

LTHD
2005-06 Annual Report
Section A
A Summary of Major Accomplishments

Please list major accomplishments, highlights, and points of pride of your unit for fiscal year 2006 (July 1, 2005-June 30, 2006) and identify in parenthesis the appropriate strategic theme(s). *Section A should be no more than 3 pages in length.*

1. Completed NCATE/PSC accreditation with no major discrepancies. (Academic Distinction)
2. Applied for CACREP accreditation for the Counselor Education program. (Academic Distinction)
3. Completed CACREP Self-Study. (Academic Distinction)
4. Programs/courses aligned with NCATE/PSC expectations. (Academic Distinction)
5. Seventy-five percent of the courses in each program enhanced through the use of WebCT. (Academic Distinction) (A Student Centered University)
6. Ten of twelve required ITEC courses on-line. (Academic Distinction) (A Student Centered University)
7. All six faculty vacancies filled with highly qualified faculty with terminal degrees. Four of the six were either minority or women. (Academic Distinction) (Transcultural Opportunities)
8. New position in Counselor Education established, a requirement for CACREP certification. (Academic Distinction)
9. Cross-disciplinary cooperation in teaching, scholarship, and service increased. (Academic Distinction)
10. Local Conference on Ethics and Diversity in School Leadership conducted. (Academic Distinction) (Transcultural Opportunities)
11. Southeastern Conference on Cross-Cultural Issues in Counseling and Education conducted. (Academic Distinction) (Transcultural Opportunities)
12. Amount of off-campus faculty travel reduced by 25% through the use of distance learning technologies. (Technological Advancement)
13. Minority recruitment in future recruitment efforts for students and faculty emphasized. (Transcultural Opportunities)
14. Work with public schools/agencies to improve mentoring/induction of first-year educators. Induction conference (Public/Private Partnerships)
15. Renovate the Counseling Lab to comply with CACREP standards (Physical Environment)
16. Faculty taught over 10,000 student credit hours (Academic Distinction) (A Student Centered University)
17. Faculty recommended 150 students for graduate degrees (13 EdD, 44 EdS, 93 MEd) (Academic Distinction) (A Student Centered University)

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Section B
Annual Progress on Assessing Institutional Effectiveness

No requirement to complete this year. Already submitted in June 1 EBDM reports.

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Section C
Improving Student Retention and Graduation

Please indicate activities and initiatives aimed at increasing student retention and graduation. If available, you should include analytical data to explain the effectiveness of these practices and behaviors in impacting retention and graduation. *Section C should be one page in length.*

The results of the Counselor Preparation Comprehensive Examination (CPCE) indicated the need for change in three areas: career, appraisal, research. Faculty addressed these issues with full time counseling faculty teaching the courses as well as alignment with CACREP standards.

Counselor Education looked at ways to increase Praxis II pass rates dictated by accreditation, BOR initiatives, and student success in certification and credentialing. One faculty member took the exam to see if the Counselor Education curriculum covered the areas tested. It was determined that test areas were adequately covered. Additionally, candidates were provided a list of those eligible to sit for the exam in order to form study groups. Study guides have been purchased for candidate use and placed in the Instructional Resource Center (IRC) in the Education Building.

The EDLD Master's and certification programs realigned and sequenced the programs to provide a better flow throughout the program. Three phases - Apprentice, Sojourner, and Master - each with associated field experiences strengthened the programs and exposed the candidates to "real world" situations.

All EDLD courses responded to the need to reduce candidate and faculty travel time by "stacking courses" – moving from the traditional 16 week semester to a 8 week term. Data collected from the Fall semester showed support of the initiative by the administration and EDLD candidates at all program levels. By compacting a course, allocation of individual class time increased from two and one half hours to five and three quarters hours. This allocated time change was supported by research consistent with the curriculum and instructional practices of block scheduling or "Copernican Plan" currently implemented in many secondary schools across the country to increase student achievement. The EDLD faculty concurred that increased time would afford them new opportunities to use various instructional strategies and techniques to enhance learning. Since Spring 2005, faculty have reported key instructional activities such as case studies, simulations, large and small group interactions, reciprocal teaching, peer evaluation, technological presentations, reflective analyses and didactic as well as Socratic methods have been incorporated into more courses. Thus, EDLD faculty have served as "constructivist" teacher models in using "Best Practice" instructional techniques in their expanded class times.

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Section D
Quantifiable Summary of Faculty Research & Awards

Data submitted by IT services. Detailed information on outstanding research accomplishments and awards are be addressed in Section A.