A History of the School of Education

The original charter of North Carolina Central University issued by the General Assembly of North Carolina in 1925 (Chapter 56, Private Laws, 1925) set forth an institutional purpose that included the training of Negro high school teachers and principals. By 1927, the institution had in place sets of "combination courses" especially designed for high school teachers (English and French or Latin, English and History, History and French or Latin, Mathematics and Science, Mathematics and History, History and Science).

In 1928-29, the Department of Education became one of the units of the College of Liberal Arts, and it offered six courses in professional education -expanding to 20 courses by 1937. By 1939, the General Assembly enacted a statute which authorized the Board of Trustees at North Carolina College to establish graduate programs. Majors included the Master of Arts degree in Administration, in Secondary Education, and in Elementary Education. In 1952 the first Ph.D. program was offered in Administration and Supervision, Elementary Education, and Guidance. Five graduates were awarded the Ph.D. degree before the program was discontinued in 1964.

The Master of Education degree in Graduate Elementary Education was established in 1954 replacing the Master of Arts degree which had been established in 1939. The Sixth-Year Program leading to the Advanced Principal’s Certificate was established in 1960 but was discontinued in 1972.

The following undergraduate programs were added in the order shown:

- 1939 – Elementary Education
- 1939 – English Education
- 1939 – Music Education
- 1942 – French and Spanish Education*
- 1950 – Mathematics Education
- 1952 – Art Education
- 1966 – Social Studies (History)*
- 1968 – Family and Consumer Sciences
- 1975 – Physical Education
- 1976 – Theater Arts
- 1988 – Middle Grades Education
- 1997 – Birth-Kindergarten
- 2006 – Comprehensive Science
- 2006 – Reading
- 2006 – ESL
- 2006 – AIG
*circa

The following graduate programs were added in the order shown:

- 1939 – Library Media Specialists
- 1952 - Educational Administration – (Discontinued in 1998)
- 1952 - Counselor Education (School, Career, Agency)
- 1954 - Instructional Technology (Non Licensure)
- 1954 – Elementary Education
- 1954 – Special Education (MD)
- 1968 – Family and Consumer Sciences
- 1976 – Communication Disorders
- 1975 – Special Education (BED)
- 1984 – Middle Grades Education
- 1997 – Special Education (VI)
- 2000 – Special Education (LD)
- 2002 – School Administration
- 2003 – Instructional Technology – Computer Specialist
- 2005 – Special Education (BK)
- 2008 - Instructional Technology – Online Instruction
Distance Education Programs:

- Elementary Education Graduate – 2001
- Middle Grades Education Graduate – 2008
- Elementary Education Undergraduate – 2008
- Middle Grades Education Undergraduate – 2008
- Educational Technology – Graduate - 2008

Department Chairs
According to archival records, the first chair of the department was Dr. Ruth Rush, appointed around 1937. Others who followed her include Dr. Joseph Pittman, Dr. Rose Butler Browne (1948 -1963), Dr. Norman Johnson, Dr. Charles Alcorn (Interim), Dr. Furman Moody, and Dr. Waltz Maynor (1987-1989). Dr. Rose Butler-Browne is credited with organizing the department and laying the foundation for today’s modern School of Education—a complex organization that provides sixteen undergraduate licensure areas and eight graduate programs.

Deans
In 1989, the Department of Education was elevated to School status. Dr. Walter Brown served as the first dean (1989-1992). Other Deans include Dr. Carolyn Whitted, Interim (1992-1995), Dr. Sammie Campbell-Parrish (1995-2001), and Dr. Cecelia Steppe-Jones (2001-present).

Departments
Under Dr. Campbell-Parrish’s leadership, departments were established but were reorganized when Dr. Steppe-Jones assumed the position. Departments now include Curriculum and Instruction, Counselor Education, Communication Disorders, Educational Leadership, Research and Technology, and Special Education.

Facilities
The first “real” home for the Department of Education was the Taylor Building, which was named for Dr. James T. Taylor, a faculty member of 33 years. The Taylor building was dedicated November 6, 1970 on Founder’s Day. This three-story building also housed the Departments of Geography, Psychology. The Dark Room Production Studio, Conference Room, Lounge, Auditorium, and offices were located on the first floor. The second floor had classrooms only. The third floor housed the Departments of Geography and Psychology.

The James T. Taylor Education Building

The School of Education moved into its present facility in August 2000. It was named in honor of The Honorable Representative H. M. Michaux, Jr. of the North Carolina House of Representatives and was dedicated on June 15, 2007. The 109,000 square foot state of the art building has full wireless capability and contains the following resources:

- A teleconference classroom
- 17 classrooms, 350 seat auditorium, 7 conference rooms, 6 workrooms, and a student and faculty lounge.
- Dean’s Suite with 12 offices for administrative use
- 35 faculty offices and 4 graduate assistant offices adjacent to the Dean’s suite
- A Technology wing that includes 5 faculty offices, 1 classroom, a digital video editing lab and one MAC lab
• Two computer labs on the first floor in the classroom wing
• A Modern Curriculum and Materials Center
• The Speech and Hearing wing with 10 faculty and clinician offices, 15 therapy rooms, 1 group therapy room, 1 graduate student workroom, Audiology Screening Lab, Augmentative Lab
• A Communication lab and client waiting area

The H.M. Michaux, Jr., School of Education Building

Strategic Planning
The mission of the North Carolina Central University School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. The central focus of our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

Conceptual Framework:
“Preparing Educators for Diverse Cultural Contexts”

Vision Statement:
A Beacon for Educators in North Carolina and Beyond

Motto:
“On Time, On Task, On a Mission”

Goals of the School of Education:
• Demonstrate excellence in teaching and advisement
• Demonstrate effective systems of candidate assessment and unit assessment
• Recruit, retain and graduate increased numbers of qualified candidates
• Demonstrate strong partnerships with public schools, the corporate sector, and the community
• Demonstrate excellence in scholarship, research, grantsmanship, and professional activities
• Demonstrate commitment to the SOE conceptual framework in programs, projects, and activities
• Recruit, retain, and strengthen faculty

School of Education Program Accreditation
The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Department of Public Instruction and the Council on Academic Accreditation of Audiology and Speech Language Pathology Programs (CAA). The School of Education is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
Signature Programs of Excellence

In addition to academic programs, the School of Education faculty conducts many supplementary programs of excellence including the following:

- Leave No Educator Behind
- Visual Impairment Training Consortium
- NCTEACH
- NC Model Teacher Education
- On-Campus Licensure-Only
- Visual Impairment Training Program Orientation and Mobility Program
- iTunesU
- Bilingual Therapeutic Preschool
- Josephine Dobbs Clement Early College High School
- High School Reform – Southern High and Hillside High Schools
- National Implementation Site – Reading First Teacher Education Network
- National Implementation Site – Ideas and Research for Inclusive Settings
- National Implementation Site – School Leadership Technology Initiative

International Travel
Students and faculty have engaged in study-travel opportunities in Kenya, China, Belize, Ghana, Mexico, Canada, England, and Ethiopia.

Scholarship Programs
Students are awarded scholarships through these resources: Teaching Fellows, Principal Fellows and Wachovia Scholars.

Endowed Chair
The Brenda Brodie Endowed Chair is held by Dr. Diane Wormsley who is highly respected in her field of Visual Impairment.

Professional Development for Candidates
The School of Education faculty keeps abreast of innovations in teacher education. The following experiences have been incorporated into professional development activities for our candidates:

Knowledge Skills (Cognitive)
- Kagan’s Cooperative Learning Structures
- Foldables™
- Brain Friendly Strategies

Dispositions (Affective)
- FISH! For Schools
- True Colors
- Stress Management

School of Education Grants
The School of Education has been awarded major grants to assist us in research, service, professional development, and public school/community partnerships. Some of these grants include the following:

- Teaching Matters Quality Counts (3.4 million)
- Leave No Educator Behind ($2.1 million)
- NCQuest Project Meter ($297,000)
- Community Partners- Special Education ($800,000)
- Culturally Responsive Teachers for Exceptional Children ($798,000)
- The Culturally Responsive Early Intervention in Assistive Technology Training Program ($797,625)

Future Initiatives of the School of Education:

- Increase SOE commitment to “Develop Educators for Diverse Cultural Contexts”
- Continue progress and improvement of existing programs
- Develop new programs and opportunities for student development
• Increase faculty development agenda including research and service
• Increase faculty and student access to technology in the classroom, teleconference rooms and special use laboratories.

The School of Education is a productive instructional and research unit. We aim to continue our current programs, engage in new initiatives, and expand intellectual opportunities for our students, faculty, and staff.

Prepared by Cecelia Steppe-Jones, Ph.D
Sources: School of Education Records
February 2009