Lessons from World Language Educators. In this collective case study involving world language coordinators, teachers, and students across 10 school districts in North Carolina, the researchers will investigate best practices for integrating virtual learning opportunities into world language classrooms that emerged during the global pandemic, and the extent to which demographic variables, such as grade span and level of instruction (Level 1, II, etc) influence the identified practices.

The college launched the Research Enhancement Plan (REP) with 12 new faculty members in 2022. The REP provides support structures and PD opportunities intended to support faculty in enhancing research skills and promote successful performance reviews.

The College hosted the 4th annual Cato College of Education Research Symposium. A total of 56 students and 20 faculty members presented their research via 52 poster presentations.

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students
New educational graduate programs
Research in a signature research area
External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Counseling had 180 Practicum and Internship students in school, clinical mental health, and addictions settings. Students provided 150 hours of service in practicum and 600 hours of service in internship.

The College was selected by the UNC System Office to host the Future Teachers of North Carolina West Region event. Approximately 125 high school students and their parents visited our campus for a 2-day recruitment event to learn more about the teaching profession and campus life.

The College hosted an Educator Preparation Summit on October 11, 2022. The event involved over 150 faculty and P-12 partners from multiple school districts who came together to discuss how we might respond to problems of practice. Specific topics addressed in break-out sessions included: 1) Practices and Policies in Diversity, Equity and Inclusion, 2) Curriculum and Teaching Connections, 3) Recruitment and Retention of Teachers, and 4) Administration and Policy.

The College held its first annual Transfer Student recruitment event in March, 2023. Prior to the event, discussions were held with directors of teacher preparation and advisors at local community colleges were engaged in conversation about the needs of of transfer students and updated on admissions and programmatic requirements.

The College faculty and staff reported 120 collaborations with schools, school districts and community organizations.

The College hosted the State Board of Education on May 2-4 for their quarterly planning session and board meeting.

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education
Continuing education (urbanCORE, Professional Studies, transfer recruitment and admissions)

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

The alumni association hosted a day of service at Niner University Elementary on Earth Day 2023.

Literacy faculty provided Summer Reading Camp for Niner University Elementary and Windsor Park.

Literacy faculty provided an after school tutoring program for Niner University Elementary and Hornets Nest Elementary.

The Office of School and Community Partnerships implemented the MENTOR program which provides support for teacher candidates of color.

The Department of Middle, Secondary & K-12 Education partners with ourBRIDGE to provide undergraduate and graduate student support in afterschool program.

Types of Accomplishments Discussed Above: Student and alumni pride/participation

Examples of Data-Based Improvements :

The College uses data results to engage in a cycle of continuous improvement. Data results are reviewed at the program, department, and college levels. Program directors hold annual meetings with faculty and our assessment team to review results and set data-driven program goals.

In addition, the College engages in regular data review activities with external school and community partners. For example, we regularly seek feedback from our P-12 Advisory Board (3-4 times annually) and our Dean's Advisory Council (bi-annually). Both of these groups are made up of school and community stakeholders. In the most recent P-12 Advisory Board meeting, members reviewed our Assessment of Professional Educator Dispositions instrument, leading to revisions that included the addition of gender-neutral language and clarification of expectations around professional dress and communication.

The College held an Educator Preparation Summit in fall 2022 that examined problems of practice around educator preparation and the education profession in four categories: (1) Administration and Policy, (2) Curriculum and Teaching (i.e., aligning the educator preparation curriculum with teaching practice), (3) DEI Practices and Policies, and (4) Recruitment and Retention. These categories and topics were selected using feedback from surveys administered to COED faculty/staff and P12 stakeholders. Over 50 faculty/staff from the College and P12 stakeholders (including teachers, building-level administrators, and district office personnel) attended the day-long event, with a session for each category being held in the morning and afternoon. Each session had one facilitator from COED and one facilitator from P12. Notes from sessions and the survey administered at the end of the event were analyzed for themes. We plan to hold a smaller, follow-up summit in fall 2023 to review findings from the initial event and establish concrete action plans for next steps. Action steps may include, among other things: program/curriculum revision, partnerships between Cato COED and P12 districts, and advocacy efforts to influence educator preparation policy at the state level.

Teacher candidates have consistently voiced concern around paying for edTPA, a licensure assessment mandated by the NC State Board of Education that is completed during student teaching. Beginning fall 2022, the College implemented an edTPA fee for all student teaching courses that is used to purchase vouchers for students to cover the \$300 cost of scoring the assessment. This change allows students to pay for edTPA scoring using financial aid instead of directly out-of-pocket and is designed to ease some of the immediate financial responsibilities associated with licensure exams.

Diversity Initiatives:

The college hosts book studies during the fall and spring semesters for faculty and staff.

The Counseling Department hosted the following events: Bob Garret Lecture Series, Current Issues Related to Counseling LGBTQ+ Individuals, Play Therapy Presentation on Trauma, Urban School Counseling Collaborative Lunch and Learn on Navigating Tenure and Promotion and Speaker Series, Supporting English Language Learners.

All departments engaged in Equity Audits as requested by Academic Affairs.

The Department of Special Education and Child Development co-sponsored an film screening event (*Crip Camp* documentary) and discussion about disability rights and advocacy.

The Department of Middle, Secondary & K-12 Education hosted two events: Immigrant Inclusion, Integration and Citizenship in Charlotte-Two events (documentary film screenings) were provided, targeting primarily undergraduate students, although there was community and faculty attendance at both. Fighting for Family and Sanctuary Rising were showcased with panel discussions that followed. These events were funded by an Inclusive Excellence Grants grant was in the priority area of cultural programming. It represented a collaboration between the College of Education (MDSK), the Ethics Center, the new CLAS Interdisciplinary Studies Program (IDST), and the Migration Studies area of excellence, and community partners on areas of diversity and inclusion.

Dr. Lan Kolano, Department Chair of Middle, Secondary & K-12 Education, is a Board Member of [ourBRIDGE for KIDS](#), and organization devoted to meeting the needs of the immigrant and refugee community in Charlotte.

Counseling Department Highlights 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Counseling

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:

Dr. Natalie Ricciutti, CMHC/Addictions Assistant Professor from Kent State University began her first year at UNC Charlotte.

The department received and reviewed nearly 300 applications for our MA program.

Dr. Susan Furr received the 2022 International Association of Addictions and Offender Counselors Service Award.

Dr. Taryne Mingo received the 2022 Outstanding Adultspan Journal Article Award.

Doctoral student, Ms. Sheree Harper received the 2022 Association for Counselor Education and Supervision (ACES) Diversity Scholarship.

Dr. John Nance received the 2022 Catherine B. Roland Presidential Mentor Award from the Association for Adult Development and Aging.

Drs. Taryne Mingo and Tabitha Haynes were named as Gambrell Faculty Fellows.

Dr. Natalie Ricciutti received the Mu Tau Beta Outstanding Faculty Award.

Doctoral student, Ms. Brittany Glover was selected for the Chi Sigma Iota Fellowship.

Doctoral student, Ms. Mia Garcia was selected for the National Board for Certified Counselors Minority Fellowship.

Counselor Business Officer, Ms. Vivian Cherry won the Cato College of Education SHRS Staff of the Year Award.

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:

We continue to maintain high enrollment in the MA program. We continue to monitor enrollments to ensure we meet our CACREP FTE ratios. Thus, with a faculty on phased retirement and one faculty serving as Interim Chair for EDLD, we slightly reduced enrollment for fall 2023. However, as the numbers below indicate, we continue to be higher than some previous years.

Fall 2018	Fall 2019	Fall 2020	Fall 2022	Fall 2023
174	165	193	206	183

We had 100% of students passing the Praxis School Counseling and National Counselor Examinations.

We have a number of MA and Doctoral students receive awards and fellowships:

Doctoral student, Ms. Brittany Glover was selected for the Chi Sigma Iota Fellowship

Doctoral student, Ms. Mia Garcia was selected for the National Board for Certified Counselors Minority Fellowship

Doctoral student, Ms. Sheree Harper received the 2022 Association for Counselor Education and Supervision (ACES) Diversity Scholarship

Scholarship Recipients:

Dr. Mary T. Burke Endowed Scholarship

1. Melody Hager
2. Greg Trombello

Jim Patterson Memorial Scholarship

1. Sheree Harper
2. Suraksha Rajpal
3. Joe Evans

McCullough Scholarship

1. Erika Fager
2. Ruby Law

Initiated our first Current Students Panel discussion in Spring 2022 and our first Faculty and Students of Color Panel discussion in Spring 2022 to better inform admitted MA students.

Dr. Opiola led Curriculog changes to add CSLG 7148 Expressive Arts Through the Lifespan and CSLG 7682 Trauma Counseling to the Graduate Catalog Fall 2023.

We have over 138 affiliation agreements with clinical and addictions sites around the region. These sites provide our MA students with the opportunity to diversify their clinical experience under quality supervision.

Types of Accomplishments Discussed Above::

Student Retention and Graduation (enrollment rates, retention rates, graduation rates, Student Experience Project, OER use, etc.)

Student Career Preparation (co-ops, internships, service learning, research, engagement with alumni and leaders, etc.)

Graduate student and postdoc support (mentoring, research, training, and professional development)

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

CSLG Faculty published 12 peer-reviewed manuscripts, 1 book, and 11 book chapters. Publications were in top-tier counseling journals such as, *Counselor Education and Supervision*, *Professional School Counseling*, and *Journal of Multicultural Counseling and Development*.

Faculty also conducted 31 presentations at local, state and national counseling conferences such as American Counseling Association, Association for Counselor Education and Supervision, and Cross-Cultural Counseling Conference.

Dr. Clare Merlin-Knoblich received funding from the NC Collaboratory Grant: Yang, Y. C., Vazquez, M., Coopwood, S., Fletcher, A., Knotek, S. E., Merlin-Knoblich, C., & Edwards, Y. Assessing the impact of COVID on the applications to and enrollment in UNC system institutions. *Subaward from a \$148,833 grant funded by the NC Collaboratory Grants*, \$15,571.00.

Drs. Taryne Mingo and Tabitha Haynes were named as Gambrell Faculty Fellows

Dr. Sejal Foxx received funding from the NC Collaboratory Grant: Martin, F., Foxx, S. P., Wang, W., Edwards, C. & Davis, R. Keeping students safe in the digital world: Examining monitoring technologies used by k-12 schools during the pandemic. \$297,953

Dr. Taryne Mingo received the North Carolina Department of Public Instruction Mental Health Service Professional Demonstration Grant.

Dr. Natalie Ricciutti received the UNC Charlotte Faculty Research Grant (FRG).

Dr. Sejal Foxx received funding from the National Science Foundation. Brett Tempest (PI), and Co-PI's. Dr. Cathy Blat and Dr. Stephanie Galloway. Engineering Academic Pathways. National Science Foundation. \$1,499,608.00.

Dr. Sejal Foxx received funding for a research project with a former doctoral student. Co-Principal Investigator with Dr. Rachel Saunders (PI). Instrument Validation: Culturally Responsive School Counseling. Northcentral Association of Counselor Education and Supervision, \$725.00.

Dr. Sejal Foxx received funding for a project Evaluating College Access Programming. Equitable Foundation. \$46,966.00.

Drs. Opiola and Furr received the Inclusive Excellence Grant to support the 2023 Barret Lecture, *Working with Gender-Expansive Client: Effective Strategies for Counselors and Stakeholders*.

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students
 Research in a signature research area
 External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Counseling had 180 Practicum and Internship students in school, clinical mental health, and addictions settings. Students provided 150 hours of service in practicum and 600 hours of service in internship.

Dr. Merlin-Knoblich continued her School Counselor Equity Fellowship with CMS and WCPSS to host 25 practicing school counselors in a program designed to develop their social justice school counseling practices

Dr. Opiola continued partnerships with United Community School and Veritas Community School to support play therapy services.

Dr. Mingo conducted site supervisor training with CMS and surrounding counties and participated in the Niner University Service Day.

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

Hosted Barrett Lecture Series & Multicultural Issues in Counseling Conference.

Urban School Counseling Collaborative hosted a speaker series on preparing bi-lingual counselors and supporting k-12 students experiencing homelessness.

We initiated more recruitment for our admitted students this year. We hosted a panel discussion for all admitted students featuring current students, we hosted a panel specifically for admitted students of color, and MA peers organized formal tours of campus and the COED for admitted students who were interested.

We had over 192 MA students in field experiences. This included school, agency, and hospital settings.

Student organization Mu Tau Beta continued to host events to support current students and alumni. They offered professional development and social engagement opportunities.

Types of Accomplishments Discussed Above: Diversity, equity, and inclusion
 Student and alumni pride/participation

Examples of Data-Based Improvements :

Continued to FTE ratios to maintain compliance with CACREP in course delivery.

We reviewed student learning outcome data and graduate student survey data to revise CSLG 8443 Research Internship to be more in line with student development.

Diversity Initiatives:

Faculty engaged in DEI syllabi audits.

Hosted Barrett Lecture Series & Multicultural Issues in Counseling Conference.

Urban School Counseling Collaborative hosted a speaker series on preparing bi-lingual counselors and supporting k-12 students experiencing homelessness.

Educational Leadership Department Highlights 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Educational Leadership

NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:

The Department of Educational Leadership was selected by Provost Bertone as part of the Academi Analytic Presentation to showcase an example of a department with "stellar research" productivity

Dr. Kyle Cox participated as a Grant Proposal Reviewer for the Department of Education.

Dr. Mark D'Amico served as Advisor Board Chair, The Hidden Innovation Infrastructure: Understanding the Economic Development Role of Technician in the Changing Future of Work, Education and Employment Research Center at Rutgers University

Dr. Mark D'Amico served as IES Grant Review Panel Member for US Department of Education

Dr. Dawson Hancock coordinated the successful German-American Symposium (11 faculty from Ludwigsburg University of Education and 20 faculty from the Cato College of Education).

Dr. Cathy Howell served as coordinator for multiple programs that include the Ed. D. Graduate Program, M.Ed. Graduate Program, and Ed.D. Higher Education Program

Dr. Walter Hart collaborated with members of the North Carolina Professors of Educational Leadership to complete a study on North Carolina superintendents

Dr. Stella Kim was nominated for the 2023 NCME Jason Millman Award from the University of Iowa that recognizes a scholar at the early stages of their research career

Dr. Richard Lambert co-authored paper "Examining Inter-rater reliability among early childhood educators" was selected as distinguished Paper by the North Carolina Association for Research in Education.

Dr. Jae Hoon Lim received the Great Stone Face Award from the Korean American Educational Researchers Association-this award recognizes a senior Korean-American scholar that has demonstrated exemplary leadership and scholarship with a strong emphasis on mentoring and community building.

Dr. Jae Hoon Lim led the effort for the approval of a successful Graduate Qualitative Certificate

Dr. Lisa Merriweather continued serving in her roles as CO-editor of Adult Education Quarterly Journal

Dr. Ryan Miller was recipient of the COED Teacher of the Year, Bonnie Cone Early Career Teaching Professorship (2023-2026).

Dr. Ryan Miller's Co-edited books received the 2023 Outstanding Publication Award from NASPA Student Affairs Administration in Higher Education

Dr. Debra Morris served as Primary Investigator of two state grants worth slightly over 1 million dollars (\$406,557 & \$699,941)

Dr. Xiaoxia Newton was invited to contribute a video segment in celebration of the 30th anniversary of the Journal of Education Policy Archives.

Dr. Xiaoxia Newton was elected as President-Elect of the UNCC Faculty Council during spring of 2023.

Dr. Beth Oyarzun was elected as President Elect for the Division of Distance Learning for the Association of Educational Communications Technologies (AECT)

Dr. Ayesha Sadaf received 2022 Outstanding Service Award, AECT Division of Distance Learning and 2022 Distance Education Best Practice Award

Dr. Rebecca Shore served on Board of Directors for Child Care Resources, Inc

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:

Dr. Christine R. Davis won 2022 NASAP 2022 Melvyn D. Hardee Dissertation of the Year Award

Dr. Courtney Greene from the Educational Research Measurement and Evaluation Program (ERME) won the 2023 Barbara K. Townsend Dissertation Award from the National Institute of the Study of Transfer Students

Higher Education Program sponsored Dr. Carmen Serrata, a Post Doctoral Fellow for 2022-2023

Sayde J. Brais (Ed.D Higher graduate , 2023) received the Outstanding Poster Award at the 2023 North Carolina Association in Research Education Conference.

Rafael Ibarra-Orozco received the Ben & Helen Hackney Endowed Scholarship in Education

Hannah Lucereceived a Graduate School Summer Fellowship to support her work on her dissertation

Total number of Graduates in Spring of 2023, Higher Education Program = 7, Learning Design & Technology = 3, Superintendency EdD = 19 graduates, & ERME = 2.

All EDLD programs maintained high student enrollments

Types of Accomplishments Discussed Above::

Student Retention and Graduation (enrollment rates, retention rates, graduation rates, Student Experience Project, OER use, etc.)

Student Career Preparation (co-ops, internships, service learning, research, engagement with alumni and leaders, etc.)

International Experiences (study abroad, on-campus global learning programs/events)

Graduate student and postdoc support (mentoring, research, training, and professional development)

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

Faculty authored over 30 journal manuscripts, 8 book chapters,, 13 Technical Reports, over 70 international/national, state, and local presentations. The grants list is included as well. This does not include manuscripts, book chapters, books in press, or grants under review.

Attached Files

[EDLD_Highlights_2022_R.docx](#)

[EDLD_Collaborative_Grants_2022.docx](#)

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students

Research in a signature research area

External collaborations and partnerships

Other Major Accomplishments: :

None

Middle Grades, Secondary & K-12 Department Highlights 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Middle Grades, Secondary & K-12

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:

Student Success

Candidates seeking a North Carolina professional educator's license must complete two testing requirements established by the State Board of Education, the Educative Teacher Performance Assessment (edTPA) and PRAXIS examination. In order to obtain a clear Continuing Professional License, both testing requirements must be passed before or during the third year of an Initial Professional or Residency license. The edTPA is a national, subject-specific performance-based assessment of teaching performance, through which students prepare a portfolio of evidence to demonstrate their effectiveness in the classroom. PRAXIS, created by ETS, is a national assessment designed to evaluate a candidate's knowledge of content and pedagogy in their subject. Students enrolled in MDSK initial licensure programs have historically performed exceptionally well on both the edTPA and PRAXIS. edTPA data are reported from Fall 2019 to Spring 2023, and PRAXIS data are reported from Fall 2020 to Fall 2022. From Fall 2019 to present, MDSK candidates passed edTPA on their first submission attempt greater 80% of the time per semester, with an overall initial pass rate of 89.4% during the most recent 2022-2023 academic year. During the 2021-2022 academic year, candidates from the Cato College of Education earned a 45.66 average score on edTPA, ranking first amongst all institutions in the University of North Carolina system and exceeding the system-wide average score of 43.56. From 2020 to present, MDSK candidates have also achieved an 83.8% pass rate on PRAXIS licensure examinations, with a 100% pass rate for Secondary Education, Career & Technical Education, and Foreign Language Education candidates throughout the 2022 calendar year."

Co-Curricular Learning:

MDSK continues to receive official Quality Matters Recognition. In 2022, the department successfully received official certification from Quality Matters (QM) for its 14th course from the MDSK department, 46th course from Cato College of Education, and the 79th course from UNC Charlotte officially certified by Quality Matters. Faculty across the department worked with support from the School of Professional Studies to receive QM certification for the following courses (MDSK 6260, EDUC 1100, ENGL 6274, MDSK 6220, MDSK 2100, MDSK 5253, EDCI 8206).

Types of Accomplishments Discussed Above:: Undergraduate Student Success (high impact practices, mentoring)

Co-Curricular Learning

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

New Internal and External Grants: MDSK faculty increased the amount of internal funding in 2022 with awards that totaled **\$2,028,843** for special research, curriculum, or diversity projects. Faculty also won a variety of Faculty Research Grants (FRG), SOTL grants, and Chancellor's Diversity Grants. This includes **\$31,650** in Inclusive Excellence and internal grants and **\$1,982,193** in newly funded multi-year projects from the Department of Public Instruction and the U.S. Department of Education. In collaboration with Scott Kissau (PI), Lan Kolano, Michelle Stephan, and Joan Lachance received a 1.8M Teacher Quality Partnership grant to train middle and secondary education teachers to become dually licensed in their high needs content areas (math, science, ELA, FLED) and English as a Second Language (ESL). Krstin Davin and Scott Kissau also secured an NC Collaboratory Grant (\$148,492) to conduct their project, Effective Virtual Teaching Strategies: Lessons from World Language Educators. In this collective case study involving world language coordinators, teachers, and students across 10 school districts in North Carolina. Additionally, MDSK faculty are continuing multi-year grants that include Brittany Anderson's National Science Foundation (NSF) Faculty Early Career Development (CAREER) that began in the summer of 2022 and focuses on *Fostering Early STEM Exploration with Gifted and High Ability Black Girls and Their Elementary Teachers through Culturally Relevant Experiential Learning Activities* (\$1M) and Michelle Stephan's work as a co-Investigator with Wilson, Schwartz, & McCulloch on a NSF grant [\$2.9 million] to co-design statewide alignment of a vision for high quality mathematics instruction.

Research: MDSK faculty continue to increase scholarly activity. Specifically, MDSK faculty have published numerous books, book chapters, and articles during 2022. Faculty commitment to research on educational issues were recognized in many distinguished top tiered journals in different fields, including *The Urban Review* and *Teachers College Record*, *TESOL Quarterly*, *Teaching and Teacher Education*, *Foreign Language Annals*, *Race, Ethnicity, and Education*, *Journal of Negro Education*, and *the Journal of Trauma Studies in Education*. A total of **27 peer-reviewed articles**, **24 book chapters** were published in 2022. MDSK faculty also have an additional **25 in press** books, book chapters, or articles. Also noteworthy are the **9 critical books that MDSK faculty published** in 2022 on critical issues in education, teaching, and learning that include:

Garo, L., **Butler, B. R.**, Lewis, C. (2022). *Un-silencing youth trauma: Transformative school-based strategies for students exposed to violence and adversity*. Information Age.*

Butler, B. R., Farinde-Wu, A., Winchell, M. (2022). *Mentoring while white: Culturally responsive practices for sustaining the lives of Black college students*. Rowman & Littlefield, Lexington Books.*

***Coffey, H.** & Arnold, L. (2022). *Transformative critical service-learning: Theory and practice for engaging community college and university learners in building an activist mindset*. Myers Education Press.

Davin, K. J., & Heineke, A. J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. ACTFL Press. #*

Nesbit, C.R., Wallace, J.D., Pugalee, D.K., Miller, A.C. & **DiBiase, W.J.** (Ed) (2002). *Developing Teacher Leaders in Science and Mathematics: The Role of Professional Development*. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus: Ohio.

Lachance, J. & Honigsfeld, A. (2023). *Collaboration and co-teaching in dual language education: Transforming programs for multilingualism and equity*. Corwin Press.

Thomas, S., Lee, S. & **Lewis, C.** (2022). *Economic, political and legal solutions to critical issues in urban education and implications for teacher preparation*. Charlotte, NC: Information Age.

Garo, L., Butler, B. & **Lewis, C.** (2022). *Un-silencing youth trauma: Transformative school-based strategies for students exposed to violence and adversity*. Charlotte, NC: Information Age.

Hucks, D., Sealey-Ruiz, Y., Showunmi, V., Carothers, S., & **Lewis, C.** (2022). *Purposeful teaching and learning in diverse contexts: Implications for access, equity and achievement*. Charlotte, NC: Information Age.

Graduate Programs:

(a) PhD in Curriculum and Instruction, LDT and CED Concentrations admitted students. The department welcomed new cohorts of students who began their doctoral study in the two new strands of the C & I program-Curriculum and Educator Development (CED) and the Learning, Design and Technology (LDT). **(b) New cohort admitted:** We launched the newest concentration to the M.Ed. In Curriculum and Instruction, Curriculum Leadership with a new cohort of Independent Schools professionals across NC who began coursework in fall 2022, under the collaborative leadership of Heather Coffey (MDSK), Jamie Kudrats (EDLD), and Nick Triplett (MDSK). **(d) Proposals were submitted to Curriculog to renumber (c) A New Cohort Admitted: TQP grant recipients (cohort 3, n=10)** began their coursework in the summer of 2022. This original grant provided middle and secondary teachers to complete their Masters of Arts in Teaching degrees with a living wage **(d) Curriculog Proposals Launched to address** non-compliant courses to ensure university standards were met and included revisions to the following [MDSK 6162L → MDSK 6163, MDSK 4100L/5100L → FLED 4105/5105, TESL 6276 → TESL 6276, and MDSK 6464 → MDSK 6264].

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students
New educational graduate programs
External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Dr. Butler partnered with the [Charlotte Mecklenburg Board of Education](#) with the purpose of reviewing regulations, policies, and practices around school discipline, socio-emotional health, physical wellness, and school attendance in CMS. The committee consisted of 300 participants who dedicated 240 hours from January 2020 through June 2022. Each month, the subcommittees collected data, met with district officials, and constructed recommendations regarding these regulations, policies, and practices. Additionally, co-chairs met monthly to provide committee updates and find ways to collaborate across subcommittees to propose policy recommendations to the CMS Board of Education. Finally, the CMS Community Equity Committee met monthly to provide parents, families, students, and the larger community with subcommittee updates and the status of proposed policy recommendations. The outcome of the program included recommendations to the CMS Student Wellness and Academic Support Department after analyzing disaggregated data for students on their socio-emotional wellness. Also, policy recommendations were made to the CMS Board of Education on school suspension and restorative practices.

Dr. Butler partnered with the [National Technical Assistance Center on Transition: The Collaborative \(NTACT:C\)](#) for three main purposes. First, to strengthen provider partnerships with students and youth with disabilities and their families. Second, to provide quality professional development around culturally responsive practices. And, finally, to implement technical assistance (support) that centers DEI. There were over 1,000 participants who have dedicated 500 hours to the project since August 2018. During this time, there have been webinars and professional development workshops that focused on culturally responsive practices for students with and at risk for disabilities, presentations at the National Capacity Building Conference, and Dr. Butler participated on the Advisory Board with OSERS. Additionally, surveys were developed and collected on student engagement. Tools and resources were gathered and developed based on data from these surveys to share with families from marginalized backgrounds. The outcome of this project includes increased awareness of diversity, equity, and inclusion (DEI), implementation of culturally responsive practices, dropout prevention, community assets mapping, family engagement through restorative practices, and deep, critical reflection and shift in policy and practice.

Dr. Butler partnered with [BlackSEL](#) for the purpose of highlighting and elevating the voices of BlackSEL practitioners, expanding the focus on SEL from the classroom to the community, sharing resources to further research and sustain SEL practices, and creating a healthy dialogue around policy to introduce and enhance SEL to surrounding communities and key stakeholders. Since September 2022, over 200 participants have dedicated 100 hours to the project, which resulted in the BlackSEL Summit. The project has resulted in both educator and practitioner support and a greater awareness of BlackSEL practices.

Dr. Heafner partnered with the [Hawaii Department of Education](#) to design curriculum and webinars for social studies professional development for Hawaii teachers. From May, 23, 2021 through June 30, 2022, approximately 250 educators participated in the webinars to focus on digital media literacy, teaching contested and hard history, teaching empathy and historical skepticism, teaching social studies in a

politicized context, the state of the civic education in the USA, and creating legislative initiatives related to Culturally Responsive Teaching, which includes tracking national trends. In addition to the webinar series, this project resulted in the creation of curriculum folders and resources for each of the related topics, and interactive professional development and question and answer sessions via Zoom.

Dr. Heafner partnered with elementary and middle school teachers in [Lincoln County Schools](#) to co-develop curriculum resources and teacher professional development materials. The purpose of these materials was to assist in teaching about race, racism, and enslavement, advancing social justice in social studies, justice-oriented action service learning, and teaching the 1619 project. Approximately 100 educators will participate in this project from December 1, 2021 through August 31, 2023. This project is currently in the development phase, with curricular content being developed for a 2023 professional development.

Dr. Lachance along with K-12 ESL teachers and coaches in [Cabarrus County Schools](#) will create professional development that focus on active engagement, scaffolding, and collaborative practices. Between October 1, 2022 and December 15, 2022, fifty teachers and coaches participated in two professional learning sessions where teachers were able to identify ways to increase peer-to-peer interaction, increase scaffolding options, and propose presentations to take back to their own grade-level/content PLCs.

Dr. Lachance project partnered with [Al-Anon](#) to work with family members, or anyone touched by the impacts of addiction, with a special focus on Al-Ateen. There is a desperate need to expand the Al-Ateen programs in Charlotte, and strict requirements to become a certified meeting leader. Additionally, certified leaders must complete a background check and collaborate with the Al-Anon district leadership team to ensure the core practices of the program are used. Approximately fifty participants will work on this project from October 1, 2022 through December 31, 2025. This project will launch bi-annual training programs, along with weekly Al-Anon meetings and approximately one Al-Ateen per month.

Dr. Salas partnered with [Central Cabarrus High School](#) to create Senior Class Writing Workshops that support first generation college aspirants in the county. The project ran from January 2015 through December 2022 and began as four half-day writing workshops. The workshops were so successful, the program continued in 2016 – 2019, and moved to an online format for 2020 and 2022. The program was temporarily suspended due to COVID in 2021.

Dr. Pugalenti partnered with a middle school teacher at [Palisades Episcopal School](#) to provide a year-long professional development on planning for High-Quality Mathematics Instruction. In August 2022, the teacher was introduced to best practices for planning and instruction of high-quality mathematics. Throughout the year, the project leader will support the teacher and assist in applying what they learned at the beginning of the school year.

Dr. Stephan partnered with the [North Carolina Collaborative for Mathematics Learning](#) to focus on K-12 Mathematics teachers, mathematics coaches, district mathematics leaders, school administrators, and university-based mathematics educators from all parts of the state. The co-design team will engage in three year-long design cycles that will include discussing and identifying a shared problem of practice within the overarching project goal of promoting a shared statewide vision of high-quality and equitable mathematics instruction, collaboratively designing resources based on the needs identified, eliciting feedback from the wider state mathematics education community, and refining the resources based on feedback. In addition, co-design team members will be an important part of the research related to these efforts and as such, they will be expected to participate in periodic interviews. This is a 3-year commitment, and the work will be done in monthly hour-long zoom meetings, one full-day meeting each semester, and a 3-day retreat each summer during the third week in June. The first summer retreat happened in June 2022 and the monthly meetings are in progress since that date. The project is still in progress and the co-design team is working on finalizing the problem of practice and starting to work on the design to address the identified problem of practice.

Attached Files

[MDSK- Schools_Community Partnership Summary 2022-2023.docx.pdf](#)

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education

Continuing education (urbanCORE, Professional Studies, transfer recruitment and admissions)

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

Dr. Butler project partnered with [Turning Point Academy](#) to focus on professional development, positive self-advocacy for students and teachers, Leaders in the Making Program, Instructional Materials Advisory Committee, and volunteer support. Starting in January 2015, the project was able to assist on the CMS Community Equity Committee, co-chair a student wellness subcommittee that focused on school discipline and socio-emotional health and wellness, participate in family/parent engagement workshops, and create a district-wide policy recommendation proposal on short-term suspensions. The program has increased support for the family/parent engagement workshops, continued to build an effective school-community-university partnership, assist students and families present at the CMS Board Meeting, select a new Turning Point Academy Principal, and support effective curriculum design and instruction.

Dr. Butler partnered with board members, administrators, teachers, students, and families at [Veritas Community Charter School](#) to focus on a professional development series on restorative approaches for teachers and staff. The series started in September 2022, and the final professional development will be in April 2023. This series has helped build positive relationships and caring communities within and outside of school, made teachers understand the impact of implicit bias and vicarious trauma on school climate, increase awareness on how to foster a just, equitable, and culturally inclusive environment, and engage in critical self-reflection that shifts thinking, changes behaviors and dismantles structural inequities in practice. Additionally, this professional development series has assisted both teachers and administrators use affective language to aid in conflict resolution, engage in intercultural dialogue through self-expression and empathy, understand methods and strategies for observing without evaluation, and integrate mindfulness, authenticity, compassion, vulnerability, and tolerance as mediating tools for managing disputes.

Dr. Butler [Division of Student Success at Rowan-Cabarrus Community College](#) to focus on professional development. They created a year-long professional development series on culturally responsive advising for college administrators/supervisors and staff. The series was offered during the 2021-2022 school year and the 2022-2023 school year. The outcomes of the series include helping build positive relationships and caring communities within and outside of school, making teachers understand the impact of implicit bias and vicarious trauma on school climate, increasing awareness on how to foster a just, equitable, and culturally inclusive environment, and engage in critical self-reflection that shifts thinking, changes behaviors and dismantles structural inequities in practice. Additionally, this professional

development series has assisted both teachers and administrators use affective language to aid in conflict resolution, engage in intercultural dialogue through self-expression and empathy, understand methods and strategies for observing without evaluation, and integrate mindfulness, authenticity, compassion, vulnerability, and tolerance as mediating tools for managing disputes.

Dr. Joan Lachance partnered with teachers and curriculum developers, along with the [New Kituwah Academy in Cherokee, North Carolina](#) [the Eastern Band of Cherokee Native Americans] to amplify the number of Native Elder Speakers as there are only 177 remaining. This project has been approved by the Elder Council to enhance dual language education in Cherokee and English by expanding the Speaker community and to involve them in the school. This project started in September 2021,, and by August 31, 2024 fifty participants will create 18 units of instruction and corresponding assessments/materials develop, along with review and pilot implementation.

Dr. Heafner partnered with the [CivXNow State Policy Task Force](#) to create a State Civics Coalition in North Carolina. Additionally, this collaboration aims to advance national priorities for civic education in K-12 learning, create additional funding for civic education, and research support to explore the impact of civic education on the development of active and engaged US citizens and youth. This project started on January 1, 2021, and by December 31, 2023 approximately 350 participants will spend 1,000 hours receiving civics grants that will result in external funding and greater statewide collaboration to improve the state of civics education in K-12 schools. Currently, participants are representing North Carolina in the national meetings each month and working with other organizations in North Carolina to create a civics coalition in the state.

Types of Accomplishments Discussed Above: Diversity, equity, and inclusion

Community programs and activities (athletics, performing arts, design, gardens, etc.)

Examples of Data-Based Improvements :

Program Assessment Calibration- Program Directors, Advanced methods instructors, along with Brad Smith met to restructure the assessment of student evidence in Taskstream. Redundant assignments were replaced and essential rubrics were updated. **The Analysis of Teaching Project** was revised with input from content experts in Math, Science, FLED, TESL, ELA, and Social Studies. MDSK collaborated with content experts in both the Math and English departments in this effort and implemented the new rubrics and changes in Spring 2022 with new data to be collected in spring 2023.

Technology Assessment: MDSK developed a new technology assessment tool for use in undergraduate and graduate programs (led by Hilary Dack and Adam Myers). The new rubric will be used beginning Spring 2023.

Other Major Accomplishments: :

Recognition for Teaching Excellence, Research, and Service – MDSK faculty received multiple awards and honors for their commitment to teaching, research, and service from a variety of national and local organizations. Dr. Kristin J. Davin brought in multiple honors in 2022 at the university and national levels. She received the prestigious 2022 Thomas L. Reynolds Leadership Award for excellence in graduate program administration for her work with the Foreign Language Education Program and the SCOLT Educator of Excellence Award. In 2022, MDSK faculty were awarded six of the seven possible college awards that include (1) the Cato COED (1) Excellence in Research Award (Davin)), (2) Distinguished Faculty Award (Jones), (3) Diversity Award (Butler), (4) Excellence in Teaching Award (Dack), (5) Sustained Service to Public Schools Award (Jones), and Staff Employee of the Year (Steele).

Diversity Initiatives:

The Ethics Center, Interdisciplinary Studies and the Migration Research Network, Cato College of Education (MDSK) sponsored a film series this year. The first film and panel showcased the work of SEAC Village, a local non-profit organization that supports Southeast Asian youth in Charlotte. This event was supported by various student organizations (ie.. Asian Student Association, Hmong Student Association, Filipino American Student Union and the Vietnamese Student Union). There was community and faculty attendance at both. The event was a screening of [Fighting for Family](#), a documentary focused on Rex and Chuchi, a Montagnard couple from North Carolina who are childhood sweethearts. Their love story was recently featured in *The New York Times*, and the film shows their struggles, hopes, and journey after Chuchi is deported to Vietnam. North Carolina, specifically Greensboro, Raleigh, and harlotte, has the largest Montagnard community outside of Southeast Asia. Following the film, we held a panel discussion with Lan Nguyen (the film's director), and four members of SEAC Village (Southeast Asian Coalition, a local, grassroots community activist organization) who had been involved in supporting the family. We were also privileged to be able to include Chuchi in the session, as he was able to zoom in from Vietnam.

Supporting Documentation: Attached Files

[!Highlights_MDSKYOR_2022.docx.pdf](#)

Reading and Elementary Education Department 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Reading & Elementary ED

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:

The data for Elementary Education teacher candidates continues to show that our graduates are well prepared for licensure requirements. Teacher candidates across all programs had a 77.4% pass rate on the Foundations of Reading exam in 2022, and the 91.67% pass rate on the Praxis Content Knowledge for Teaching Mathematics exam in 2022.

When examining the demographics of Elementary Education program completers for the 22-23 AY, 36.11% of the individuals were from minoritized populations. Program completers demonstrated the application and enactment of research-based pedagogies in their student teaching internships in order to successfully complete the program.

Faculty continue to plan Study Abroad opportunities. Dr. Daniel Alston took a planning trip to South Africa with a plan to take teacher candidates in 2024. Additionally, there are conversations about taking a group of teacher candidates to our partner university Ph Ludwigsburg in Ludwigsburg, Germany in 2024 or 2025.

Types of Accomplishments Discussed Above::

Undergraduate Student Success (high impact practices, mentoring)

Student Retention and Graduation (enrollment rates, retention rates, graduation rates, Student Experience Project, OER use, etc.)

Student Career Preparation (co-ops, internships, service learning, research, engagement with alumni and leaders, etc.)

International Experiences (study abroad, on-campus global learning programs/events)

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

During the 22-23 AY, REEL faculty published 41 peer-reviewed journal articles, 14 peer-reviewed book chapters, 1 book, 3 edited books, 3 technical reports, 4 non-peer-reviewed publications, and 3 editorials.

Faculty were awarded 9 externally funded grants totaling \$995,206, 6 internal grants from UNC Charlotte programs totaling \$12,631.

During the 22-23 AY, REEL Faculty engaged in 53 different community and school collaborative projects with individuals that were external to the university.

A new program, the Graduate Certificate in Instructional Coaching, was approved and will start in the Fall '23 semester.

The Curriculum and Educator Development strand of the Ph.D. in Curriculum and Instruction started during the 22-23 AY and continues to attract many applicants and students to the doctoral program.

In terms of research in signature areas, literacy faculty who collaborate with faculty in the Special Education program have received external funding and published high-impact peer-reviewed research articles about their work supporting the development of literacy skills with striving learners.

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students

New educational graduate programs

Research in a signature research area

External collaborations and partnerships

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Faculty continue to partner in multiple areas to support K-12 education. During the 22-23 AY, REEL Faculty engaged in 53 different community and school collaborative projects with individuals that were external to the university. Of note, Dr. Miranda Fitzgerald co-authored with the NC Department of Public Instruction documents to support the implementation of new literacy Standards in Grades K-5. Drew Polly served as a lead author and collaborated with the Department of Public Instruction on the Unpacking Documents for Elementary Mathematics Standards from Grades K-5. These documents are used by nearly every elementary school teacher across the state.

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education

Regionally relevant acquisitions and events

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

When examining the demographics of Elementary Education program completers for the 22-23 AY, 36.11% of the individuals were from minoritized populations.

Faculty in the REEL Department have engaged in professional learning focused on concepts of Diversity, Equity, and Inclusion (DEI) in the form of College-wide programs sponsored by the Committee of Equity, Justice, and Belonging (C4EJB) as well as professional learning organized by the Department "Strengthening Our Core (SOC)" group.

During the 22-23 AY REEL faculty have published 11 dozen articles related to topics of DEI in peer-reviewed journals and book chapters.

Types of Accomplishments Discussed Above: Diversity, equity, and inclusion**Examples of Data-Based Improvements :**

Program data is reviewed each semester, and discussed annually by Program Faculty in the REEL Department. Specific data sources that were examined: licensure test data, edTPA Pass rates, student teaching completion rates.

Specifically during the 22-23 AY Literacy faculty who teach READ courses redesigned all of the literacy courses to align to the NC Literacy framework, incorporate aspects of the Science of Reading, and meet the mandates set by the state. On an external evaluation of all Literacy programs in the state, UNC Charlotte was the only university to receive a "High" evaluation.

Other Major Accomplishments: :

Specifically during the 22-23 AY Literacy faculty who teach READ courses redesigned all of the literacy courses to align to the NC Literacy framework, incorporate aspects of the Science of Reading, and meet the mandates set by the state. On an external evaluation of all Literacy programs in the state, UNC Charlotte was the only university to receive a "High" evaluation.

Diversity Initiatives:

Faculty in the REEL Department have engaged in professional learning focused on concepts of Diversity, Equity, and Inclusion (DEI) in the form of College-wide programs sponsored by the Committee of Equity, Justice, and Belonging (C4EJB) as well as professional learning organized by the Department "Strengthening Our Core (SOC)" group.

During the 22-23 AY REEL faculty have published 11 dozen articles related to topics of DEI in peer-reviewed journals and book chapters.

Faculty engaged in 11 different school and community partnerships to promote DEI concepts.

Supporting Documentation: Attached Files

[REEL-22-23-AY-highlights.docx](#)

Special Education and Child Development Department 2022-23

Start: 07/01/2022

End: 06/30/2023

Providing Department: Special Ed & Child Dev

ACADEMIC AFFAIRS UNITS: THEME A - EDUCATIONAL OPPORTUNITIES AND EXCELLENCE:

Completed an External Evaluation of the Ph.D. in Special Education Program

In summer 2022, the Ph.D. in Special Education Program completed the final phase of the three-phase process (self-study, external review, report and action plan) led by faculty (Wood, Mazzotti, Pennington, Spooner) and a doctoral student representative (Haas). Our report has become a model for two other doctoral programs in the college that are currently going through the review process.

Received Highest Score in the NC System for Alignment with the Science of Reading

In fall 2022, TPI-US (an outside evaluation agency) completed a state-mandated review of all literacy courses in teacher preparation programs in North Carolina. SPCD and REEL submitted a summary and analysis of literacy courses in their departments. Dr. Erin FitzPatrick and Dr. Kristen Beach submitted their course materials, video-recorded class sessions, and participated in interviews with the TPI-US team. This evaluation led to the Cato College of Education being recognized as the highest-ranking college in the NC system and the only college with a “Strong” rating for course alignment with the science of reading.

Types of Accomplishments Discussed Above::

Undergraduate Student Success (high impact practices, mentoring)

Graduate student and postdoc support (mentoring, research, training, and professional development)

ACADEMIC AFFAIRS UNITS: THEME B - INQUIRY, RESEARCH, AND CREATIVE DISCOVERY:

Faculty Scholarship

Department faculty (n = 23) in SPCD had a substantial number of publications in 2022 and maintained a high level of scholarly productivity. Fifty-one of 74 (70%) publications appeared in peer-reviewed journals, and several publications included our doctoral students as co-authors.

Ranked the Highest Grant-Receiving Department at UNC Charlotte

SPCD faculty secured new grants and continued implementing externally funded grant projects such as NACT-C, CIRCLES, INTACT, TIES, Project IMPACT, 5E Model PD, Student-Centered Transitions Network, Belk Foundation and Mebane Foundation funding for reading initiatives, CCR4T, US Department of Education Leadership Grants, NC-DPI grants, SIS-C, and Project Social Code. Our department (SPCD) was ranked the highest grant-receiving department at UNC Charlotte.

Internal and External Grants awarded in 2022 totaled \$4,150,521.00

Types of Accomplishments Discussed Above:: Grant seeking - faculty or students
Research in a signature research area

ACADEMIC AFFAIRS UNITS: THEME C - NORTH CAROLINA:

Eighteen faculty members in SPCD supported and collaborated with 29 different school districts, schools, or agencies in the community.

Types of Accomplishments Discussed Above:: Collaboration and Support for K-12 education

ACADEMIC AFFAIRS UNITS: THEME D - EQUITY, ENGAGEMENT, AND SUSTAINABILITY:

Faculty participated in a department-level syllabi audit related to diversity, equity, and inclusion. Following the audit, faculty completed Inclusion Infusion modules created by faculty member Dr. Gloria Campbell-Whatley.

Types of Accomplishments Discussed Above: Diversity, equity, and inclusion

Examples of Data-Based Improvements :

Each program used Student Learning Outcome data to set goals for the next academic year.

Other Major Accomplishments: :

Proposed the Mebane Early Literacy Center

Over the past several months a team from the Cato College of Education developed a proposal to create the Mebane Early Literacy Center to be housed in the Cato College of Education. Cato College of Education team members included Erin Washburn, Kristen Beach (**SPCD**), Sam Gesel (**SPCD**), Miranda Fitzgerald, Teresa Petty, Charlie Wood (**SPCD**), Lan Kolano, and Mike Putman. Dean Butler, Chancellor Gaber, and Penny Hawkins and her team from University Advancement provided excellent

support. Three universities in North Carolina competed for funding as the Mebane Foundation planned to sunset their foundation and turn all assets over to one university. The Cato College of Education was the recipient of this endowment (the largest endowment UNC Charlotte has received).

Diversity Initiatives:

In May 2023, the Department of Special Education and Child Development (SPCD) co-sponsored an event with the college's Committee for Equity, Justice, and Belonging (C4EJB) to view the Crip Camp documentary film and lead a discussion about disability rights and advocacy.

Supporting Documentation: Attached Files

 [SPCD_Jan_2022_Dec_2022.pdf](#)

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