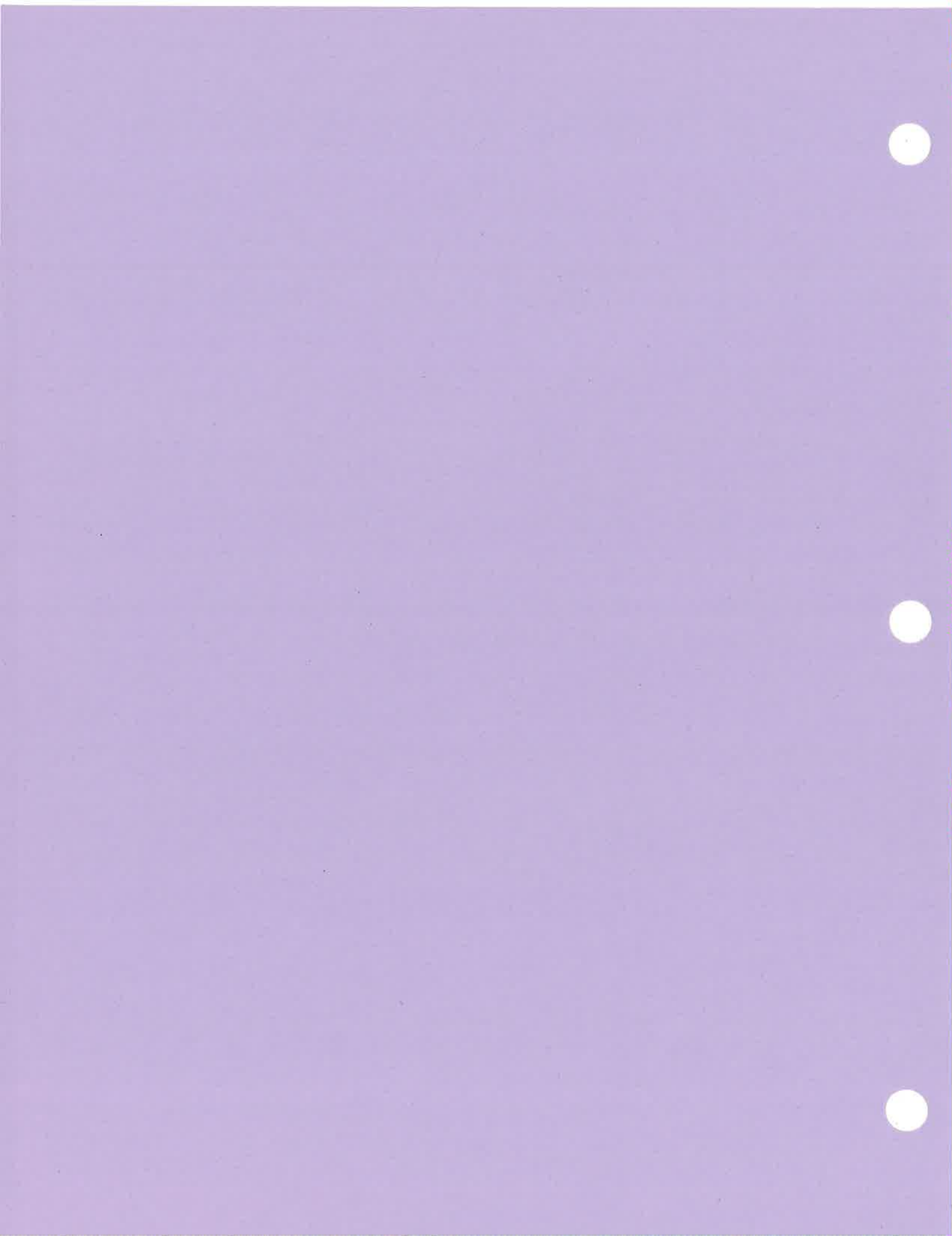




Chowan College

2001 - 2002





IHE Bachelor's Performance Report

CHOWAN COLLEGE

2001-2002

Overview of the Institution

Chowan College is a four-year coeducational institution committed to excellence in teaching, learning, and service. The college provides an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary to survive and flourish in a rapidly changing, culturally diverse, global society. Chowan College, as a church-related institution, was founded upon and is dedicated to Judeo-Christian values. Consistent with this heritage, the college is guided by the historic principles of religious and intellectual freedom, academic excellence, the dignity and worth of each individual, an atmosphere of open dialogue, freedom of inquiry and expression, and a moral commitment to the pursuit of truth. The college fulfills its mission with a careful blend of both liberal arts courses and professional courses. Recognizing that such a blend of knowledge and experience is particularly suited to the needs of contemporary society, Chowan takes as a priority the need to connect general education with specialized education, theoretical learning with practical learning, and intellectual skills with vocational skills. These connections are emphasized throughout the four years normally required to satisfy graduation requirements. Chowan College is the second oldest of North Carolina's seven Baptist colleges. It opened in 1848 as a four-year college for women, Chowan Baptist Female Institute. It was renamed Chowan College in 1910, admitted male students in 1931, and became a two-year institution in 1937. In 1992 the college returned to four-year status when it admitted a junior class. The college continues to expand its academic program and to recruit well-qualified faculty. At the same time, it continues to appreciate its identity as a small church-related institution whose people know each other. The college attempts to provide an environment that is comfortable and conducive to intellectual, social, and spiritual growth. The administration and faculty believe in and insist upon intellectual freedom, while continuing the commitment to Christian principles. Chowan College does not discriminate on the basis of gender, race, color, age, creed, national origin, or handicap in its policies concerning employment, admission, housing, scholarships and grants-in-aid, and public functions.

Special Characteristics

The theme of Chowan College's Teacher Education Program is "the teacher as facilitator of learning for ALL students." This theme is a logical extension of the college's overall mission statement. This mission commits the college to excellence in teaching, learning, and services; to the pursuit of academic excellence, freedom of inquiry, and to the pursuit of truth. The mission further commits the college to meet the needs of its students in "a caring context, providing extracurricular opportunities, which facilitate positive life experiences." The ultimate mission of the teacher education program is to produce teachers who believe in the worth and dignity of every student and who have the knowledge, skills, and dispositions to facilitate learning for all students. The Teacher Education Program at Chowan offers special one-on-one advising for all candidates seeking teacher education licensure. The class sizes are small and a "hands-on" approach is the focus for most courses offered through the department. The Elementary Education Program supports an "integrated" curriculum for its majors and offers a special nine-hour methods course for all elementary education seniors. All teacher education candidates are required to compile a Presentation Portfolio to be submitted as a course requirement for Education 407-Effective Teacher Training. This portfolio includes personal evidence of an effective teacher collected throughout each candidate's professional studies and methods courses for teacher education licensure. The evidence collected reflects the INTASC standards and the knowledge, skills and dispositions of the effective teacher outlined in the conceptual framework designed for Chowan's Teacher Education Program.

Program Areas and Levels Offered

The Department of Teacher Education at Chowan College offers four fully accredited licensure areas. The licensure areas are Elementary Education K-6, Health and Physical Education K-12, Math Education 9-12 and English Education 9-12. Two licensure areas have been awarded temporary authorization: Music Education K-12 and History/Social Studies Education 9-12.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools,etc.).

Chowan College and Hertford County planned and implemented a reading-tutoring program for Riverview Elementary School, a low-performing school in Hertford County. The program entitled BRAVO (Bear Readers Are Very Outstanding) was based upon the North Carolina Comprehensive Model of Reading and was correlated to the NCSCS for English/Language Arts. The program included 10 hours of intense training in the area of reading instruction, which was delivered throughout the spring semester. Twenty-five Chowan students attended this training. They then tutored 3rd, 4th, and 5th grade students in reading one hour a day four days a week. Riverview teachers were invited to attend the training sessions as well. Elementary education candidates participated in a collaborative project with 3rd graders at Rich Square Creecy Elementary School. Chowan students were paired with 3rd graders to act as email pen pals throughout the fall semester suggesting and discussing favorite children's books together. For the third year in a row, the Department of Teacher Education and the Science Department coordinated and initiated a collaborative science project entitled the "Eco-Team" during the fall semester at Riverview Elementary School. Elementary education majors and biology majors taught this environmental integrated science outreach program, developed by Warren Wilson College, in all third grade classrooms at Riverview one hour a week for seven weeks. Chowan College pursued several other successful collaborative partnerships again this year. The College through its Financial Aid Department continued its participation in the America Reads Program by sponsoring numerous reading tutors in various elementary schools in the area. For the tenth year Chowan College's Science Department hosted the annual Science Olympiad in February. Most of the science faculty as well as members from other departments on campus and student assistants worked to develop and run hands-on science activities throughout the day for 12 teams of middle and high school students from across northeast North Carolina. In April, the faculty of the Math Department hosted the annual NE North Carolina Math Contest at Chowan College. Contestants included over 297 middle and high school students from 10 different schools in northeast North Carolina. Beginning in 1977 and continuing today, Chowan College became a site for the Upward Bound Program. The Chowan Upward Bound program works annually with 75 high school students from Hertford, Bertie, and Northampton Counties in the Roanoke-Chowan region of North Carolina. During the 2001-2002 school year the Department of Teacher Education strengthened its assistance to lateral entry teachers by participating in the North Carolina Model Teacher Education Consortium (NCMTEC). Two education courses were offered through the NCMTEC during the fall, spring and summer sessions for lateral entry teachers and teacher assistants.

List of Schools with whom the Institution has collaborative activities.

Riverview Elementary School, Hertford County: BRAVO Reading Program, Science Fair Judges, Eco-Team, America Reads Program, Faculty Mentor Program, and Career Day Program. Hertford County Middle School, Hertford County: 4H-SOS After School Program. Bearfield Primary School, Hertford County: Special Olympics, America Reads Program. Ahoskie Elementary School, Hertford County: America Reads Program. Rich Square Creecy Elementary School, Northampton County: Email Pen Pals. Gates County High School, Gates County: EOC Test Proctors.

B. Brief Summary of faculty service to the public schools.

Faculty members from across the Chowan campus including teacher education were involved in public schools in both formal and informal ways. The adaptive physical education class led by the licensure coordinator for Health and Physical Education, Dr. Cindy Cavanaugh, took a leadership role in the Hertford County Special Olympics this year. Dr. Cavanaugh and Dr. Carolyn Modlin, the Elementary Education licensure coordinator, assisted in the planning and the implementation of the Hertford County Special Olympics. In addition, Dr. Cavanaugh served as a faculty mentor for the new physical education teacher at Riverview Elementary School in Hertford County. A physical education faculty member, Dr. Jane Markert, performed the required body fat and weight tests for wrestlers at Hertford County High School and assisted with field day at Riverview Elementary School in the spring. The licensure coordinator of English Education, Dr. Ken Wolfskill, served as a member of the Albemarle Literacy Center Advisory Board, a non-profit organization designed to encourage writing in NE North Carolina. He also served as a moderator for the Quiz Bowl at Hertford County High School and served as a reader for the AP exams in literature. The Department of Language and Literature hosted a special performance of "The Glass Menagerie" for local high school students in October. The coordinator of the Drama Department, Dr. Joyce Elliott, served as a test proctor for Gates County High School in May and monitored two exams at the same school later in the month. The Coordinator of Academic Support, Mrs. Sarah Davis, assisted in proctoring state mandated end-of-course exams at Hertford County High School. She also participated in the Read Across America Day at Riverview Elementary School and served as a resource person in the area of writing for local career teachers. Two faculty members in the Science Department participated in Career Day at Riverview Elementary School. Dr. Emily Deaver, Associate Professor of Biology, served as a judge for the science fair at Hertford County Middle School. Dr. Peggy Yates served as a judge for the science fair at Riverview Elementary School. She also designed and delivered 10 hours of training for a new reading tutoring collaborative project between Riverview Elementary School and Chowan College. The program entitled BRAVO (Bear Readers Are Very Outstanding) provided 25 students from Chowan who tutored 45 elementary students in the area of reading. Two faculty members within the Department of Teacher Education, Dr. Jeanne Blevins and Dr. Carolyn Modlin, designed two on-line professional education courses to be offered to lateral entry teachers next year. Dr. Carolyn Modlin served as a special education resource person for Hertford County Middle School with their after school program and she loaned materials to teachers with autistic children in their classrooms. Dr. Modlin also assisted first grade teachers in Gates County in the area of technology and served as a judge for the Hertford County Principal of the Year Award. Dr. Jeanne Blevins served as the new Coordinator for the North Carolina Model Teacher Education Consortium assisting and advising over 30 lateral entry teachers this year.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Department of Teacher Education Website was updated this year to include an alumni page encouraging alumni to contact the department chair and share information regarding current employment status and a current address. Several graduates have done so this year. Many beginning teachers who graduated from Chowan returned to the department this year for consultation visits and to borrow various materials located within the Department of Teacher Education. Graduates of the Teacher Education Program at Chowan College are offered assistance during their first two years of teaching through the Chowan College Teacher Education Department Pledge of Assistance. If the graduate is employed within a 100-mile radius of Chowan College, a visit by a faculty member of the Department of Teacher Education will be made at the request of the graduate in order to review effective teaching strategies and offer suggestions for improving the teaching/learning process. Up to four visits during the two-year period will be provided. Graduates teaching in schools located outside the 100-mile radius may receive guidance through phone interviews, email, etc. Principals who employ Chowan teacher education graduates may also request assistance from the teacher education faculty if they feel such assistance is needed to help the new teacher. All teacher education materials located in the Instructional Materials Center in Whitaker Library at Chowan College are also available for brief periods of time for graduates to use in their classrooms. In addition, The Department of Teacher Education in collaboration with the Collaborative to Support New Teachers hosted two one-day workshops entitled "Preparing the

Performance-Based Licensure Product" at Chowan College for regional beginning classroom teachers. These one-day workshops were held in October and February. Over 75 beginning teachers attended these workshops to obtain information and assistance regarding the Performance-Based Licensure Product. Faculty does communicate to beginning teachers especially beginning lateral entry teachers that they will be of assistance. This assistance has taken place, also, via our education students helping beginning teachers to use technology in the classroom as a teaching tool and how to manage classroom procedures.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Chowan College initiated an educational partnership program with Roanoke Rapids School District this past year. The POPPS Program (The Power of Pairing Professionals) is a collaborative project designed specifically for lateral entry teachers seeking licensure through Chowan College. This collaborative project is a concerted effort of Chowan College and the Roanoke Rapids School District to assist lateral entry teachers for meeting the requirements for licensure in North Carolina. As a result of the increasing numbers of lateral entry teachers interested in affiliating with Chowan College, the Department of Teacher Education hired a new faculty member this year to be the Coordinator of the North Carolina Model Teacher Education Consortium (NCMTEC) Project. Dr. Jeanne Blevins acts as the advisor for lateral entry teachers and the major professor for courses taught through the NCMTEC. Faculty members at Chowan College are actively involved in the NCMTEC. This academic year faculty has taught approximately 75 lateral entry teachers and advised approximately 20 regarding the courses that they will be taking. One candidate has been officially accepted into the Teacher Education Program, one has been provisionally accepted and the remainder of them is in the process of attaining all needed requirements for licensure. Approximately 10 new lateral entry teachers have inquired into the Teacher Education Program at Chowan College this year. The Department of Teacher Education offered two courses for the NCMTEC during the fall, spring and summer sessions. There are a variety of methods that faculty use on both a formal and an informal basis with lateral entry teachers. Via courses and advisement, lateral entry teachers are made aware that the faculty members stand ready to assist them in any way. The math education licensure coordinator worked all year with an individual lateral entry math teacher providing independent coursework needed for licensure. Three teacher education faculty members participated in what was entitled the "PRAXIS Attack Seminar." This was a collaborative effort between Elizabeth City State University and Chowan College during which time a web site was created entitled, The PRAXIS Attack, which includes intense study strategies and multiple examples for all three PRAXIS I examinations. The lateral entry teachers are encouraged to utilize this web site in preparing for these exams. During the spring 2002 semester, two faculty members from both Chowan College and Elizabeth City State University jointly designed two professional studies courses through an e-learning grant to be offered on-line specifically for lateral entry teachers. Chowan is offering one course on-line this fall for lateral entry teachers through the North Carolina Model Teacher Education Consortium.

E. Brief description of unit/institutional programs designed to support career teachers.

The Department of Social Science hosted a one-day workshop entitled "Remembering the Holocaust" during the month of April on the campus of Chowan College. All local high school social studies and language arts teachers were invited to attend. Those teachers attending were able to earn 1 CEU credit for licensure renewal and they received a complimentary copy of the resource guide *The Holocaust: A North Carolina Teachers' Resource*. Substitute pay was provided for all teachers attending the workshop. The Department of Language and Literature hosted the Literature and Writing Conference, a weeklong workshop for career teachers and students sponsored by the Albemarle Literacy Center in Elizabeth City. Chowan College supports and offers a course entitled The Hobson Course each year for students and local teachers. Career teachers earn CEU's for participating in the course. Chowan College was again a host site for North Carolina's Teacher Academy this summer. Five one-week workshops were held on the campus for over 375 career teachers who teach throughout the state of North Carolina. Two refresher sessions will also be held during the 2002-2003 school year for the teachers who participated in the workshops this summer. Again this year all cooperating teachers who have worked with Chowan's student teachers for a semester are awarded the opportunity to enroll in any three or four-hour course offered at Chowan College within a specified time period for a nominal tuition fee. They are also invited to attend a Student Teacher/Cooperating Teacher Workshop/Banquet in the spring

semester. At this function they are introduced to the teacher education faculty and learn the philosophy of the Teacher Education Program at Chowan College. As a way of helping to repay cooperating teachers of their hard work and help, Whitaker Library instated a policy effective February 2001 to offer complimentary borrowing privileges to those cooperating teachers who are actively supervising a student teacher from Chowan College. The Director of Library Services along with the assistance of the Chair of the Department of Teacher Education will notify all cooperating teachers each semester of this free service. Materials located in the Instructional Materials Center in Whitaker Library at Chowan College are available for short periods of time to all career teachers in the area for a nominal fee as well. Career teachers are also given the opportunity to earn CEU's by viewing TI-IN video presentations provided by the Department of Teacher Education. These videos are available free of charge to all career teachers.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

For the fourth year in a row, elementary education majors enrolled in Education 307-Teaching Reading in the Elementary Classroom-participated in a reading/writing partnership with first-graders at Riverview Elementary School, a low-performing school located in Hertford County. Once a week elementary education majors would visit the first-grade classroom and serve as reading tutors and pen pals. Students enrolled in Education 320-Foundations of American Education served as after-school tutors at Hertford County Middle School, a low-performing school in Hertford County. These education majors tutored 6th, 7th, and 8th grade students in math and/or reading one hour a week for 12 weeks. The Science Club participated in an after-school program, the 4H SOS Program, designed to help at-risk students by providing structured after school time. The program offered at Hertford County Middle School, a low-performing school, included Science Club participants who provided hands-on science activities. Additional programs meeting this descriptor have been described in other sections of this report.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The Department of Teacher Education is supportive of the priorities of the SBE in a variety of ways. From the perspective of our own teacher education candidates, they must all be familiar with, use, and identify the North Carolina Standard Course of Study objectives in every single lesson plan they write for individual methods courses. This provides a guiding force behind curriculum development and everyday planning in all aspects of their training. The SBE has stated several initiatives, which foster the learning of children and assisting them in maintaining or reaching grade level objectives. The results of pre/post testing of the students in the BRAVO Reading Program, a reading/tutoring initiative between Chowan College and Riverview Elementary School, showed that gains had been made in the reading levels of most of those students who had participated in the program. Through tutoring programs, both formal (organized by the College) and informal (students volunteering on their own), there was shown to be support for the EOGs and working with the students in these areas. As the SBE moves towards the Federal mandate of "Leaving No Child Behind," our Teacher Education Department philosophy of the teacher being the facilitator of learning for all students will have impact.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Special emphasis was placed upon our teacher education candidates being involved and "immersed" in the life of the teacher in the classroom. A new project was implemented this year that combined the field experience placement for two upper division elementary education courses that required 45 hours of extensive field work in an elementary classroom. Elementary education candidates then completed their student teaching experience in those same classrooms in the spring semester, thus attempting to create a yearlong student teaching experience. Twenty-five Chowan students were trained to tutor reading for third, fourth, and fifth grade students at Riverview Elementary, a low-performing school in Hertford County. The Chowan

students participating in the BRAVO Reading Program tutored individual students one hour a day four days a week for the entire spring semester. This experience provided intense practice for the teacher education candidates who participated. Application of research skills to unique classroom problems was emphasized. Required field experience hours in various professional studies courses provided candidates with a constructivist approach to completing those hours. Involvement is the key word; observation is not. Portfolios developed by the candidates confirm their activities. Technology initiatives continue to thrive within the Department of Teacher Education. In the fall of 2001 a new specialized computer lab was added for teacher education majors in the education suite in Camp Hall. The Department of Teacher Education encourages all instructors to model the effective use of technology, incorporate technology in the syllabi, apply differentiated instruction and integrate technology in the classroom, and emphasize student application of technology in course requirements. During the 2001-2002 school year most education courses were offered utilizing blackboard technology. Many course assignments require the use of technology and most professors in the unit model the effective use of technology in their education courses. The end product of this intense study and varied use of technology is each student's Technology Product of Learning that is begun in Education 371-Media and Technology and completed during the student teaching semester. The technology component has been greatly enhanced by Dr Modlin's course, Media and Technology

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The Department of Teacher Education has purchased the Learning Plus computer tutorial program and makes it available to all candidates preparing for the PRAXIS I. An orientation to Learning Plus is provided for all candidates during the time they are enrolled in Education 201, Introduction to Teaching. The Learning Plus program is available to candidates in any computer lab on campus or in their dorm room if they are connected to the college network. Also available for checkout in the Department of Teacher Education are multiple copies of study guides for PRAXIS I and II. These guides are free to students. Faculty members in the Department of Teacher Education have located various web sites to assist students in preparing for PRAXIS I and II as well. Elementary education candidates are now advised to enroll in Math 201 and Math 202 during their sophomore year at Chowan College. The content of both of these courses is highly correlated to the math content on the Math section of the PRAXIS I. The students who have enrolled in and completed these courses during their sophomore year have a higher pass rate on the math portion of the PRAXIS I. Other licensure departments on campus are offering tutorial sessions for their candidates as needed. Three teacher education faculty members participated in the PRAXIS Attack Seminar, a collaborative project between Elizabeth City State University and Chowan College, during the fall of 2001. Faculty members from both institutions created a web site entitled The PRAXIS Attack which includes intense study strategies and multiple examples for all three PRAXIS I exams. This web site was demonstrated in Chowan's Education 201-Introduction to Teaching course and shared with all teacher education candidates who were preparing to take the PRAXIS I exams.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

In 1997, the Department of Teacher Education became an official member of the North Carolina Model Teacher Education Consortium (NCMTEC). Faculty members within the department have taught numerous courses for lateral entry teachers, thus enticing students to enroll in various professional education programs leading to licensure at Chowan College. Teacher assistants from various schools in the area have consulted with the newly employed Coordinator of the NCMTEC, Dr. Jeanne Blevins, and 5 have enrolled in the college and are presently taking courses offered through the NCMTEC to obtain both a degree from Chowan and licensure in elementary education. As a college-wide effort to recruit students, members of the Department of Teacher Education contacted numerous prospective students by phone to discuss programs of study at Chowan College and to encourage them to attend the college.

K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.

Chowan College provides a special effort to encourage minority students to pursue teacher licensure by offering additional scholarship monies per year to any minority candidate who is formally accepted into the Teacher Education Program. The Department of Teacher Education is actively affiliated with the North Carolina Model Teacher Education Consortium (NCMTEC) and provides numerous opportunities for minority students to pursue teacher licensure through Chowan College. The newly employed Coordinator of the NCMTEC, Dr. Jeanne Blevins, met with a significant number of minority students who serve as lateral entry teachers or teacher assistants in local school districts during the 2001-2002 school year to review transcripts, discuss licensure requirements and develop individual plans of study for the completion of degree programs and/or licensure requirements for the state of North Carolina.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

Three teacher education faculty members attended the North Carolina Teacher Education Forum in Raleigh this fall. This conference presented many opportunities for faculty to network with other teacher educators from across the state. Two elementary education candidates and a faculty member presented a paper entitled, "Teacher Educators Meeting the Challenge: Connecting Effective Teaching Practices with the North Carolina Standard Course of Study," at the forum. The Student North Carolina Association of Educators (SNCAE) organization sponsored by the Department of Teacher Education initiated a number of community service programs throughout the 2001-2002 school year. The student members of SNCAE coordinated a campus-wide Angel Tree Christmas Project collecting needed items for over 54 children living in the immediate area of Murfreesboro. The club also initiated a Bedtime Story Hour at the local public library where education students conducted an hour-long program for children, which included before, during and after reading activities the first and third Thursday of every month. Two public school teachers were hired to teach professional education courses in the Department of Teacher Education this past year. Mrs. Carrie Spivey, 8th grade exceptional children teacher with Perquimins County Schools was hired to teach Education 403-Classroom Management. Mrs. Grace Blythe, 5th grade teacher with Northampton County Schools and former Chowan graduate, was hired to teach Education 410-Reading in the Content Areas. Their expertise and practical experience enhanced our program offerings.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	23
	Other	0	Other	0
	Total	7	Total	25
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	3	Total	7

- B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.**

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)			
Elementary (K-6)	20	15	20
Middle Grades (6-9)			
Secondary (9-12)	4	4	3
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	24	19	23
Comment or Explanation:			

- C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN PPST-R	179
MEAN PPST-W	181
MEAN PPST-M	179
MEAN CBT-R	328
MEAN CBT-W	324
MEAN CBT-M	322
MEAN GPA	3.44
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	14	8	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	1	1
Special Subject Areas (K-12)	4	4	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	18	12	1	1
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	7	86
English	2	*
Math (9-12)	2	*
Physical Ed	3	*
School Summary	14	64
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	16	1	1			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1					
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	18	83	56

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

LEA	Number of Teachers
Northampton	11
Hertford	10
Currituck	6
Gates	5
Bertie	4
Roanoke Rapids City	4
Johnston	2
Perquimans	2
Pitt	2
Vance	2

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.33	3.5	3.25
the ability to effectively manage the classroom.	4	3.5	3.75
the ability to use technology to enhance learning.	3.33	3.25	3.63
the ability to address the needs of diverse learners.	3	3	3.25
the ability to deliver curriculum content through a variety of instructional approaches.	3.67	3	3.63
Number of Surveys Received.	3	4	8
Number of Surveys Mailed.	16	16	16

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	5	2



Duke University

2001 - 2002



IHE Bachelor's Performance Report

DUKE UNIVERSITY

2001-2002

Overview of the Institution

Duke University continues to be ranked among the very finest research universities in the world. Trinity College of Arts and Sciences and the eight graduate and professional schools which comprise Duke are home to more than ten thousand students and more than one thousand regular-rank faculty. The founding Indenture of Duke University directed its members to "develop our resources, increase our wisdom, and promote human happiness." The mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge; to foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom, and truth. By pursuing these objectives with vision and integrity, Duke seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the university; to contribute in diverse ways to the local community, the state, the nation, and the world; and to attain and maintain a place of real leadership in all that we do.

Special Characteristics

Teacher preparation at Duke—which celebrated its sesquicentennial last year—is organized around the central theme of preparing liberally educated, reflective teachers. This theme is consistent with Duke University's goal for all students—that they develop as liberally educated, reflective citizens—and reflects the wider culture of Duke with its emphasis on breadth and depth of the liberal arts education. Thus, Duke's teacher preparation programs are entirely congruent with the broader university goals. It follows then, that the contributions of the faculty across the institution are a vital part of teacher preparation at Duke. Vital, too, is the continuing partnership that Duke has with Durham Public Schools. Durham's teachers serve as voting members on each teacher preparation committee; they are appointed faculty members within the Graduate School for the purposes of instructing teachers in training; and they are compensated for their work with the University. Durham Public School teachers and administrators collaborate with Duke researchers in grant proposals and ongoing research. Duke's Office of Community Affairs, with its commitment to seven neighborhood partner schools surrounding Duke's campus, has focused the broader university community, from the President to entering freshmen, on contributing to the education of our community's children and to the professional development of their teachers through volunteer work, a substantial financial commitment, and ongoing collaboration in technological and academic programs.

Program Areas and Levels Offered

At the undergraduate level, through Trinity College, the Program in Education offers an elementary program and a secondary program in the areas of English, mathematics, comprehensive general science, and comprehensive social studies. At the graduate level, through the Graduate School, the Master of Arts in Teaching Program offers a secondary program in the areas of English, mathematics, biology, physics, comprehensive general science, and comprehensive social studies.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

Duke University continues its long-term partnership with Durham Public Schools through a number of new and continuing initiatives. Duke created Project Child to engage over 100 first-year students during their first semester on campus in actively supporting children in three public schools. Duke's ESL program sponsored by the Office for Public Affairs trains tutors to work with 43 non-English speaking students in four elementary schools. College Bound, created by Duke's Community Service Center, works with schools to reduce adolescent crime and dropout rates. Partners for Youth is a partnership with teachers, mentors, and business owners, giving support to 24 at-risk students. Through America Reads and America Counts 125 Duke students tutor approximately 400 Durham Public Schools Children in reading and math. STARS Plus is a school-readiness program at 4 elementary schools that includes an intensive summer component. Children about to enter kindergarten spend 5 weeks working on basic skills as well as learning such things as how to ride a school bus and stand in line. To further strengthen the family-school link, families receive individualized home visits and attend weekly parent meetings at their schools. The Center for Documentary Studies works with Hispanic and African-American school children to document the culture and history of their communities by taking pictures, making books, and painting murals. The Center also encourages students in 14 schools to find their voice by taking photographs of their lives, learning to print the photographs, and writing a narrative to tell their story. Duke's African American Studies Program, directed by Professor Charles Payne, has developed a multicultural curriculum through which Duke faculty provides teachers a series of workshops on topics related to the African American experience. Special guest speakers, musicians, and authors give talks and lessons to school children to enrich the material that is taught in the workshops.

List of Schools with whom the Institution has collaborative activities.

Jordan High School 2. Northern High School 3. Riverside High School 4. Southern High School 5. Durham School of the Arts 6. Watts Elementary School 7. E. K. Powe Elementary School 8. Forest View Elementary School 9. Lakewood Elementary School 10. Morehead Montessori Elementary School 11. Rogers Herr Middle School 12. Hope Valley Elementary School 13. C.C. Spaulding Elementary School 14. Eno Valley Elementary School 15. R.N. Harris Elementary School 16. Fayetteville Street Elementary School.

B. Brief Summary of faculty service to the public schools.

Teacher preparation faculty offer workshops in their areas of expertise to local teachers: instructional technology, 4x4, cooperative learning, working with parents, reflective practice, mentoring, portfolios, history of Durham Schools, literacy, web pages, gender and equality, preparing AP courses, effectively utilizing service-learning students, closing the gap. These faculty are involved in numerous service projects: Partners for Success (PFS) tutoring program is a collaboration with elementary school teachers to help over 100 children in grades 4 and 5 prepare for end-of-grade tests. Faculty presented a workshop on PFS at the statewide Closing the Achievement Gap Conference each of the last 3 years. Education faculty worked with 2 local school principals to create the Light Up Literacy program in which Duke students serve as teacher assistants in the 90-minute literacy block. Outside of teacher preparation Duke faculty are involved in schools. Public Policy Professor Ken Dodge oversees several initiatives: Fast Track, the largest school violence prevention effort funded by National Institute of Mental Health; Great Schools and Family, the largest violence-prevention effort funded by Centers for Disease Control and Prevention involving 800 students and 160 sets of parents in Durham. Professors Tom Rankin and Charles Thompson in Documentary Studies initiated Documenting Durham: Powe and Pearson Elementary School students explore their school districts using the documentary arts. Faculty in Nicholas School of the Environment sponsor VINE (Volunteer-led Investigation into Neighborhood Policy) through which small groups of students in 2 local elementary schools conduct outdoor inquiries under the supervision of

Duke students. Duke Museum of Art presented programs focusing on Africa and Ancient Americas to elementary school students. An engineering fellows program, created by faculty in Electrical and Computer Engineering, promotes interest (especially in females and minorities) in science and technology in public schools.

C. Brief description of unit/institutional programs designed to support beginning teachers.

At the request of the Durham Public Schools, education faculty collaborates with schools in providing support to beginning teachers. Faculty have created special programs and initiatives, offered consistently throughout the year. In response to the increasing Hispanic population, Duke offers ESL instruction to all new teachers at schools with high populations of non-native speakers. Duke opens all of its professional development workshops to local beginning teachers, such as a recent session focusing on how to work with parents. To ensure that beginning teachers are receiving effective mentoring, Duke provides mentor training to career teachers, and compensates them for the time they spend in training. Faculty volunteered to assist new teachers with the Product of Learning. Duke invited all beginning area teachers to a symposium celebrating Duke's 150th anniversary of teacher preparation in the spring of 2002. Events included roundtable discussions on the state of schools by education leaders, and a summit of the current and former Secretaries of Education. Duke provides e-mail to graduates and teacher preparation programs utilize listserves and electronic communication to support beginning teachers. Duke and its teacher preparation programs provide an alumni website with chat rooms as a means of connecting beginning teachers to one another and to education faculty. Our mission statement outlines our policy of encouraging students, from the first day of their first education course, to keep in touch with Duke faculty throughout their teaching careers. To ensure that they feel comfortable doing so, teacher education programs regularly e-mail beginning teachers with specific questions about their experiences in the classroom. Duke allows local teachers to audit courses at minimal charge. The Dean of the Graduate School has provided generous funds for the development of a newsletter for graduates of the MAT; a section of this newsletter focuses on issues confronting beginning teachers

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Dallas Stallings has been hired as coordinator of teacher licensure to provide service to lateral entry applicants. He will work with the Alternative Licensure Centers and Durham Public Schools to coordinate efforts by Duke's partner school system in ensuring that lateral entry teachers are elevated to the standard of high quality teachers in the most efficient and effective manner. Duke's teacher preparation programs continue to provide courses that begin at 4:00 p.m. or later, making them available to classroom teachers, including lateral entry candidates. These include: EDU-109 Elementary School Curriculum; EDU-118, Education Psychology; EDU-170S, Children, Schools and Society; EDU-190, Trends in Secondary School; and MAT-341, Reflective Practice. Lateral entry teachers are welcomed into workshops on preparing for the PRAXIS. Duke also offers mentor training to career teachers so that they can effectively supervise ILT and lateral entry candidates. Workshops on those issues that cause particular problems for some lateral entry teachers--such as classroom management--are offered to all lateral entry teachers in Durham Public Schools. Symposia, offered to the Duke community and widely advertised through the school system to teachers, provide information on pathways for lateral entry licensure and licensure completion to those lateral entry candidates hired by the school system. Duke faculty provide authoritative advice to any lateral entry teacher in Durham Public Schools seeking such advice on ways to complete licensure.

E. Brief description of unit/institutional programs designed to support career teachers.

Teacher Ed Programs offer workshops for teachers in: cooperative learning; cooperative discipline; parental involvement; mentor training; technology and web-design. Duke's Center for Instructional Technology provides training in web-based course software. Lilly and Perkins Libraries provide training in technology. MAT provides career teachers one-on-one tech training based on advanced competencies established by DPI. Duke's Center for Documentary Studies conducts workshops for ESL teachers on communication using photography.

Superior teachers from Durham Schools serve as mentors and on-site coordinators for Duke's programs and are generously compensated for their work. Professors in the Department of Mathematics continue to work with the NSF-funded Park City Mathematics Institute, a vertically integrated program bringing together the best work of mathematics teachers--high school through post-doc. They continue to work with CHISEL--Carolina High School Education Leadership--that identifies a group of North Carolina's best high school math teachers for a weeklong workshop at Duke. Program in Education sponsors an Educators Institute to offer academic support to DPS teachers for 12 hours of intensive study over two days. Teachers receive continuing education credit for participating. A group of Duke biologists and long-term secondary school teachers provide training for middle and upper elementary science teachers. Duke provides meeting space for teachers at area schools for staff development. In addition to technology instruction, Duke has provided hardware and software to teachers for use in their classrooms. Professor Susan Alberts, Department of Biology, shares her expertise on animal ecology with high school biology teachers in workshops. She maintains an active website where teachers may investigate ways of incorporating emerging knowledge in biology in the high school classroom. Professor Michael Fitzgerald, Department of Chemistry, brings local public school teachers to Duke during summer for a series of workshops on emerging science.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

Schools having a high population of students who receive free or reduced lunch are provided a variety of services. These schools are: Lakewood--79% free and reduced lunch; Powe--73% free and reduced lunch; Watts--90% free and reduced lunch (designated low-performing in 1999); and, Forest View--46% free and reduced lunch. Education faculty trained more than 350 Duke students who provided reading and mathematics tutoring to at-risk children in these schools. An additional 125 tutors worked with more than 150 at-risk students through Duke's Partners for Success Program. The Watts Wellness Center employed a full-time nurse to provide healthcare to students resulting in higher attendance rates. Southern High, designated low-performing in 1998, continues to receive intervention from faculty and students in the MAT program. MAT students intern for one academic year at Southern, and Duke faculty provide both software and training in technology applications to help bring students to grade level in reading and writing. Other interventions at these schools are: STARS Plus pre-kindergarten program to reduce performance gap for children with no previous preschool experience; MUSCLE, funded with an additional \$150,000 to promote learning mathematics through the study of biology; thousands of dollars worth of computer equipment donated to the schools recognizing that computer literacy has become a crucial education goal. Duke technicians provide technology support after computers are installed. Faculty and staff helped build outdoor classrooms, compost systems, and nature trails at three local schools. The University supports landscaping overhauls at several schools and helps with construction and maintenance projects. Duke University Retirees Outreach supports Lakewood Elementary School through landscaping, maintenance, tutoring, and other projects. The Institute of Public Policy seniors gather data and collect resources on solving problems at schools such as traffic and parking congestion.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The mission of Duke's teacher preparation programs is entirely congruent with the State Board of Education priorities. Those priorities are supported through the University-wide initiatives involving schools as well. Evidence of that support is found in Duke's teacher preparation programs' very high standards of student teacher performance; Duke's Neighborhood Partnership Initiatives' commitment to providing support for communities and schools; volunteer efforts by Duke students, faculty and staff at supporting not only student learning, but also school facilities, grounds and equipment; Professor Dodge's Great Schools and Family program addresses the need for safe and caring schools. Perhaps nowhere is Duke's commitment demonstrated so clearly as through the recent multimillion grant received by Duke from the Kellogg Foundation. That proposal was developed in collaboration with Durham Public Schools, the Durham County Department of Social Services, Durham County Cooperative Extension, City of Durham Parks and Recreation, community center leaders and local faith communities. Additional examples of the ways in which Duke supports the State Board's priorities is woven throughout the IHE narrative.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Duke University celebrated its 150th anniversary of preparing teachers during academic 2001-2002. In commemoration of this anniversary, the University supported a series of events. The Exploring Education Symposium, held in October, provided a critical look at issues facing schools and society at the beginning of the 21st century. The Education Leadership Summit, in February 2002, brought together, for the first time ever, the current Secretary of Education and the former Secretaries of Education to discuss the state of education in the United States. This event, which was moderated by former Governor James B. Hunt Junior, was followed by a dinner honoring the Secretaries to which all Deans of Education in North Carolina were invited. In April 2002 Duke hosted a round-table discussion of educational leadership from across the state, exploring issues such as home-schooling, the achievement gap, vouchers, charter schools, and the teacher shortage. Finally, Duke's most beloved faculty member, Reynolds Price, gave a talk to 600 University and community members about teaching and teachers.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

Most Duke students do well on standardized tests, and the vast majority of teacher preparation students pass PRAXIS tests on their first try. Students' previous scores on standardized tests are examined at the time of admission to a teacher preparation program. Any student whose past scores indicate potential problems for NTE/PRAXIS scores is targeted for special help. Faculty provided PRAXIS testing manuals, tutorial software, and test orientation workshops to candidates during the academic year. Students who have successfully completed PRAXIS tests mentor students who are preparing for the tests. Each candidate has a meeting with his or her program director to discuss tests required for licensure and the ways that candidate will prepare to complete the tests.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

Efforts to recruit students to all teacher preparation programs are ongoing and include: information sessions advertised through the campus newspaper and offered each spring and fall; direct mail to all qualified students; education faculty serving as pre-major advisors; undergraduate deans, directors of undergraduate studies, and departmental chairs regularly receiving information about teacher preparation programs and the success of Duke's graduates upon completion of those programs; websites linked to the main University website; direct mail to select liberal arts colleges' career development centers and arts and sciences departments; advertising in select liberal arts colleges' newspapers; generous support from the Dean of the Graduate School to develop brochures, websites, and posters; direct recruitment through the Graduate School Recruiting Office. Initiatives in 2001-2002 to increase the number of students entering teacher preparation programs include the Exploring Education symposium, initiated in October 2000, held again in 2001, and scheduled for October 2002, and the Education Leadership Summit. Prior to arriving on campus, all incoming freshmen are invited to meet with faculty in teacher preparation programs, and all incoming freshmen are invited to participate in Project Child under the direction of a faculty member in Program in Education.

K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.

Faculty members in Program in Education provide information sessions for student cultural associations such as the Black Student Association and Mi Gente (Latino Student Association). Minority students enrolled in introductory education courses are targeted for special mailings that inform them of Duke's teacher preparation

programs. Duke University continues to be an active member of the Institute for the Recruitment of Teachers (IRT). IRT aims to increase the number of students of color who enter the teaching profession at either the K-12 or college level. The Duke Graduate School waives application fees for all IRT Fellows who apply to MAT. The MAT Program Director attended the IRT convention in summer 2002 and will invite potential applicants to Duke for visitation days in October. The Associate Dean of the Graduate School recruits at GRE forums, and at HBCUs. Duke University has been a member of the Rockefeller Brothers Fund Fellowship Program for Minority Students Entering the Teaching Profession since the Program was launched in 1992. The Program supports outstanding young people of color who intend to become teachers after graduation. Education faculty mentor Rockefeller Fellows in their required education projects, and the MAT Program offers a matching fellowship to admitted Fellows from any participating institution. Each Rockefeller Fellow receives a personal letter from the Director of the Program encouraging them to apply to MAT and guaranteeing all admitted Fellows a scholarship and stipend. Each student majoring in Duke's African-American Studies Program receives a personal letter from the director of that program and the director of MAT inviting him/her to consider a career in teaching.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

Duke University and North Carolina Central University have been awarded a \$4.5 million grant by the W.K. Kellogg Foundation to assist low-income children. Professor Barbara Jentleson has been hired by Duke to work in the Program in Education to implement this grant. Specific programs funded by this initiative include the Holistic Opportunity Plan for Enrichment (HOPE), which will operate on a case management model, providing teams of school personnel, Duke student tutors and community service providers. These teams will support 160 students. HOPE's goals are to improve students' academic achievement in reading, writing and mathematics; to increase attendance at school; to reduce discipline referrals and suspensions; and to improve students' self-esteem and attitudes toward school.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	25
	Other	0	Other	0
	Total	6	Total	27
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	0	0	0
Elementary (K-6)	4	0	0
Middle Grades (6-9)	0	0	0
Secondary (9-12)	13	3	2
Special Subject Areas (k-12)	0	0	0
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	17	3	2
Comment or Explanation:			

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN PPST-R	184
MEAN PPST-W	181
MEAN PPST-M	187
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.23
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	8	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	9	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	17	0	0	0
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 – 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	10	100
English	6	100
Science (9-12)	2	*
Social Studies (9-12)	7	100
School Summary	25	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		19				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	29	62	14

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

LEA	Number of Teachers
Durham Public	67
Wake	36
Guilford	18
Charlotte-Mecklenburg	17
Forsyth	13
Chapel Hill-Carborro City	12
Orange	9
Buncombe	5
Moore	5
New Hanover	5

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	4	3	3.5
the ability to effectively manage the classroom.	4	3	3.5
the ability to use technology to enhance learning.	4	3	4
the ability to address the needs of diverse learners.	4	3	3.5
the ability to deliver curriculum content through a variety of instructional approaches.	4	3	3.5
Number of Surveys Received.	1	1	2
Number of Surveys Mailed.	4	4	4

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	13	17

IHE Graduate's Performance Report

DUKE UNIVERSITY

2001-2002

Overview of Master's Program

The Master of Arts in Teaching Program at Duke University was developed in 1988 as a collaborative effort between Durham's two public school systems and the Graduate Faculty of Arts and Sciences at Duke. The aims of the Program were then, as they are now, to produce liberally educated, reflective teachers who have extensive knowledge of their teaching fields; who see themselves as scholarly educators; and who have a positive impact not only on their students, but also on the teaching professional. To meet these goals, the MAT Program has established the following objectives: to attract exceptionally well-qualified candidates with strong liberal arts backgrounds into the teaching profession; to give students further depth in their academic disciplines by requiring they complete graduate work in their teaching fields; to give students the professional knowledge and skills they need to teach their discipline to diverse students; to give a central role to highly skilled mentor teachers in the training of new teachers; and, to teach MAT candidates the skills of reflection and analysis so that they can diagnose and solve problems of teaching and learning and make ethical decisions about the education of their students. Approved by the North Carolina State Board of Education to recommend its graduates for M licensure, the MAT Program continues the collaboration between the local education agency and the Graduate School Faculty in the design, curriculum, and delivery of the Program and the evaluation of how well the Program meets its goals.

Special Features of Master's Program

The Master of Arts in Teaching Program at Duke University is a Program of the Graduate School. The director reports directly to the Dean of the Graduate School and to the Executive Committee of the Graduate Faculty. A Faculty Advisory Committee comprised of tenured faculty from each of the academic disciplines with which the program collaborates and a representative from Durham Public Schools, as well as the University Licensure Officer, oversee the policies, practices, admissions procedures and relationship with the LEA. A committee of two or three members of the Advisory Committee interviews each application candidate who is deemed to be admissible. Each applicant who is recommended for admission is reviewed not only by the academic department, but also by the Dean of the Graduate School. In these ways the Program ensures that each student in the Program is extraordinarily well qualified in their academic area. Once admitted to the Program, MAT students divide their time equally between graduate level course-work in their academic field and education course-work, including a full-year internship. All education faculty within the MAT Program are practitioners, from the school psychologist who teaches educational psychology to the social science methods instructor, who was recently named national social studies teacher of the year. Durham Public Schools teachers who mentor MAT students are carefully chosen for their skills as teachers and as coaches. They are named instructors in the Graduate School and they are required to complete mentor training, which is provided by Duke.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	6	Total	6
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.55
MEAN MAT	NA
MEAN GRE	1827
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	9	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	9	0	0	0
Comment or Explanation				

D. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	1	*
English	3	*
School Summary	4	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
the quality of the Graduate Program.	4	
the ability to connect subject matter and learner's needs.	4	
the ability to implement research-based approaches in the education profession.	4	
the ability to assume leadership roles in school and the education profession.	4	
the ability to facilitate learning for diverse students	4	
the ability to engage in continuous professional development.	4	
Number of Surveys Received.	1	
Number of Surveys Mailed.	1	1



East Carolina University

2001 - 2002



IHE Bachelor's Performance Report

EAST CAROLINA UNIVERSITY

2001-2002

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools and other agencies. The university is the third largest in the North Carolina System. It is located in the coastal region of the state in Greenville, a rapidly expanding town of over 50,000 serving a large rural area. A reflection of the region's economic situation is that approximately 65% of the public school students qualify for either reduced or free lunches. Of the 19,000+ students enrolled at the university, 82% are white non-Hispanics, and the remaining 18% are minorities. Teacher education ratios are 20% minority and 80% white non-Hispanic. Teacher education programs at ECU are housed in the School of Education, College of Arts and Sciences, and six other professional schools. ECU, as the largest teacher education program in the state, offers 28 undergraduate programs and 41 advanced degrees, two of which are at the doctoral level. All programs are fully accredited by NCATE and the North Carolina State Board of Education. In addition, many of the programs are also accredited by their learned societies. The School of Education at East Carolina has a long-standing commitment to the delivery of quality graduate education. Six entire programs are offered via distance education and all graduate programs have some courses that are offered on line. The SOE offers Master of Arts in Education (MAEd) for individuals with initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEds are designed to provide knowledge and experiences that result in the involvement of candidates who exit as "teacher leaders". They are offered in business ed, elementary ed, English ed, family and consumer sciences ed, health ed, history ed, instructional technology, marketing, math ed, middle grades, physical education, reading, science, and special education. In addition, art education and music education are offered in Schools outside the School of Education. These two programs also meet all advanced standards. The MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy and content. The culminating product required of all candidates is supportive of National Board requirements.

Special Characteristics

The primary focus of teacher education is "Excellence Through Partnership" which is evident in ongoing work with public schools, agencies, and businesses in the region. Through the Latham Clinical Schools Network and professional development schools, collaborative decision-making has occurred with public school personnel. Teacher Education at ECU has a history of receiving awards in teacher education; most recently, the US DOE selected the Middle Grades program as one of four national winners for their Outstanding Teacher Education Program Award. In addition to large undergraduate and graduate programs, the university serves more than 1000 lateral entry teachers and more than 160 licensure-only students. The establishment of Partnership East, a collaborative with community colleges and school systems to provide 2+2 programs, has enhanced our teacher recruitment in rural areas. Teacher education is heavily involved with outreach to the region through delivery of off-campus programs via distance education, both face-to-face instruction at various community college sites, and on-line instruction. East Carolina University's history, present, and future is indisputably linked to teacher education. ECU teacher education programs have produced a higher number of employees in North Carolina schools than any other institution, a heritage and fact of which ECU is proud.

Program Areas and Levels Offered

East Carolina University offers 39 different areas of licensure and three add-on areas (ESL, pre-school, and academically gifted). Twenty-eight of the areas are at the undergraduate level and 41 areas of licensure are at the advanced level. ECU has approved programs in B-K, Elementary, Middle Grades, Secondary Education, seventeen K-12 teaching areas (art, dance, reading, music, theatre arts, health, physical education, second languages, and seven exceptional children areas), and four vocational education areas. In addition nine Special Services Personnel programs are offered (curriculum instructional specialist, school administrator, school counselor, school psychologist, school social worker, media coordinator, media supervisor, instructional specialist-computers, and instructional specialist-telecommunications). School administration and curriculum instructional specialist are offered at the doctoral level.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

East Carolina University has a long history of collaboration with the region's public schools: the partnership concept is very visible and operationalized as the way ongoing business is conducted. Through the Latham Clinical Schools Network (LCSN), collaborative decisions are made regarding such things as the training of clinical teachers who supervise interns participating in their Senior Year Experience, curriculum revisions, professional development, and lateral entry program delivery. During the 2001-2002 year the LCSN, faculty, and students were engaged in collaborative activities with 17 LEAs in the LCSN and 12 other school systems. The four Professional Development Schools continue to operate under an advisory board of university and public school personnel. The LCSN and PDS structures provide vehicles for collaborative curriculum revision, development, and evaluation in public schools and teacher preparation programs; utilization of public school teachers and personnel in the teaching of education courses; direct involvement of faculty at school sites and on school improvement teams; collaborative action research; Americorps tutoring projects in reading; support for electronic portfolio development, and the dissemination of hardware and software to schools. These joint efforts are also evident in our NC TEACH and Project ACT programs as university and public school teachers join together to teach and support teachers who enter the profession via an alternative route. This year, Project ACT ELEM was developed and delivered by 6 faculty and 5 master teachers. The Math-Art Project has expanded and now includes a Science-ART program; Science and Math Camps, Legislators' School, and the Summer Ventures Program were all developed and conducted by ECU and public school teachers and involved more than 1300 public school youths. Three master teachers joined our faculty as Teachers in Residence. This year 130 new clinical teachers were jointly trained by ECU and public school personnel to supervise our senior interns, and more than 150 experienced clinical teachers attended "Sharpening Your Skills" sessions. ECU and the local school system jointly support the salary of the PDS coordinator, and jointly provided workshops in English as a Second Language and Performance Based Licensure. In Greene County a team of faculty has been involved in a systemic school improvement project; in seven counties we have been developing a teacher recruitment and retention model through a grant from the Golden Leaf Foundation. As evidenced above, teacher education at ECU rests on the premise that true collaboration between the cultures, IHEs and LEAs, is the only viable strategy for improvement in both contexts. Excellence Through Partnership is reflected in our conceptual framework and is operational in every facet of our programs.

List of Schools with whom the Institution has collaborative activities.

School systems served by East Carolina University: Beaufort, Bertie, Camden, Carteret, Chowan, Craven, Currituck, Dare, Edgecombe, Gates, Greene, Halifax, Hertford, Roanoke Rapids, Robeson, Harnett, Hyde, Johnston, Jones, Lenoir, Martin, Nash, Northhampton, Onslow, Pamlico, Pasquotank, Perquimans, Pitt, Tyrrell, Wake, Washington, Wayne, Wilson

B. Brief Summary of faculty service to the public schools.

During this past year, teacher education faculty have jointly delivered 38 workshops in which more than 500 public school teachers have participated. There are middle grades (4 classes), elementary (10 classes), science (3), Reading (1), and English (1) classes that are actually taught in the public schools by university faculty. In addition, there are more than 1100 student placements where the faculty are present in the schools to supervise the experiences. This is in addition to the 94 faculty, inside the SOE and in other colleges and schools, that supervise interns. The School of Education has 89 faculty members, 61 of whom were involved in working with the public schools in a variety of capacities. There are an additional 60-teacher education faculty in the College of Arts & Sciences, School of Music, School of Art, and four other schools who are involved. The National Humanities Center Project pulled in Arts and Sciences faculty to work with public school. In addition, faculty outside the SOE have conducted workshops and site-based research, they serve as liaisons to our PDS schools, they serve directly with AP workshops at school sites, and they supervise field experiences. Presently, we have three faculty that serve on school boards and two faculty that serve as county commissioners. Educational Leadership faculty have provided professional development in 11 counties; and teams of faculty have worked collaboratively with school personnel in Greene County and Halifax County on systematic school improvement efforts.

C. Brief description of unit/institutional programs designed to support beginning teachers.

Half day and all day workshops for ILTs have been conducted in 36 school systems with 827 ILTs participating. ECU's Coach-to-Coach teacher, seven faculty members, and 24 LEA personnel served as presenters and facilitators for the workshops. More than 1100 ILT mentors attended day-long workshops during the year. Performance Based Licensure (PBL) workshops delivered by ECU folks were attended by 230 ILTs. Presentations were done on the INTASC standards, classroom management, assessment techniques, diversity, instructional strategies, and exceptional children methods. Monthly all day seminars were conducted with Project ACT and NC TEACH teachers (all of whom are beginning teachers). Faculty who serve as liaisons to our PDSs make a concerted effort to address needs of the beginning teachers at those sites through on-site discussions and seminars. In addition, technology initiatives have made it possible to provide on going support to ILTs and lateral entry beginning teachers through on line courses and e-mail responses to individual ILTs' questions. The e-mail requests for assistance are directed to the appropriate person who might be a faculty member or a master teacher. A Golden Leaf grant has been obtained to assist with support to new teachers in order to increase retention. The Center for Math, Science and Technology Education has provided workshops for new teachers. In Halifax and Greene Counties, faculty have worked closely with principals to establish support mechanisms for new teachers as part of systemic change efforts.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

East Carolina maintains an Office of Alternative Licensure in the Office of Teacher Education. This houses the active files of over 1000 lateral entry teachers who have affiliated with ECU. A Coordinator of Alternative Licensure, a full-time secretary, and two graduate students provide assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The Coordinator is the point of contact and academic advisor for the lateral entry teachers. Three brochures (one new this year) providing information about lateral entry, Master of Arts in Teaching, Project ACT, NC TEACH, and other ways of entering the profession are distributed by ECU (more than 9000 copies) to all school systems and LE teachers. The coordinator collaborates with the newly established Regional Alternative Licensure Center and does workshops for LE teachers with the Model Clinical Teacher Education Consortium. In addition to daily services, many special services are provided for lateral entry teachers; 14 workshops for a total of 26 days, a Lateral Entry symposium (185 participants), support and assistance to Teach For America (102), and Troops To Teachers. ECU operates online professional studies courses for LE teachers, is a site for NC TEACH, and offers other delivery options such as Project ACT (now in its ninth year) and Saturday classes. This past year Project ACT ELEM was developed and delivered. We also delivered Project

ACT/NC TEACH in Johnston County working cooperatively with ECU faculty, JC master teachers and central office personnel. There were a total of 124 Project ACT/NC TEACH candidates in this year's summer experience. These programs have grown so that a second faculty member is now resigned part-time to coordinate them. There were 354 new Plans of Study developed for LE teachers. Through our newly established Partnership East Program, an on-site coordinator at Craven County Community College provides advisement services to lateral entry teachers and routes them to appropriate courses.

E. Brief description of unit/institutional programs designed to support career teachers.

A wide variety of professional development activities for career teachers has been designed and delivered this year. Workshops have been conducted in the following areas: Music teachers (115 teachers), K-12 Physical Education (49 teachers), Catalyst Workshops(81), Reading/ Language Arts Conference (510), and AP Institutes for teachers wishing to teach advanced placement class in high schools. Other conferences sponsored by ECU were the Learning Disability Conference, Atlantic Coast Business and Marketing Education Conference, Technology Conference, and a Violence Institute sponsored by Counselor Ed. These workshops were presented with the opportunity for career teachers to earn credit from a selection of 74 CEUs. In addition, the Math-Science Center conducted various projects to meet the needs of more than 250 teachers and engaged teachers in three Cyber Campus experiences. During 2001-2002 major support was provide to more than 80 teachers who were preparing for National Board Certification and ongoing support sessions for 297 clinical teachers were delivered. Faculty and public school folks (113) participated in two days of portfolio assessment training. These workshops were delivered on-site in the school systems, on the ECU campus, and via the internet. Our Coach2Coach person and our LCSN faculty collaborated with more than 1800 career teachers on curriculum, intern supervision, course offerings at ECU, and other initiatives during the 2001-2002 academic year. This was in addition to the offerings identified above. At PDS sites, faculty liaisons coordinate professional development opportunities for teachers and principals through on-site discussion and planning groups. In Beaufort County, a technology focused initiative has greatly increased the integration of technology into teaching; in Greene County many teams of career teachers are working with faculty on school improvement plans; and through the Golden Leaf grant, career teachers are using wireless technology in lesson planning.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

There are nine low performing schools in ECU's service area. Halifax and Northampton Counties and Weldon City Schools, in partnership with our Department of Educational Leadership, spent the last two years preparing leaders for their schools. The MSA program was delivered on-site and in December 40 participants earned their MSA degree. Another school system with designated low-performing schools, Robeson County, is being served by a cooperative program with UNC-P and ECU each delivering half of the MSA. Distance learning, through web-based course development and on-line mentorship is especially supportive of this cooperative program preparing 20 administrators annually to work in the county and surrounding areas. Teacher Education provides training for mentors, prospective NBT, and clinical teachers in low performing schools. This support for novice teachers is spread throughout 15 counties, which includes those mentioned above plus Bertie, Warren, and Wayne Counties, systems with low-performing schools. Ongoing support has been provided low performing schools via the Cyber-campus, which provides math and science professional development and programs. Many faculty members have worked with schools designated by the SDPI in its comprehensive school reform project through a Golden Leaf Grant, ECU is assisting five of the low performing systems with recruitment and retention strategies designed to reduce the excessive attrition rate experienced by those school systems. It should be noted here that ECU delivered 210 distance education courses, 130 of which were on-line, for a total of 11,400 credit hours. Many of these distant education courses were taken to counties with low performing schools.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The SBE initiatives addressed here are 1) the achievement gap, 2) teacher recruitment, and 3) educating ESL students. 1.CLOSING THE GAP: This past year ECU re-established the Rural Education Institute (REI). REI's primary effort to date is to collaborate with school systems as they work toward closing the achievement gap. In Greene County a team of faculty has been involved in a systemic school improvement project. They have implemented a preK-12 counseling program and developed a comprehensive inclusion program for special education. Literacy projects have been initiated at the high school, middle and elementary schools. In addition, our AmeriCorps Project HEART has provided volunteer teacher candidates to Edgecombe County and helped raise the reading scores for their students. 2.RECRUITMENT: The School of Education has many initiatives to recruit teachers into the profession. Recruitment for our traditional programs are more fully addressed in section J and K of this report. Our distance education efforts have enabled many to attend classes and enter the profession that could not have done so if they had to travel to campus. The SOE has delivered 210 distance education courses for a total of 11,400 credit hours. In addition, our adding another faculty member to work with alternative route candidates speaks to our commitment to recruiting teachers via a variety of avenues. This is more fully addressed in section D. 3.ESL STUDENTS: ECU added an English as a Second Language academic concentration for elementary, special education, and middle grades candidates this past year. In addition, a new TESL stand alone program (we have had an add-on program for many years) has been developed and will be sent to SDPI for temporary program approval this fall. One of our Teacher in Residence worked with Elementary faculty and elementary teachers to provide ESL training and support for public school teachers and their ESL students.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Teacher education at ECU has embraced the idea of alternative routes to teaching (ALT) ever since the state's Lateral Entry Policy was passed in 1985. Though we have always tried to serve ALTs, as evidenced by hiring an Alternative Route Coordinator, providing her a graduate assistant and a secretary, this past year an increased commitment was evident. An additional faculty member has been reassigned half time to coordinate the Masters of Arts in Teaching, Project ACT, NC TEACH, and the new Project ACT-ELEM programs. This past summer these programs enrolled 185 prospective teachers for a total of 1110 credit hours. Last year a new booklet Alternative Licensure at East Carolina, was developed and more than 5000 of them distributed in and out of the state. A grant has been written to establish an Alternative Licensure Center and we are awaiting funding. ECU believes that our greatest pool of future teachers is adult changing careers or getting ready to reenter the work force. In light of the No Child Left Behind legislation, we do not appear to be alone in our belief. Last year Johnston County asked ECU to take Project ACT to them. They provided space, funding for master teachers, and support for the Project ACT candidates. It has been a fruitful recruitment tool for Johnston Co. and a workable collaboration for us all. This type of preparation has been and will continue to be an emphasis for ECU's teacher education.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

Learning Plus and PRAXIS I workshops are available to students. All teacher education students with SAT scores below 950 are urged to attend workshops for PRAXIS I. PRAXIS I study books are distributed to all students and they are urged to prepare for the tests. Students who have repeated problems with the tests are referred to the Counseling Center and they in turn arrange for School Psychology graduate students to test, free of charge, teacher education students for a learning disability. This may enable students to have extended time for the exams. The Office of Teacher Education pays faculty registration for those willing to take PRAXIS II exams. Faculty incorporate review sessions for specialty tests into their Senior Seminars and provide PRAXIS-

like test questions through out their course exams. In addition, workshops on test-taking skills are offered by the Counseling Center and the Office of Teacher Education. New faculty joining teacher education programs are being asked to take PRAXIS II exams whether they need it for their own licensure or not. One semester hour of seminars during student teaching is used by program areas to review PRAXIS II exams, review program content, take sample tests, and to discuss problem areas experienced by candidates on the samples.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

During the 2001-2002 year, ECU operationalized at Craven Community College the first of four Partnership East sites that support 2+2 programs for CC students. An ECU faculty member is assigned full time to the Craven Community College site to coordinate the 2+2 program and to assist Lateral entry and other adults wishing to enter the teaching profession. The Partnership East initiative is an outgrowth of meetings held in the previous year with community colleges to discuss potential partnership initiatives to increase the number of students who will consider becoming teacher education majors. The Office of School Leadership Programs established a network of professional education recruiters in each high school to assist teacher education in Leading Talent to Teaching. Thirty high schools have been identified and have begun a recruitment effort to increase the number of students who are entering teacher education. These 50 high school teachers represent 21 school systems. These high school teachers are identifying students in their schools who are academically proficient and encouraging them to consider a career in education. This effort involved direct contact with approximately 1500 potential students. A Recruitment Coordinator works closely with many teacher cadet groups where students are brought to campus to experience a day at the university. Delivery of 12 graduate programs (more than 100 of the courses delivered on line) via distance education increased our recruitment efforts. Project Excel brought 60 minority teacher candidates to campus last summer. A videotape "To Be A Teacher" is sent to students expressing an interest in education as a career. Focus on expanding our alternative routes to teaching options has helped provide over a hundred new teachers for the region. Project ACT and NC TEACH plus the newly developed Project ACT-ELEM prepared 85 new teachers on campus this past summer and the Project ACT/NC TEACH in Johnston County provided another 39 teachers. The Master of Arts in Teaching numbers have more than doubled since it began one year ago.

K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.

The Teaching Fellows Director visited schools in Eastern North Carolina with the expressed effort of recruiting minority students in the TF Program. It was necessary to begin recruiting minority youths early and her efforts extended to all grades 8 - 12 students. Another effort is Project Excel, a program targeting minority students as early as middle school to consider teaching as a profession. Fifty teacher ambassadors are paid a modest honorarium to recruit and mentor minority students through their high school year and to encourage them to consider teaching as a profession. Project Excel North, a recruitment effort for minority eight graders arranges for these students to have tutoring in math, science, and SAT testing. Their school attendance and grades are monitored and information about colleges and financial aide is provided to them. Freshman scholarships are guaranteed to Excel North students who are admitted to college. This past year, 80 high school students and 130 middle grades students attended Legislators' School. Approximately half of the participants are from minority households. It is a positive recruitment tool because students enjoy their three weeks at Legislature School and have a positive feeling about themselves and their success on a college campus. Assistance in preparing for PRAXIS I exams is provided, free of charge, to minority students and those with disabilities by the Office of Teacher Education. In addition, the efforts put forth by ECU to support and assist individuals who enter the profession via an alternative route, is a primary conduit for minorities to enter the teaching profession. In fact, 38% of those in our alternative programs are identified as minorities.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

One new teacher education initiative during 2001-2002 was the establishment of Partnership East. This is a collaborative effort between ECU, community colleges and public schools. The first of four sites has become operational with a full time coordinator in place advising and teaching in a 2+2 program and working with lateral entry teachers. The next Partnership East site will be in Nash County. Another initiative is the development and delivery of Project ACT-ELEM and the establishment of a Project ACT cohort in Johnston Co. Project ACT Elementary had 19 candidates this summer and the Johnston County cohort had 39. A third initiative is the re-establishment of the Rural Education Institute (REI). REI provides an umbrella organization under which to house our Closing the Achievement Gap efforts. A National Science Foundation grant for \$1.4 million dollars was obtained to provide professional development for Math and Science teachers. One major administrative initiative completed this year was the moving of math education, English education, and social studies education from the College of Arts and Sciences to the School of Education. Hopefully, this will facilitate an increase in enrollment and the preparation of secondary teachers in those content areas.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	59
	Hispanic	4	Hispanic	9
	White, Not Hispanic Origin	128	White, Not Hispanic Origin	616
	Other	1	Other	11
	Total	143	Total	701
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	4	Total	13
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	0	Total	8
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	25
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	38	White, Not Hispanic Origin	103
	Other	0	Other	2
	Total	47	Total	135

B. Lateral Entry/Provisionally Licensed Teachers (Refers to individuals employed by public schools on lateral entry or provisional licenses.)

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	12	10	4
Elementary (K-6)	42	39	38
Middle Grades (6-9)	65	63	38
Secondary (9-12)	92	85	45
Special Subject Areas (k-12)	65	55	31
Exceptional Children (K-12)	70	68	48
Vocational Education (7-12)	37	34	24
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	383	354	328
Comment or Explanation:			

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	327
MEAN GPA	3.16
Comment or Explanation :	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	14	12	4	4
Elementary (K-6)	178	95	12	9
Middle Grades (6-9)	37	22	16	16
Secondary (9-12)	32	20	14	14
Special Subject Areas (K-12)	112	63	24	22
Exceptional Children (K-12)	27	15	14	14
Vocational Education (7-12)	3	2	6	6
Special Service Personnel	0	0	0	0
Total	403	229	90	85
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	7	100
Business Ed	7	86
Elementary Education	133	90
English	12	92
Health Specialist	6	100
MG-Lang Arts	15	100
MG-Math	4	100
MG-Science	6	83
MG-Social Studies	6	100
Marketing Ed	2	*
Math (9-12)	8	88
Music	19	74
Physical Ed	18	56
Science (9-12)	5	100
Science (9-12) II	2	*
Social Studies (9-12)	9	100
Spanish	1	*
Spec Ed: BED	4	100
Spec Ed: Learning Disabled	11	100
Spec Ed: Mentally Disabled	14	100
School Summary	289	89
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	27	57	97	76	80	46
U Licensure Only	3	3	2	1	1	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	1	0	0	1	3
U Licensure Only	27	16	12	10	4	12
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	330	86	69

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

LEA	Number of Teachers
Pitt	979
Wake	664
Craven	522
Wayne	502
Lenoir	403
Nash	369
Beaufort	356
Onslow	317
Johnston	315
Wilson	310

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
The quality of the teacher education program.	3.54	3.51	3.62
The ability to effectively manage the classroom.	3.31	3.34	3.44
The ability to use technology to enhance learning.	3.24	3.28	3.48
The ability to address the needs of diverse learners.	3.3	3.26	3.34
The ability to deliver curriculum content through a variety of instructional approaches.	3.54	3.39	3.53
Number of Surveys Received.	113	131	130
Number of Surveys Mailed.	229	229	229

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
99	95	28

IHE Graduate Performance Report

EAST CAROLINA UNIVERSITY

2001-2002

Overview of Master's Program

The School of Education at East Carolina has a long standing commitment to the delivery of quality graduate education. Six entire programs are offered via distance education and all graduate programs have some courses that are offered on line. The SOE offers Master of Arts in Education (MAEd) for individuals with initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEds are designed to provide knowledge and experiences that result in the evolvement of candidates who exit as "teacher leaders". They are offered in business education, elementary education, English education, family and consumer sciences education, health education, history education, instructional technology, marketing, math education, middle grades, physical education, reading, science, and special education. In addition, art education and music education are offered in Schools outside the School of Education. These two programs also meet all advanced standards. The MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy and content. The culminating product required of all candidates is supportive of National Board requirements. The School of Education also has a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree and leads to a teaching license. It meets the basic and advanced pedagogy skills and advanced content requirements.

Special Features of Master's Program

There are several special features of the MAEd programs. All MAED candidates must take a group of core courses prior to progressing to their specialty areas course work. The core course focus on advanced knowledge and skills in the areas of diversity, leadership, communications, and research. The specialty area programs then build upon the core requiring candidates to plan research products and in-depth study of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. The candidates' products and demonstrations are assessed by measuring their impact on the academic achievement of their students. Culminating products at the end of their degree work are presented orally and are related to National Board Standards and requirements.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	25
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	142
	Other	0	Other	0
	Total	45	Total	168
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	1
	Total	0	Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	35
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	64
	Other	0	Other	1
	Total	27	Total	102
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	2	Total	4

B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.21
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	30	28	0	0
Middle Grades (6-9)	5	4	0	0
Secondary (9-12)	15	11	0	0
Special Subject Areas (K-12)	13	9	0	0
Exceptional Children (K-12)	23	15	0	0
Vocational Education (7-12)	4	3	0	0
Special Service Personnel	68	57	10	10
Total	141	115	10	10
Comment or Explanation:				

D. Scores of program completers on professional and content area examinations.

	2000 - 2001 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Physical Education	2	*
Reading (graduate)	1	*
Science (9-12)	1	*
Spec Ed: Mentally Disabled	2	*
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
the quality of the Graduate Program.	3.58	3.82
the ability to connect subject matter and learner's needs.	3.42	3.77
the ability to Implement research-based approaches in the education profession.	3.42	3.59
the ability to assume leadership roles in school and the education profession.	3.58	3.67
the ability to facilitate learning for diverse students	3.42	3.73
the ability to engage in continuous professional development.	3.58	3.77
Number of Surveys Received.	12	22
Number of Surveys Mailed.	180	180

IHE School Administration Performance Report

EAST CAROLINA UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The MSA program is administratively housed in the Department of Educational Leadership in the School of Education. There are 14 faculty members assigned to that department and the coordinator of the MSA is one of them. The MSA focuses on the performance indicators in the North Carolina Standards for School Administrators and the Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards embody the leadership styles and skills principal and assistant principals need to be instructional and change leaders in their schools. Through problem based learning experiences and an intensive internship, candidates are given opportunities to use their styles and skills then reflected in their effectiveness. There are 407 candidates in the MSA program at East Carolina University. One hundred and four of them were admitted during the 2001-2002 academic year.

Special Features of the Master's of School Administration Program

The Educational Leadership Department has responded to the challenge to better prepare school leaders and to help them meet state and local expectations by transforming the way in which students are educated. A special feature of the MSA program is the on-the-job learning that puts teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers. Once individual needs are assessed, candidates are directed to identify parts of the school improvement plans at their internship sites and to connect their needs with their schools' needs. Lessons of Experience is embedded into the intern's plan and the supervising principal, in collaboration with the university supervisor, help ensure that the intern has the experiences to address all the ISLLC standards. Another special feature of the MSA program is that last year it was nationally accredited by the Educational Leadership Constituent Council.

Service to Public Schools

Halifax Project. The LEED Department entered an agreement with Halifax County Schools, Northampton County Schools, and Weldon City Schools along with the Model Teacher Education Consortium to offer the MSA program on site in Halifax County. Halifax County was designated as an off-campus site. We completed the three-year commitment to that project in the spring of 2002. Approximately 43 students were involved in this project. **Carteret Project.** The LEED Department entered an agreement with Carteret and Onslow Counties to deliver the full MSA program on site in Carteret County. We will complete our commitment to this project at the conclusion of Spring 2003. There are over 40 students who are enrolled in the internship. **Craven Project.** The Department of Educational Leadership entered into a partnership with Craven County Schools, Carteret County Schools, Onslow County Schools, and Pamlico County Schools to offer the complete MSA program on site in Craven County. There are 47 students in this program. **Growing Future Leaders Program.** Seventy-five students were enrolled in this program, which was a public school professional development program. This yearlong program provided training on a monthly basis for the full academic year. ECU Department of Educational Leadership cosponsored with the NE RESA, SE RESA, Central Carolina RESA, and the NC Partnership for Excellence. Sponsored a teacher leadership development activity in the SE RESA. Attended by 40 teachers from about 10 school systems.

Support for Beginning Administrators

LEED professors are working with the Pitt County schools to provide additional support and training for assistant principals and new principals. The program includes monthly meetings and special activities that focus on the developmental needs of assistant principals and new principals. The program includes reflection and discussion sessions tied to the participants individual develop needs as they are linked with their school's improvement plans and addressed through the Interstate School Leaders Licensure Consortium (ISLLC) Standards. This program also included special summer sessions such as health screening for school administrations and a special instructional program designed to increase participant's instructional leadership skills. Faculty members provide training for assistant principals statewide through the Leadership Program for Assistant Principal offered by the Principal's Executive Program. One session offered to each group throughout the year provides training for assistant principals who are preparing for the principalship. In addition, the department co-sponsored new superintendents orientation for new superintendents in North Carolina and provided several sessions throughout the year (with NCASA).

Support for Career Administrators

LEED faculty worked individually, without pay, with career school administrators. One faculty member facilitated the summer administrator retreat for a local school district. Four legal updates for teachers were conducted for school faculty at the request of principals in the region. One LEED faculty member worked with another School of Education faculty member to assist a local elementary school principal work with his faculty on teaming. Several meetings were held through out the year. The Department worked with the Principals Executive Program (PEP) to bring one of their Legal Update Workshops to eastern North Carolina for career administrators. One faculty member conducted a session at that Legal Update. The department sponsored professional development for principals, assistant principals, superintendents, and central office administrators (state wide) on future trends in education (Dr. Gary Marx, President of the Center for Public Outreach). This meeting was held in March and over 300 school leaders attended. Also, co-sponsored a superintendent's retreat in December for all superintendents in the state (with NCASA).

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	28
	Other	0	Other	0
	Total	18	Total	34
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	30
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	17	Total	43

B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.2
MEAN MAT	NA
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

C. Scores of school administrators on the SLLA.

2000 - 2001 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Summary-Principal	60	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

D. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	3.87	3.64
the preparation to use technology to support the instructional program.	3.4	3.46
the preparation in instructional leadership.	3.67	3.61
the preparation to assist teachers in meeting the needs of diverse learners.	3.29	3.25
Number of Surveys Received.	30	28
Number of Surveys Mailed.	58	58



Elizabeth City State University

2001 - 2002



IHE Bachelor's Performance Report

ELIZABETH CITY STATE UNIVERSITY

2001-2002

Overview of the Institution

Located in Elizabeth City, North Carolina, Elizabeth City State University was established on March 3, 1891, when House Bill 383 was ratified. The institution was created as a Normal School for the specific purpose of "teaching and training teachers" of the Colored race to teach in the common schools" of North Carolina. It was named Elizabeth City Colored Normal School and began operation on January 4, 1892. Since that time, the school's name has been changed to State Teachers College, Elizabeth City State College and in 1969 it became Elizabeth City State University. Although the institution was founded for the "Colored race," today's student population is approximately 78.4 percent black, 20 percent white, and 1.6 percent other. Currently, 53 percent of the student body commutes and the other 47 percent reside on campus. The majority of the students are residents of Pasquotank County and the surrounding 20 counties, which are primarily agricultural and fishing areas. Elizabeth City State University is situated in close proximity to the Atlantic Ocean, Coastal Dare County, and metropolitan Tidewater/Hampton Roads, Virginia. The University also offers the Advanced Master's Degree Program in Elementary Education. Elizabeth City State University offers baccalaureate degree programs leading to teacher licensure by the State of North Carolina in the following areas: Elementary Education; Middle Grades Education with concentrations in Language Arts, Mathematics, Science, and Social Sciences; Secondary Education with concentrations in the areas of English, Mathematics, Biology, Social Sciences, and Chemistry; Specialty Areas in: Art, Physical Education, Business Education, and Music; and, Special Education specifically, the Mentally Handicapped and Learning Disabled. Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). The most recent on-site visit by SACS occurred during the 2000-2001 academic year and reaffirmation of the University's accreditation was granted December 2001 for ten more years. Founded originally as an institution for African Americans, Elizabeth City State University's heritage provides a rich background for serving its increasingly multicultural student body. The University offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever changing, technologically advanced global society. Elizabeth City State University promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the University seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development.

Special Characteristics

Since its inception March 3, 1891, Elizabeth City State University continues to be a growing, coeducational, undergraduate and graduate, public, state assisted institution. House Bill 383 was ratified to establish the institution was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. The first bachelor of science degrees (in Elementary Education) were awarded in May 1939. A vocational technical program was organized in 1957. Curricular offerings were expanded between 1959 and 1963 from a single elementary education major to 12 additional academic majors. Currently, ECSU offers 34 baccalaureate degree programs in the basic arts and sciences, selected professional and pre-professional areas, and an Advanced Master's Degree in Elementary Education through four Schools: the School of Arts and Humanities; the School of Business and Economics; the School of Education and Psychology; and the School of Mathematics, Science, and Technology. Elizabeth City State Teachers College was granted full membership in the Southern

Association of Colleges and Schools in December 1961. Its accreditation has since been reaffirmed every ten years. In 1971, the General Assembly redefined The University of North Carolina with all sixteen public senior institutions, including ECSU, becoming constituents of The University of North Carolina, effective July 1972. When it first began operations on January 4, 1892, ECSU had 23 students, two faculty members, rented quarters, and a budget of \$900. In the Fall of 1992, the University made history when for the first time student enrollment exceeded 2,000. Today, the faculty and student body are increasingly multicultural. The library contains over 486,884 microfilms. There are 861 acres of land, of which 200 represent the campus proper. As of December 2001, over 13,790 students have graduated from ECSU. ECSU's history continues to evolve; Highlights of recent accomplishments include: the Fall 2000 enrollment increased to 2,035 students; the Freshman Class increased by 10% over Fall 1999; ECSU's first Advanced Master's Degree Program in Elementary Education was authorized and admitted its first students in January 2000; two new baccalaureate degree programs were authorized; Marine Environmental Science and Social Work with the first students admitted in August 2000; ECSU's first two endowed professorships were established: the E.V. Wilkins Endowed Professorship in Education and the Marshall A. Rauch Endowed Professorship in Biology; the Division of Academic Affairs was reorganized into four schools as of the Fall 2000 Semester; and capital improvements included the completion of the Fine Arts Complex (1999), the Information Technology Center (2000), and the Wellness Center addition to the R. L. Vaughan Center (2000). The University assisted in securing the passage of the statewide Higher Education Bond Referendum in November 2000, which designated \$46.3 million for ECSU's capital improvements. On July 18, 2002 the University broke ground for a new Physical Education Building, which is scheduled to be completed by Spring 2003.

Program Areas and Levels Offered

Elizabeth City State University a comprehensive II University, offers 34 baccalaureate degree programs in the basic arts and sciences and in selected professional and pre-professional areas. The University offers a variety of instructional programs, which provide students opportunities for exposure in different academic areas. The Division of Academic Affairs is responsible for coordination of all phases of the instructional program. The Division offers curricula leading to degrees in Bachelor of Education, Bachelor of Science, and Bachelor of Arts. Effective January 2000, an Advanced Master's Degree in Elementary Education was approved. This program is the university's first graduate degree program. The program graduated its first students in the fall 2001. The Bachelor of Education offers programs leading to teacher licensure in elementary education; middle grades education with concentrations in language arts, mathematics, science and social science; secondary education in the areas of art, physical education, and music; and exceptional children, specifically the mentally handicapped and learning disabled. A student majoring in elementary education, middle grades education, special education, and physical education is required to select an academic concentration from art, biology, English, general science, mathematics, music, psychology or social sciences. All teaching programs in the School of Education and Psychology have the approval of the North Carolina Department of Public Instruction. On October 12-16, 2002 all programs offered in Teacher Education will be undergoing the rigorous test for continuing accreditation. Our Master's Degree in Elementary Education will be an initial review. Each school at the University includes departments appropriate to the disciplines. Each department in each school conducted departmental self-studies for the 2001 ECSU SACS Self Study. Assessment activities, which focused upon the outcomes of student learning, constituted a significant follow-up component of departmental planning and evaluation. Systematic and ongoing planning and evaluation have been documented for all academic units. All academic units have demonstrated a commitment to define, track and use student-measured-outcomes. Reaffirmation of the University's accreditation was granted December 2001 for ten more years.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

Collaboration activities/partnerships are primarily grouped into two categories: Initiatives to address the teacher shortage included: Credit for Teacher Assistants Program allows teacher assistants who have three or more

years of experience to reduce their amount of student teaching time from 10 weeks to 5 weeks. The Maynard Outreach Program is designed to increase the number of minority males who enter the teacher education program. Thirty students will be recruited each year and provided a summer academic reinforcement program to prepare them for success in teacher education. Teacher Preparation Partnership for Teacher Assistants - Halifax Community College, Halifax Public Schools, Weldon Public Schools, and ECSU have formed a partnership to enroll Teacher Assistants who will earn degrees in elementary education as part-time students. Similar community college partnerships are being developed in Martin, Bertie, and Hertford-Chowan counties. Elizabeth City State University and Roanoke Baptist College Agreement - An articulation agreement exists between ECSU and Roanoke Bible College that allows students to matriculate for ECSU's teacher certification. Personnel Partnership to Improve Services for Children with Disabilities - This is a distance education training partnership of five HBCUs to prepare 100 new certified teachers in Specific Learning Disabilities and 40 new certified teachers in Behavioral Emotional Handicap by the end of fourth year. ECSU is one of these universities. Golden Leaf Teacher Recruitment Consortium - A partnership among ECSU, East Carolina University, and Pembroke University to recruit new teachers for area schools. Birth-Kindergarten B.S. Degree - The BK Program is designed to offer specialized training in working with infants, toddlers, and preschool children. Initiatives to Improve P-12 Student Learning and Teacher Candidates' Preparation include: The Northeastern North Carolina Communication Skills Enhancement Program. This program was developed to enhance communicative skills of rural and low-income teacher education majors and others by means of individual and group training sessions. There are 450 students currently being served in this program. The Maynard Scholars Program - To recruit and retain more students in teacher education, this program focuses on preparing students to successfully enter the teacher education program and mentors them to graduation. NC Catalyst PT3 Grant-NCCAT Retreat - Thirty-three teachers participated in the four-day technology retreat at NCCAT in Cullowhee, NC, March 2001. Emphasis was on the integration of Multiple Intelligence's in a Power Point Learning Unit. School Service Matching Incentive Grant-Tek Connect II (2001) - Thirty-nine teachers participated in this 3-day technology workshop in which they created curriculum based web page learning modules for their students. Five pre-service teacher education students participated. School Service Matching Incentive Grant-Tek Connect II (2002) - Thirty teachers participated in June 2002 in a two-day technology workshop creating curriculum based web page learning modules for their students. Tech Tools - Thirteen middle school/high school teachers participated in the 6-13 math and science instructional technology program.

List of Schools with whom the Institution has collaborative activities.

Currituck County - Currituck Middle School; Dare County - Manteo Middle School; Perquimans County - Perquimans High School; Pasquotank County - Pasquotank; Weeksville, NorthSide, P.W. Moore, Sheep-Harney, Trigg, J.C. Sawyer, and River Road Public Schools; Edenton - John A. Holmes High School; Hertford High School, Gates High School, Halifax Public Schools, Weldon Public Schools, Bertie Public Schools, Martin Public Schools, Halifax Community College, Chowan College, College of the Albemarle, and Roanoke Baptist College.

B. Brief Summary of faculty service to the public schools.

School of Education and Psychology faculty and Arts and Sciences faculty are involved in meetings with teachers in departments/grade levels to provide assistance in performance analysis and curriculum revision. Faculties supervise student teachers and they collaborate with mentoring teachers in the student teaching process. Unit faculty are requested from time to time to make presentations at local schools, to judge projects and even chaperone trips. Some university personnel serve as community coaches and assist in other related activities. Public school faculty members are involved in technology workshops and seminars at the University. They also serve on search teams to select new faculty for the University. University faculty serves on recruitment teams to encourage public school students to matriculate at ECSU. Faculty members invite public school teachers to visit and make presentations to University classes, and to read and evaluate student portfolios. Instructional technology assistance remains an issue of high priority for our career teachers. Technology workshops provided public teachers with assistance in current trends and methodology in correlating teaching with technology. The University initiated and supported technology activities in collaboration with the public schools, the University of North Carolina, and the State Board of Education.

Superintendents in the 21 county service area completed an online survey defining technology staff development needs for the 2000-2001 school year. Based on those needs, a technology retreat was organized for 18 LEA Cooperative teachers from the U-STEP Counties and 14 ECSU/Chowan College Faculty members at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina in March 2001. This retreat, which focused on how technology can enhance multiple intelligence's and the differentiation of instruction, was made possible through the NC Catalyst PT3 Grant (Preparing Tomorrow's Teachers to Use Technology). The learning modules were used by ECSU and Chowan College students to enable them to pass the Praxis and move into the Teacher Education Program. Another workshop entitled "TEK Connect II" involved 38 teachers in a 12 county service area. School districts and schools involved were: Halifax Public Schools, Halifax Community College, Weldon Schools, Bertie Count Public Schools, Hertford Public Schools, Martin Community College, Martin Public Schools, Chowan College, College of the Albemarle, Roanoke Baptist College, Currituck Public Schools, Pasquotank Public Schools, Dare County Public Schools, Perquimans Public Schools, and Edenton Public Schools. Providing staff development on web design integrated with the curriculum, this workshop was made possible through the School Service Matching Incentive Grant. The finished product was a collaborative "Tek Connect II" creative learning web page where students, teachers, and parents could learn more about animals, science, computer competencies, and math skills.

C. Brief description of unit/institutional programs designed to support beginning teachers.

ECSU understands the importance of supporting beginning teachers. Beginning teachers from northeastern North Carolina were invited to attend ITL sessions. Attendance was strong. ITL sessions have already been scheduled for fall 2002. The request for service is very impressive. The Curriculum Materials Center houses current NC curriculum materials used by beginning teachers as they were introduced to the NC standard course of study. A workshop for beginning teachers on the performance based licensure product was again, provided by the PBL field base coordinator for ECSU. Faculty used the information in the design of activities used in their professional development courses. Our Teacher Education Warranty Program continues to ensure excellence in teaching performance of the Teacher Education Program graduates by providing employing schools a system of needs based professional improvement. The School of Education and Psychology through the Office of Teacher Education, has developed a beginning teaching assistance program. This program is designed to ensure excellence in teaching performance of the Teacher Education Program graduates by providing to them and to employing schools a system of needs-based professional improvement. This program, begun in the Spring of 1989 provides a three-year "warranty" for any teaching graduate who has achieved initial North Carolina licensure and who is employed in a participating North Carolina school system in the area of licensure. Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment will be provided professional services through the first two years of teaching. The Office of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, will develop an individually prescribed improvement plan. The Individual Assistance Plan is designed to include experiences to be pursued, and specifics for reassessment. By providing such services as onsite direct assistance, counseling, campus-based workshops or courses and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning. Expected outcomes are: Greater retention of beginning teachers in the teaching pool; Improved public images of ECSU Teacher Education Program; Increased quality in the performance of teaching graduates; Improved professional relationships between the Teacher Education Program and local school systems; and improved P-12 student learning. The School of Education and Psychology's Technology Lab and Curriculum Materials Center remains constant resources for research and best practices for participants in technology and teacher workshops to enhance their skills. These materials include well designed lesson plans to assist teachers with subject matter materials, methodology in teaching, best practices in research, reference materials and guidelines and direction for implementation.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

A part time assistant has again, been assigned to assist the Director of Teacher Education to provide quality services to lateral entry and Licensure only candidates. These services have been extended to include advisement and assistance to teacher assistants. Primarily, this individual evaluates transcripts for licensure only and lateral entry students; registers lateral entry and licensure only students on site; prepares correspondence letters, makes telephone calls, faxes and e-mail up-dated and critical information to lateral entry and licensure only students, and assists in preparing documents to be mailed out for these students. Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through the Weekend/Evening College and with the requirements for licensure. The assistant participated on a regular basis in the N.C. Model Teacher Education Consortium transcript evaluation advisement sessions at designated sites in the Northeastern North Carolina corridor. Elizabeth City State University is involved with NC Teach in collaboration with East Carolina University. A \$40,000 grant was recently awarded to develop on-line education courses for lateral entry students. This initial effort will lead to a complete e-learning Licensure Program for ECSU through a collative agreement with Chowan College. Since the acquisition of e-learning funds in Spring of 2001, we have worked individually and in small groups with teacher education faculty members in order to facilitate the transition of online courses from Web Course in a Box to Blackboard Management System. Workshops have been conducted and are planned to enable all teacher education classes to be web enhanced. Through the use of the Blackboard Management System, faculty are utilizing online technologies such as: online syllabi, announcements, assignments, grades, online curriculum assessments and communication tools including email, live chat, and discussion boards. As of June 2002, all faculty members in the School of Education and Psychology have participated in the Blackboard training for web enhancing their classes or providing online classes. Funds also supported the purchasing of laptop computers and software to be used during the workshops for course development. During the 2001-2002 school year, collaborative meetings/workshops with 4 faculty members, 2 Directors of Teacher Education, and 4 technical support staff representing both Elizabeth City State University and Chowan College have been conducted. The development of a core of online professional education courses required for "licensure only" students were developed - EDUC 201 - Foundations of Education and SPED 200 - Survey of Exceptional Children. These courses will be offered online during this fall and spring 2002-2003 school year. The team will meet in December 2002 to assess/evaluate the online programs and modify courses to meet the needs of the students.

E. Brief description of unit/institutional programs designed to support career teachers.

Instructional technology assistance remains an issue of high priority for our career teachers. Technology workshops provided public teachers with assistance in current trends and methodology in correlating teaching with technology. The University initiated and supported technology activities in collaboration with the public schools, the University of North Carolina, and the State Board of Education. Superintendents in the 21 county service area completed an online survey defining technology staff development needs for the 2000-2001 school year. Based on those needs, a technology retreat was organized for 18 LEA Cooperative teachers from the U-STEP Counties and 14 ECSU/Chowan College Faculty members at the North Carolina Center for the Advancement of Teaching in Cullowhee, North Carolina in March 2001. This retreat, which focused on how technology can enhance multiple intelligence's and the differentiation of instruction, was made possible through the NC Catalyst PT3 Grant (Preparing Tomorrow's Teachers to Use Technology). Meeting in ECSU's Informational Technology Center during Fall 2001, the NC Catalyst "PRAXIS ATTACK" project involved a collaborative team of 16 educators representing cooperative teachers/instructional specialist from U-STEP areas and surrounding counties and 8 representing the University, college system, all highly skilled in math, reading and writing. Utilizing the expertise of each team member, web page learning modules, providing practice/tips for Praxis test students, were created using Netscape Communicator Composer. Each participant examined materials related to the Praxis exam, determined trouble areas from previous students, then created tips/practice problems. The learning modules were used by ECSU and Chowan College students to enable them to pass the Praxis and move into the Teacher Education Program. Another workshop entitled "TEK Connect II" involved 38 teachers in a 12 county service area. School districts and schools involved were: Halifax Public Schools, Halifax Community College, Weldon Schools, Bertie Count Public Schools, Hertford Public Schools, Martin Community College, Martin Public Schools, Chowan College, College of the

Albemarle, Roanoke Baptist College, Currituck Public Schools, Pasquotank Public Schools, Dare County Public Schools, Perquimans Public Schools, and Edenton Public Schools. Providing staff development on web design integrated with the curriculum, this workshop was made possible through the School Service Matching Incentive Grant. The finished product was a collaborative "Tek Connect II" creative learning web page where students, teachers, and parents could learn more about animals, science, computer competencies, and math skills. Career teachers and mentors continue to serve as lead teachers for beginning teachers. Career teachers are invited to the university to assist on interview teams. Teachers now living in and around the ECSU service area have the luxury of matriculating at the graduate level within a closer range, utilizing resources such as the Curriculum Materials Center, Technology Lab, and advising has become more convenient than before the establishment of the graduate program at ECSU.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

All efforts listed above were designed in collaboration with low performing schools in northeastern NC. ECSU has also been involved in other efforts to assist low performing schools. For the fourth year, ECSU has had a successful involvement with assisting the Halifax School District in improving overall SAT scores. The Northeastern North Carolina Communication Skills Enhancement Program (NNC-CSEP) has been collaboratively involved with the district to help improve test taking, communication and technology skills for college entrance prospective teacher candidates. Through such collaborative efforts, overall SAT scores are improving. Of the 21 NENC counties, Halifax County continues to be one of the two top counties enrolling students at ECSU. Additionally, ECSU is a member of the Historically Minority Colleges and Universities Consortium (HMCUC). After reviewing relevant data from the State of North Carolina Department of Instruction, which indicated that academic performance of minority students lagged significantly behind the achievement level of other students. The Historically Minority Colleges and Universities, in partnership with the Department of Public Instruction, formed a consortium which is called Minority Colleges and Universities Consortium (HMCUC). Members of the HMCUC are: North Carolina University, North Carolina A&T University, Barbara-Scotia College, Bennett College, Elizabeth City State University, Johnson C. Smith University, Livingston College, Saint Augustine's College, Shaw University, Winston-Salem State University, and UNC at Pembroke. North Carolina Central University served as the trial institution for the consortium and its projects. The mission of the consortium, in partnership with the North Carolina Department of Public Instruction, is to devise and implement strategies to close the minority achievement gap in North Carolina. The consortium is in its second year and is beginning to make an impact towards its goal.

G. Brief description of unit/institutional efforts to promote SBE priorities.

SBE priorities include High Student Performance. Strategic goals include every child ready for school; rigorous and relevant academic standards, every child mastering subject matter, graduating and ready for work. Initiatives to address the SBE priority here at ECSU are addressed through our rigorous and relevant courses of study as we prepare our students for the world of teaching. Curriculum changes in Elementary Education to accommodate our USTEP project indicates such necessary changes. A critical component of the USTEP project involves the implementation of a year long internship for Elementary Majors. Such changes have been put in place to assist in developing more competent, confident practitioners who are reflective and effective decision makers, thereby, positively impacting our students in public schools. Such obvious changes involve strengthening our math for elementary education and offering supporting best practices. American Association of State Colleges and Universities (AASCU) also supports this theory. Adding additional instructional hours in methods courses, diversity instruction, labs, seminars, observations, student projects for schools, and other special projects all assisted our students in preparation and deliverance of quality teaching. Initiatives here at ECSU that helped to enforce these strategies were: (1) Initiatives to address the teacher shortage include: The Maynard Outreach Program, Credit for Teacher Assistants Program, College of the Albemarle Partnership, Teacher Preparation Partnership for Teacher Assistants, Personnel Partnership to Improve Services for Children with Disabilities, Golden Leaf Teacher Recruitment Consortium, and The Birth-Kindergarten Program. (2) Initiatives to Improve P-12 Student

Learning and Teacher Candidates' Preparation include: The Northeastern North Carolina Communication Skills Enhancement Program, University School Teacher Education Partnership (USTEP), NC Catalyst PT3 Grant-NCCAT Retreat, NC Catalyst PT3 Grant-"PRAXIS Attack", School Service Matching Incentive Grant-Tek Connect II (2001), School Service Matching Incentive Grant-Tek Connect II (2002), and the BellSouth Grant Proposal (Waiting for Approval).

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The University School Teacher Education Partnership (USTEP) - Special emphasis and resources have directed the preparation of the University School Teacher Education Partnership for implementation in the fall of 2002. This program is a collaborative effort between Elizabeth City State University's School of Education and Psychology, Edenton-Chowan (DF Walker Elementary School), Elizabeth City/Pasquotank County (Sheep-Harney Elementary School and Gates County (TS Cooper Elementary School). The planning process involved university faculty, public school faculty, and administrators. It entailed the revising in the curriculum for method courses to help meet the needs of the yearlong internship. This process facilitated a greater opportunity for more in-depth involvement with the partnership members from the Local Education Agency whom participated in the selection and interview process for a clinical coordinator for USTEP. USTEP cooperating teachers participated in Triad meetings along with university supervisors and students at the beginning of each semester. The coordinator has been involved in communicating the program to the various publics. Prospective student teachers, undecided majors, and others were made aware of USTEP through personal contact and scheduled meetings. Action research continues to be ways by which USTEP can be more responsive to the needs of the 21 counties in the Elizabeth City State University region. Quick surveys to ascertain the teacher education personnel needs of northeastern north Carolina were used to determine the personnel needs and the direction for future curriculum offerings and program development for the university and the growth potential in the region.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

An ongoing review of prospective candidate's performance on Praxis I continue to be a top priority. The adjustment of removing the Praxis preparation portion of the Sophomore Seminar (GE 220) and placing the emphasis of preparation into a freshman course (GE 122 T) has shown some positive results. Observational data suggested that candidates who stayed with teacher preparation were successful with longer periods coaching/tutoring review. This process continues with interval reviews. Health and Physical Education courses such as Biology (GE 155) have been substituted for GE 141-Botany. Biology 307 is being recommended as a required course in lieu of Biology 209. These major curricula changes in this program were made to enhance the possibilities of students being exposed to materials for Praxis. Many tutoring sessions were held for Praxis I. Peer tutors were assigned upon request. Evening workshops were held that focused on specific areas of Praxis. Unlimited access was available to Learning Plus and unlimited opportunities were provided for students to practice using on-line sample tests. A comprehensive plan of action was developed by a committee of faculty and staff to improve Praxis scores. Appropriately named "Praxis Attack," action items include flagging students with special test taking needs; introducing Learning Plus/PLATO freshman year instead of sophomore year; identifying monies to give stipends to student tutors and the development of web-based strategies to enhance Praxis test taking skills.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Junior Vikings Program was instituted for students at the middle grades level to interest them in careers in teaching. The program, financed by the NC Legislation, is so structured, that if selected, and if students abide by the guidelines and assistance given them from middle years through their freshman year at the University, a full scholarship will be awarded their first year at ECSU, with additional scholarship assistance given beyond the freshman year. The Maynard Scholars Program was designed to help students succeed in the Teacher Education Program at ECSU. The special features of the program revolves around a more intense effort to enrich the quality of experiences for those chosen to be Maynard Scholars so that their only choice is to succeed. Success of this program will be determined by the passing rate of participants on the PRAXIS I evaluation. The Maynard Outreach has been designed to identify and recruit outstanding males to the university and especially encourages them to major in education. Mentoring and tutoring services are given these students to assist in PRAXIS I preparation and then into education. Other specifics of the program are: Recruitment and retention of 45 students, intense advisement, mentoring and tutoring, cultural enrichment and involvement; "PRAXIS ATTACK" preparation for PRAXIS I; successful experience in Teacher Education. Periodic meeting are held with students prior to their being admitted to Teacher Education. This is a concept to keep them interested in the program. "Undecided" students are courted, mentored, and advised, by teacher education faculty, and student recruiters were used to encourage future teacher candidates. Goal II of the School of Education and Psychology's 3-5 major goals speaks clearly to the importance of enrollment/retention/advisement and enhancement. The dean and faculty are expected as part of our annual evaluation to devise strategies to help implement this goal. We are into our second year of implementation.

K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.

Financed by gifts given to the School of Education and Psychology's Teacher Education Program, The James and Connie Maynard Outreach Program, and The Maynard Scholars Program, both have emphasis to assist in the recruitment of minorities into teaching, particularly minority males. Both programs have specific strategies designed to recruit, retain and advise minority candidates. The Junior Vikings Program considers minority candidates in its recruitment efforts also, (See IHE J. for program descriptions). With 72% of teachers candidates in teacher education being non-minority candidates at ECSU, an Historically black university, the dean and faculty recognized that this issue had to be addressed. Goal V in the School of Education and Psychology's 3-5 years major goals plan mandates that the percent of majority and minority students who take and pass PRAXIS I examination to be the same percent (within 1-2 percentage points) of the racial composition of students who enroll in the senior internship year and who complete student teaching. The realization of this goal will help increase the number of minority candidates in our program. Strategies are being devised and refined to assist in the accomplishment of this vital goal. We are in our second year of implementation.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

Several new initiatives have been implemented in the School of Education and Psychology at ECSU. A Title III Grant funded the hiring of a data specialist to collect and analyze data input for teacher education. This individual will develop a systematic assessment plan for our unit. Another initiative involved the collaboration with Washington County in a project known as Windows of the world. ECSU has taken a leadership role in this special project involving Community, county and state agencies to assist Washington County in becoming technically and educationally connected with northeastern North Carolina, the state, nation and the world. Closing the gap in academic performance for minority students is another collaborative effort in which ECSU is involved. Collaborating with Historical Minority Colleges and Universities

(HMCU), ECSU has received \$50,000 from HMCU Consortium to extend the Northeastern Communication Skills Project in an effort to close the performance gap. A proposal has been submitted entitled "Real Men Teach" to recruit minority males into teaching. A proposed request of permission to plan for a Birth through Kindergarten Program has been submitted. If given permission to plan, this new initiative would allow ECSU the opportunity to assist childcare provided in northeastern North Carolina to obtain a degree in Birth through Kindergarten education. The top priority for ECSU and the School of Education and Psychology was and still remains recruitment and retention. Faculty and staff developed and implemented strategies for recruiting and retaining students both in the university and School of Education and Psychology. Such strategies included employing an acclaimed consultant, Noel Levitz, to work with the faculty and staff on the university level. From this consultation and guidance given by the firm, committees were formed and each school devised strategies to enhance enrollment and growth. A comprehensive university-wide advisement system was developed. Each student now can register via computer, using a personalized pin number for access. In the School of Education and Psychology a strong advisement system was formed. The university now exceeds 2000 students in enrollment. The Department of Geological Environmental, and Marine Sciences is planning to establish a program major in Geology with a minor in Secondary Education with a concentration in Environmental Science.

I. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	19
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	56
	Other	1	Other	0
	Total	14	Total	75
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	42
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	33
	Other	0	Other	1
	Total	9	Total	76

B. Lateral Entry/Provisionally Licensed Teachers (Refers to individuals employed by public schools on lateral entry or provisional licenses.)

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	0	0	0
Elementary (K-6)	27	27	27
Middle Grades (6-9)	11	11	11
Secondary (9-12)	10	10	10
Special Subject Areas (k-12)	3	3	3
Exceptional Children (K-12)	10	10	10
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	90	90	90
Comment or Explanation:			

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	328
MEAN CBT-W	315
MEAN CBT-M	323
MEAN GPA	3.38
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	17	3	12	2
Middle Grades (6-9)	1	0	0	0
Secondary (9-12)	2	0	4	1
Special Subject Areas (K-12)	3	0	2	0
Exceptional Children (K-12)	4	0	2	0
Vocational Education (7-12)	1	0	1	1
Special Service Personnel	0	0	0	0
Total	28	3	21	4
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Ed	1	*
Elementary Education	26	69
English	1	*
MG-Lang Arts	1	*
MG-Math	1	*
Math (9-12)	2	*
Physical Ed	1	*
Spanish	1	*
Spec Ed: Learning Disabled	3	*
Technology Ed	2	*
School Summary	39	72
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23					
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	12					
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2(MM)-2(MI)	Student Teachers	Percent Licensed	Percent Employed
Bachelor	42	69	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

LEA	Number of Teachers
Pasquotank	210
Bertie	89
Halifax	84
Hertford	75
Currituck	64
Perquimans	61
Chowan	60
Washington	45
Gates	44
Northampton	43

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.3	3.23	3.43
the ability to effectively manage the classroom.	3.4	3	3.43
the ability to use technology to enhance learning.	2.9	3	3.36
the ability to address the needs of diverse learners.	3.1	3	3.36
the ability to deliver curriculum content through a variety of instructional approaches.	3.3	3.08	3.43
Number of Surveys Received.	10	13	14
Number of Surveys Mailed.	23	23	23

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
13	8	6

IHE Graduate Performance Report

ELIZABETH CITY STATE UNIVERSITY

2001-2002

Overview of Master's Program

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of the citizenry of northeastern North Carolina. With excellence permeating all of the activities, the program seeks to provide a challenging and supportive environment that prepares its students to compete and excel in an ever-changing technologically advanced society. The program is designed to develop research skills, problem solving skills and to develop the skills, knowledge and experience necessary for professional employment, professional growth, and /or further graduate study. Small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students.

I. II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Total	0	Total	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	0	Total	17
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.9
MEAN MAT	40
MEAN GRE	NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation:	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	9	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	9	0	0	0
Comment or Explanation:				

D. Scores of program completers on professional and content area examinations.

No scores reported

E. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
the quality of the Graduate Program.		3
the ability to connect subject matter and learner's needs.		3
the ability to implement research-based approaches in the education profession.		3
the ability to assume leadership roles in school and the education profession.		3
the ability to facilitate learning for diverse students		3
the ability to engage in continuous professional development.		3
Number of Surveys Received.		1
Number of Surveys Mailed.		



Elon University

2001 - 2002



IHE Bachelor's Performance Report

ELON UNIVERSITY

2001-2002

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon is the third largest of North Carolina's 36 private colleges and universities. Elon offers its 4,341 students a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon also is a national leader in experiential education. Students regularly connect knowledge with experience in programs such as study abroad, internships, research, service learning, and leadership. With 47 undergraduate majors, an average class size of 23, a 15.8 – 1 student-faculty ratio, and world-class facilities, Elon provides an ideal learning environment where students are encouraged to investigate for themselves and become independent learners. Elon faculty are devoted to teaching and are accessible to their students. Eighty-four percent of the full-time faculty hold the highest degrees in their fields. Elon University's distinctive programs and learning style have received extensive national recognition during the 2001-2002 academic year. For the second year in a row, the National Survey of Student Engagement (NSSE) names Elon one of the top four (4) universities in the nation – and the only master's level institution – in engaging students in learning. In the survey, Elon students rated the university at the top in five (5) categories: level of academic challenge, active learning, interaction with faculty, educational opportunities outside the classroom, and supportive campus environment. Elon ranks 9th among 130 Southern regional institutions as published in the 2002 U.S. News & World Report's edition of "America's Best Colleges" and is also among sixteen (16) colleges and universities recognized by Time magazine in its 2001 "Colleges of the Year" publication. Additionally, the 2002 edition of Kaplan Newsweek College Catalog lists Elon University as one of twenty-seven (27) "hidden treasure" colleges and universities in the nation while Barron's publication entitled "Best Buys in College Education" notes Elon's use of diverse teaching styles to engage students in the classroom and a strong emphasis on active learning through community service, study abroad, and internships. Elon offers students exciting opportunities and academic challenge with six (6) selective, four-year Fellows programs. These include Honors Fellows, Science Fellows, Journalism and Communications Fellows, Leadership Fellows, Jefferson-Pilot Business Fellows, and the NC Teaching Fellows. Outside the classroom, Elon students have many opportunities to put their learning into practice and grow personally. The university also competes in 16 intercollegiate men's and women's sports in NCAA Division I (I-AA in football), and is a member of the Big South Conference. By invitation, Elon will become a member of the Southern Conference in 2003.

Special Characteristics

Elon's low student-faculty ratio of 15.8 – 1 gives teacher education students the advising, academic challenge, and support services they need to become successful teachers. The program offers students opportunities to begin field experiences as early as spring semester of the freshman year, enabling students to make informed decisions about entering teaching early in their college careers. These early field experiences are followed by more extensive field experiences as part of methods and special education courses, which are taken after students have been formally admitted to the program. Thus, the Elon teacher education student enters the student teaching semester with as many as four (4) semesters of school experience. Placements in practicum experiences are made by the Director of the Office of School Outreach Programs; a tracking system is maintained to ensure that students gain experiences at different grade levels and in schools with diverse student populations, including at least one experience in a priority school, as deemed appropriate by the intended degree program and subsequent licensure area(s). Elon University is

one of fourteen campuses participating in the North Carolina Teaching Fellows Program and is the only private, coeducational campus in the program. Teaching Fellows are involved in a number of additional experiences in the schools, including requirements to provide tutorial services to local public schools, including charter schools, for a minimum of 10 hours per semester for two semesters prior to the student teaching experience. Many Teaching Fellows volunteer to work in different schools and various public school programs each semester and significantly exceed these expectations over the course of their college careers. The university organizations Elon Volunteers and Service Learning provide all members of the Elon campus, including all pre-service teachers, the opportunity to develop an ethic of service by connecting campus and community through service experiences. Many such opportunities are provided through the local schools. Recent statistics show that eighty-one (81) percent of graduating seniors participate in service while at Elon University. Thus, Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student; subsequently, the institution provides numerous opportunities for students and staff to participate in volunteer work.

Program Areas and Levels Offered

The Teacher Education Program at Elon University offers initial licensure programs (bachelor's degrees) in elementary education, middle grades education, special education (learning disabilities), secondary programs in English, mathematics, history/social studies, comprehensive social science, and science (biology, chemistry, physics, and comprehensive science). In addition, Elon offers K-12 licensure programs in health education, physical education, music education, French, and Spanish. The two M.Ed. programs are in elementary education and special education (learning disabilities or behavioral/emotional disabled). The Advanced Track program in elementary or special education is also offered as an option for individuals who hold baccalaureate degrees and who are interested in teaching. This program permits licensure-only candidates to gain the initial teaching license and, after having two years of teaching experience, return to complete course work for the M.Ed. degree. The current teacher shortage and the NC policies that permit school districts to employ unlicensed teachers through the Lateral Entry program guidelines have led to an increase in participants who choose to enter the teaching profession through non-traditional means. Thus, the Alternative Pathways to Teaching (ATP) program has been designed for those individuals who are employed as lateral entry teachers. Elon's response to the teacher shortage and subsequent work with school districts to provide opportunities to these unlicensed teachers to gain the appropriate credentials has risen considerably during the past academic year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

With the establishment of the Office of School Outreach Programs (OSOP), Elon University has served many individual schools within the Alamance-Burlington School System (ABSS) during 2001-2002. Numerous opportunities for professional growth have been offered to ALL licensed employees who serve in the 33 local schools (19 elementary, 7 middle, 6 high, 1 alternative) through the creation of a new venture known as "The Professional Development Academy at Elon" (PDA). Local public charter schools (Lakeside, Clover Garden, and River Mill), a private school (Blessed Sacrament Catholic School), and Alamance Developmental Center (disabled Pre-K center) were invited to participate in this effort, which rendered eligible participants with licensure renewal credit. This initiative offered local educators practical workshops and seminars to promote and enhance professional growth. Additionally, ABSS invited two Elon faculty members to join the executive board of directors for the School-to-Careers Partnership that continues to expand its efforts to offer assistance to both teachers and students within the public schools. The directors for Elon's Career Services and OSOP serve jointly in this effort, which promotes workforce preparedness and post secondary opportunities for students. OSOP also worked with ABSS to establish and implement a new partnership for career teachers seeking National Board Certification. During the 2001-2002 school year, this project served 40 career teachers in multiple training and assistance sessions. This effort is described in further detail in Section E. OSOP also

facilitated collaborative activities with several priority schools in the surrounding area. Various services, including tutoring by Elon students as well as providing staff development sessions, have assisted teachers and students in these selected schools. Planning sessions held frequently throughout the 2001-2002 school year to expand services into partnerships, including formal adoptions of priority schools (Newlin, North Graham, Andrews, Haw River, and Eastlawn Elementary Schools), offered significant opportunities for Elon's faculty and pre-service teachers to make meaningful contributions to these at-risk student populations. Additionally, continued active membership in the Piedmont Triad Education Consortium, including participation in a Spring 2002 collaborative session with area school superintendents, provides an additional venue by which Elon remains informed about and involved with surrounding school systems' needs. Through the continuation of a Federal PT3 grant, Elon's partnership with ABSS, Barton College, Wake Forest University, and Wilson County Schools provided both a one day spring technology conference and a week-long summer technology institute for university faculty and public school teachers to jointly explore and learn more about how technology can be used as an effective instructional tool in the classroom.

List of Schools with whom the Institution has collaborative activities.

Elon University's School of Education maintains a variety of collaborative activities and/or partnerships with the following schools: LEA: Alamance-Burlington Schools (33 schools): Alexander Wilson Elementary, B. Everett Jordan Elementary, Altamahaw-Ossipee Elementary, Harvey R. Newlin Elementary, R. Homer Andrews Elementary, North Graham Elementary, Broadview Middle, Pleasant Grove Elementary, Hugh M. Cummings High, Sellars-Gunn Education Center, Eastern Alamance High, Marvin B. Smith Elementary, Eastlawn Elementary, Southern Alamance High, Elon Elementary, Southern Alamance Middle, Audrey Garrett Elementary, South Graham Elementary, Graham High, South Mebane Elementary, Graham Middle, Sylvan Elementary, Grove Park Elementary, Turrentine, Hawfields Middle, Western Alamance High, Haw River Elementary, Western Alamance Middle, Hillcrest Elementary, Walter M. Williams High, E. M. Holt Elementary, Woodlawn Middle, and E. M. Yoder Elementary. Elon also provides services to and maintains collaborative activities with the following additional schools in the local area: Clover Garden Charter School, Blessed Sacrament School, River Mill Charter School, and Lakeside Charter School. The School of Education remains in collaboration with various other schools in the following LEA's: Caswell County Schools, Guilford County Schools, Orange County Schools, and Chapel Hill-Carrboro City Schools. Faculty projects with and service to various school districts across North Carolina and the U.S. have also been conducted, including Charlotte-Mecklenburg Schools, Wilson County Schools, Forsyth County Schools, Danville City Schools, and many others.

B. Brief Summary of faculty service to the public schools.

Working together, the director for OSOP and Dean of School of Education have been successful in actively seeking university-wide faculty participation in various school projects during the 2001-2002 school year. Faculty members who represent various disciplines have offered service to local, surrounding, and distant schools and school systems in a variety of ways. Thirty-one (31) faculty chose to participate in Speakers' Bureau, an established local project that provides a listing of speakers and their areas of expertise to local public school personnel. Many presentations were made to K-12 classes in local schools by Elon faculty; topics presented included leadership, human digestive system, Myers-Briggs Inventory, science magic shows, oral history project, careers in physical therapy and college teaching, various social studies/history presentations, human anatomy/physiology, endangered species, mythology, etc. All full-time education faculty participated as instructors in the Professional Development Academy at Elon (PDA) by conducting workshops and series seminars for local teachers. Music education faculty members served as adjudicators for several regional, state, and out-of-state band competitions, and one faculty member served as an accompanist for a local high school group's White House performance. Faculty met collaboratively with local school system personnel to write two large grant proposals – American History and Academically Gifted proposals. The OSOP director met regularly with both school system administrative staff and school-based administrators to design and implement workshops, seminars, and presentations by university faculty. In addition, an education faculty member designed and taught a 3 semester hour course to twenty (20) local educators who wanted to begin the licensure process for academically gifted certification; this effort was coordinated through the local

school system and OSOP. Both admissions and School of Education staff co-hosted a day-long workshop for surrounding school systems' Advanced Placement educators. A variety of university-sponsored cultural events were made available to local educators and students at no charge; tickets for these events were coordinated through OSOP. Special events included plays, musicals, national and international speakers, and convocations. Several faculty members who sponsor student organizations worked with OSOP to develop service projects wherein their respective groups served a variety of schools as tutors (small groups and individual students). Groups represented included Teaching Fellows (432 hours), America Reads (2904 hours), Boys and Girls Club (684 hours), Elon Homes Lakeside (246 hours), Junior Achievement (191 hours), and Mis Amigos (880 hours). An education professor also applied for and received a course release to participate as a teacher in a public school; she both taught and conducted research with 4th grade students. Five (5) education faculty members also served lateral entry and beginning educators by teaching Praxis II workshops in elementary and special education.

C. Brief description of unit/institutional programs designed to support beginning teachers.

Elon University supports beginning teachers with a variety of resources. A new initiative that has been designed and implemented by the OSOP director is "The Professional Development Academy at Elon" (PDA). This academy was designed to assist teachers through professional development seminars, workshops, and series of courses by category, including beginning teachers, with particular areas of need and growth for this group identified by school administrators. The following activities were scheduled and completed for beginning teachers during the 2001-2002 school year: "Teaching: A Juggling Act: Strategies for Managing Tasks, Time, and Stress"; "Classroom Management Techniques for the Beginning Educator" (elementary, middle, high); "Working and Conferencing with Difficult/Challenging Parents"; "Working with Exceptional Children in the Regular Classroom" (using graphic organizers, tiered assignments, content enhancements, screen readers, peer mediation, and cooperative learning); "Exploring Sources of Conflict in the School Setting: Ways to Respond to Conflict" (used text Teacher as Decision Maker: Real-Life Cases to Hone Your People Skills); and "Teaching and Learning Mathematics with Understanding: A Problem Solving Approach." Approximately 80 beginning teachers took advantage of these free seminars and workshops to earn renewal credit during their first three years of teaching. These sessions were held on Elon University's campus in the School of Education building with both university and school system faculty members serving as instructors. Another ongoing effort to support beginning teachers is provided by maintaining contact with them via telephone calls, personal visits, and e-mail correspondence. An e-mail help line, TEACHHELP, has been established for teacher education alumni to contact education faculty for assistance. Beginning teachers are encouraged to make use of TEACHHELP. Given the fact that several of Elon's graduates begin their work in the local public schools as first year teachers, supervising professors who have pre-service teachers in the schools are able to interact with many beginning teachers regularly; professors regularly visit classrooms in order to gain a fuller understanding of the problems and challenges that beginning teachers face. These faculty members freely offer their assistance (observations, verbal and written feedback, conferences, etc.) to these novice educators free-of-charge. On occasion, local principals have contacted the School of Education to request specific assistance for beginning teachers who are struggling or who experience extreme difficulties, most often in the area of classroom management. In addition to creating a web site and publishing the services that Elon offers to beginning teachers, the OSOP director also participates in New Teacher Induction Sessions for the local school system and makes these opportunities and services known to newly employed teachers.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

With its strong commitment to preparing teachers, Elon University works closely with individuals and with school systems (Alamance-Burlington, Caswell, and Guilford) to help lateral entry teachers gain licensure. Elon University continues its Alternative Pathways to Teaching program (APT), which has been specifically designed for lateral entry personnel. The program currently serves 39 students. APT provides a structured, two-year sequence of courses to enable lateral entry teachers to gain clear licensure. APT begins with a yearlong course that integrates teaching methodology with essential skills in behavior management, instructional planning, and differentiating instruction for diverse learners. During the first year, teacher

education faculty supervise these lateral entry teachers as they work on field-based assignments. Following this initial experience, teachers expand their knowledge and skills through coursework in instructional technology, educational psychology, and courses specific to their respective licensure areas. Upon completion of coursework, required licensure examinations, and satisfactory evaluation by the employing school district, teachers exit the program fully licensed to teach in North Carolina. This structured program also includes several graduate level courses that can be applied towards a master's degree in elementary education or special education. The Dean, School of Education, serves as the initial advisor and coordinates the program for lateral entry teachers. Classes are scheduled in the late afternoons and evenings, and independent study assignments are used to assist these teachers in completing their licensure requirements. College Level Examination Program (CLEP) exams can be used by candidates to demonstrate mastery of subject matter. Working closely with surrounding school systems, OSOP also organized a series of Praxis II workshops for lateral entry teachers. Thirteen (13) teachers participated in these evening and Saturday workshops. Elon teacher education faculty presented these sessions for both elementary and special education lateral entry teachers who were scheduled to take the January 2002 Praxis II tests in both of these licensure areas. Participants' evaluations and follow-up e-mails indicated that these sessions were extremely helpful; Elon will continue to offer these sessions, using both teacher-made and ETS materials/publications to adequately prepare these students to successfully complete testing requirements. Additionally, initial meetings have been held between the Dean, the OSOP director, and Alamance-Burlington Schools' central administrators to create an additional cohort of lateral entry teachers whose needs for gaining clear licensure would be served through a fast track program. Using faculty from Elon University and Title II funds from the LEA to support such an effort would allow participants to meet in the school system's central office once weekly to take initial coursework required of lateral entry teachers. This initiative remains in the planning stage and is tentatively scheduled to begin in Fall 2002. Thus, Elon's commitment to serve teachers who seek alternative routes to licensure remains strong.

E. Brief description of unit/institutional programs designed to support career teachers.

A number of activities were conducted during the 2001-2002 school year to support career teachers in the local school systems. Based on a needs assessment inventory conducted by OSOP to local school administrators, the Professional Development Academy at Elon offered the following seminars, workshops, and series of presentations for personal interest, professional growth, and renewal credit to these particular teachers: "Teacher Burnout: How to Combat It and Remain Motivated"; "The Importance of Team Building and Collaboration"; "Strategies for Increasing Student Achievement"; "Motivating Apathetic Students"; "Conferencing with Difficult and Challenging Parents for Experienced Teachers"; "The Teacher as Decision Maker: Avoiding and Dealing with Inherent Conflicts in the Educational World"; and "Working with Exceptional Children in the Regular Classroom: Ideas and Strategies for the Career Teacher." These workshops were offered free-of-charge to participants and were designed to improve the skills of experienced teachers; presentations were made by both university faculty and public school teachers. Ninety (90) career teachers participated in these workshops with 68 earning renewal credits of 1.0 or above. This effort is an established part of OSOP and will continue annually with expanded topics of interest and need. The incorporation of recent research as made available in articles and books will be used to guide and enhance the quality of these meaningful opportunities for career teachers. Elon also began a partnership with the Alamance-Burlington Schools to support career teachers who wish to pursue National Board Certification; this project is entitled "National Board Support System" and uses a local National Board Certified teacher, validator, and assessor as the primary instructor for these workshops. Interest sessions are held twice yearly (fall and spring), and follow-up sessions for career teachers pursuing NBC are scheduled on Saturdays throughout the academic year. Five (5) support sessions focus on standards, writing, editing, videotaping, assessment center, and other related topics that support teachers in their quest to become certified. Additionally, OSOP arranged for students who are communications majors in the School of Communications to volunteer time each year to videotape teachers' classroom settings; when desired, these students also assist with the editing process so that quality videotapes are available for teachers to submit to the NBC center. The last session also includes a celebration of these teachers' commitment to and work towards becoming certified. Additionally, upon request from the local school system, Elon's School of Education partnered with the Alamance-Burlington Schools to offer a 2.5 day "trainer of trainers" workshop in T.E.S.A. (Teacher Expectations and Student Achievement) for career teachers. Both university professors and teachers will conduct workshops to licensed employees in all of the local schools beginning in Fall Semester 2002.

Education professors will also utilize this training in their respective classes to further educate pre-service teachers, especially in the area of teacher dispositions.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

One of the goals of the newly created Office of School Outreach Programs (OSOP) is to adopt at-risk and priority schools annually. During the 2001-2002 school year, the director worked with locally identified schools to define both short-term and long-term "adoption" for each of their diverse needs. The adoption of Haw River Elementary School began early in the second semester; after a change in administrative personnel in February 2002, the director met with new leadership to define what needs existed in the school. Based on responses, Elon placed several pre-service teachers in the school to complete practicum requirements; while doing so, much work began with a tutorial program that these students offered to small groups and individuals who were identified as "at risk" of low academic performance. Additionally, several education majors were placed in the afternoon classes and after-school program to tutor selected "at-risk" students. Upon request from the principal, OSOP also requested assistance from Elon Volunteers organization for several fraternities to assist in a Saturday Landscaping Project at Haw River to improve the school's aesthetic appeal. Administrators requested assistance from OSOP regarding an upcoming SACS accreditation visit. The director consulted Elon University's Academic Computing specialists and subsequently prepared and printed various charts and graphs as part of Haw River's written report. OSOP responded to requests from other priority schools this year to assist with tutoring. These schools included Newlin Elementary (placed 7 pre-service teachers to serve as 1st grade teaching assistants twice per week); Eastlawn Elementary (placed 10 pre-service teachers as tutors); and Clover Garden Charter School (placed 4 pre-service teachers as tutors). As part of the requirements for Elon's Teaching Fellows, volunteer time in selected schools (minimum of 10 hours per semester) was completed for the following schools/programs: Eastern Guilford Middle (14 fellows); Project Wheel (17 fellows); ProTeam classes for six (6) middle schools (11 fellows); selected elementary schools (10 fellows); and additional tutoring (12 fellows). One long-term project that has been planned for and will be implemented in Fall Semester 2002 as an ongoing project is to place students from PLT II (Methods II) classes in priority schools to complete practicum requirements as well as volunteer service to the schools. These classes (4) will actually adopt the schools to assist teachers and students in a variety of ways during their required and voluntary visits to the school. At the request of the principals, professors will also make selected presentations to the schools' staff members as part of ongoing professional development activities. Adoption projects will be implemented at North Graham, Eastlawn, Newlin, and Andrews; four education professors and the OSOP director will work with pre-service teachers and faculty members in these selected schools to fully implement the "adopt-a-school" plan.

G. Brief description of unit/institutional efforts to promote SBE priorities.

Through its many activities and initiatives undertaken during the 2001-2002 school year, Elon University's School of Education has become increasingly involved with both SBE and LEA priorities and goals. One current effort, coordinated through OSOP, is assistance to the LEA with retention and recruitment efforts. The OSOP director serves on a local task force to study retention and recruitment concerns. Presently, the committee is focusing on a number of strategies to assist the local school board with retaining highly qualified teachers. The OSOP director continues to supply this committee of educators, businessmen, and local chamber of commerce personnel with other statewide and national models of recruitment and retention strategies. This committee will continue its work throughout the summer and fall of 2002, making recommendations to the local superintendent and board of education about how best to successfully assist with this ever increasing problem. By design, Elon's workshops and seminars offered through the PDA this past year have focused on Closing the Achievement Gap as well as increasing student performance as measured by both local criterion referenced tests and the testing component of the ABC's of Public Education in North Carolina. Efforts to assist all schools, but particularly priority and "at-risk" schools, are embedded with the philosophy of increasing teachers' knowledge, skills, and performance in the classroom so that students may be more successful on local and statewide assessments. Developing highly qualified teachers remains the first priority in the School of Education at Elon University. As previously mentioned, developing a new partnership with

Alamance-Burlington Schools to quickly prepare lateral entry teachers for success in the classroom as well as expediting the licensure process will yield more highly qualified teachers for the local school system. Elon's efforts to further adequately prepare pre-service teachers for realistic classroom settings in the public schools continue to be improved. The OSOP director makes all practicum placements, and efforts to place students in a variety of schools, including at least one priority school, are carefully tracked and monitored. Additionally, the incorporation of additional experiences/workshops/seminars in diversity, student achievement, Closing the Achievement Gap, and classroom management continue to be added to an already rigorous curriculum for all education majors at Elon University. In these and other ways, Elon's commitment to produce highly qualified teachers for the profession continues to undergird the School of Education's conceptual framework and mission statement.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Elon's historical commitment to serve educators in the surrounding communities has been heightened this year through the many activities, collaborative programs, and partnerships with specific schools that have been developed through the Office of School Outreach Programs (OSOP). The Professional Development Academy at Elon (PDA) has provided a conduit by which teachers in Alamance County have interacted with teacher education faculty to broaden their knowledge base in content areas and skills in pedagogy. This specific effort has also brought together both central and building level administrators with university personnel to create meaningful dialogue about Elon's role in implementing additional programs to assist teachers, students, and parents in their ever increasing quest to provide rigorous, quality educational programs. The creation and dissemination of brochures, flyers, letters, and pamphlets to describe the mission, goals, and services offered through OSOP have increased public and university-wide awareness of Elon's previously established outreach efforts to local public schools, yielding unprecedented involvement and service to schools by faculty outside of the School of Education as well as by student organizations sponsored by the university. The adoption of "priority" schools in the local area has brought pre-service teachers, education faculty members, and classroom teachers together to provide targeted assistance to students who are at risk of academic failure. The most recent quest hosted by Elon University to develop ways to increase service to the community at large was through an effort entitled "Elon Listens: A Community Summit on Civic Engagement." Civic leaders from Alamance County and the surrounding area joined with members of the Elon community to explore ways they can work together to enhance civic engagement between the university and local communities. During two separate discussion sessions, participants were encouraged to conceive strategies to implement partnerships between the university and the community as a whole. Representatives from the Alamance-Burlington Schools attended this summit and cited OSOP's activities and work with schools as an example of innovative, meaningful experiences between Elon University and local public schools. Thus, expanding previously established programs and creating new services for educators and other public school stakeholders in the surrounding communities have provided a specific focus for the School of Education during the 2001-2002 academic year. These types of outreach efforts, coordinated and sponsored by OSOP, will continue to be a priority for the School of Education, yielding limitless possibilities to improve public education in Alamance County and the surrounding areas.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

Undergraduate, graduate, and lateral entry teachers are informed of the various test requirements at appropriate points in the program. The PPST entrance test requirements are explained in EDU 211 Introduction to Education. Students are provided with the "Tests at a Glance" booklets to preview the tests and are encouraged to purchase commercially available study guides if needed. For those few students unsuccessful on their initial attempt on the PPST, they are advised on possible remediation strategies and encouraged to take the CBT as an alternative testing format. These students are encouraged to make use of available tutoring on campus to

prepare for the tests. For the PRAXIS Specialty Area tests, students are advised on these testing requirements during the methods courses and student teaching seminar. Elon University has paid the fees for teacher education faculty to take the appropriate PRAXIS examinations to better advise students. Seminars to prepare the groups of students mentioned above for the PRAXIS examinations have been conducted on campus during the regular day, evenings, and on Saturdays. Students with documented disabilities are advised to register for the nonstandard administration of the examinations. Additionally, the Office of School Outreach Programs sponsored special PRAXIS II workshops in elementary and special education for teachers in Alamance-Burlington and Caswell County Schools; as referenced in Section D, education professors taught these sessions at times when currently practicing teachers could take advantage of this free-of-charge service. Twelve (12) elementary and eight (8) special education teachers attended these workshops. Finally, some additional PRAXIS II testing materials in several subject areas (biology and general science; social studies; elementary education, special education, etc.) were purchased for Elon students and workshop participants to use and check out through the Curriculum Resources Center (CRC), an entity created by and maintained for the School of Education.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

Recruitment efforts for Elon University are coordinated by the Admissions Office. Teacher education faculty work with the Office of Admissions on special recruitment days to present information regarding the Teacher Education Program to high school juniors and seniors. Prospective students are informed of the teacher licensure programs offered by Elon University, and specific details of the programs are discussed with potential applicants. Current teacher education students assist the faculty with these presentations so that prospective students gain current students' perspectives on the programs. In addition to these efforts to recruit prospective students, teacher education faculty members meet with undecided students at the university in both formal and informal settings to discuss the Teacher Education Program and the employment opportunities available for future teachers. The Elon University Teaching Fellows program is a focused effort to recruit students into teaching. Elon provides a significant incentive by matching the \$6,500 state grant with an additional \$6,500 in scholarship assistance, for a total scholarship of \$13,000 per year. The Elon Teaching Fellows program provides special seminars, field trips, and a semester of study in London, with an internship in a British public school, to prepare uniquely qualified teachers for the North Carolina public schools. The Office of School Outreach Programs has begun to work with Alamance-Burlington Schools and River Mill Charter School regarding Teacher Cadet programs within Alamance County. Students who enroll in ProTeam classes during their middle school experience to explore the possibility of teaching as a career are brought to Elon's campus to meet with Teaching Fellows and their faculty advisors. Planned sessions allow these students to visit the School of Education, talk to pre-service teachers, and gain insight about careers for teachers in the public schools. This experience is heightened in the high school years through the N.C. Teacher Cadet program, and Elon similarly provides opportunities for these students to visit teacher education classes as well as attend specialized sessions intended for future teachers. In this way, Elon seeks to encourage young students to pursue the possibilities of becoming teachers and remaining in North Carolina. The OSOP director and selected faculty are scheduled to make presentations at the N.C. Teacher Cadet Annual Conference regarding Elon's Teacher Education Programs for prospective students.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

In addition to the general recruitment activities described in section J, the Admissions Office maintains a special focus on recruitment of minority students. Prospective minority students are invited for a special weekend, Black Awareness Weekend, at the university; special sessions are planned for these prospective students, including information sessions on academic offerings, financial aid, and college life. As part of the many activities planned for this particular weekend, there is an opportunity for teacher education faculty members to speak to prospective students regarding education as a possible major. Minority students are also recruited to Elon University through the NC Teaching Fellows Program. Additional recruitment efforts, as

defined, directed, and implemented by the Director of Minority Recruitment, a staff position within the Admissions Office, include the following: identifying potential minority students through various search services; traveling to locations with higher concentrations of potential college-bound minority students; attending college fairs, churches, and other programs geared to working with minority youth on transition from high school to college; contacting minority prospects by current minority students; and hosting prospective minority students overnight on campus by the Student Ambassadors Committee. Beginning with the 2002 Spring Semester, Elon hired an additional minority recruiter to increase contacts with potential minority candidates and to assist with all phases of the enrollment process. The School of Education also asks current minority teacher education candidates to speak at as many of the Open Houses as possible. In Fall Semester 2001, the number of undergraduate teacher education candidates admitted to teacher education was 246 with 24 of those as minority undergraduate candidates (7.76%). Similarly, the number of graduate teacher education students was 77 with 9 minority candidates (11.69%). Combined, the percentage of undergraduate and graduate minority students in teacher education programs exceeds that of the university as a whole (7.98%). Increasing diversity among the student population remains a priority of both the university and the School of Education. Intensive efforts to recruit minority students to Elon University and into the teaching profession shall continue to be an area of focus.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

In an effort to serve schools and specific programs within the schools better, Elon's School of Education created two additional advisory boards during the 2001-2002 academic year: 1) Middle Grades Advisory Board and 2) Office of School Outreach Programs Advisory Board. The Middle Grades entity is chaired by a professor who serves as the principal advisor and instructor for pre-service teachers in the middle grades; other members include principals, assistant principals, teachers, the OSOP director, the Dean of Education, and other education faculty members. This group meets to review program needs and makes recommendations regarding programmatic improvements; this effort ultimately strengthens the identify of the middle grades program within the context of the Teacher Education Program at Elon University and identifies and supports four schools located in both the Alamance-Burlington and Guilford County Schools that embrace a true middle school philosophy. Field experiences and internships for middle grades pre-service teachers are most often conducted in these schools, and efforts to provide service to both teachers and students are strong. The OSOP Advisory Board was created to further advise the director about needs and potential projects to undertake with the local schools. Membership on this committee includes principals and assistant principals from all levels and zones within Alamance County, elementary and middle school literacy facilitators, K-12 curriculum directors, lateral entry, beginning, and career teachers, selected central office administrators, and teacher education faculty members. This group meets twice annually to assess the strengths and weaknesses of current programs and to further develop the vision of Elon University's mission to serve schools based on their respective needs. Another new initiative in which the Dean of the School of Education and the director for OSOP have been involved during 2001-2002 is membership, by invitation, in the Education Council, an active standing subcommittee of the Alamance County Chamber of Commerce. This group is comprised of educators from all levels as well as professionals from the business community. The committee's function is to serve as an advocate of education throughout Alamance County and to locate resources for various educational needs among a host of educational agencies. Participation in this effort has allowed Elon University's School of Education and newly formed Office of School Outreach Programs to be highlighted as valuable resources for educational needs within Alamance County. Finally, the development of a support system for beginning educators in the Alamance-Burlington Schools known as "Successful Beginnings: A Professional Development and Support Academy for New and Beginning Teachers" will provide a framework through which both Alamance-Burlington Schools and Elon University will partner to better support the needs of these selected teachers. Opportunities for specific professional development, school system expectations, policies, and procedures, as well as appropriate social events, will comprise the major components of this program, slated to begin in August, 2002.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	235
	Other	0	Other	1
	Total	32	Total	246
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	43
	Other	0	Other	0
	Total	13	Total	46

B. Lateral Entry/Provisionally Licensed Teachers (Refers to individuals employed by public schools on lateral entry or provisional licenses.)

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)			
Elementary (K-6)	12	12	7
Middle Grades (6-9)	10	10	3
Secondary (9-12)	13	11	5
Special Subject Areas (k-12)	9	9	4
Exceptional Children (K-12)	14	14	7
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	58	56	26
Comment or Explanation: Includes only new lateral entry students admitted 2001-2002. Does not include continuing lateral entry students admitted prior to 2001-2002.			

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	329
MEAN CBT-W	326
MEAN CBT-M	327
MEAN GPA	3.22
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	54	41	3	3
Middle Grades (6-9)	4	4	0	0
Secondary (9-12)	16	13	1	1
Special Subject Areas (K-12)	14	12	0	0
Exceptional Children (K-12)	20	15	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	108	85	4	4
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	48	94
English	3	*
French	1	*
MG-Math	1	*
MG-Science	3	*
Math (9-12)	2	*
Music	1	*
Physical Ed	4	100
Science (9-12)	2	*
Science (9-12) II	1	*
Social Studies (9-12)	6	100
Spanish	3	*
Spec Ed: Learning Disabled	7	100
School Summary	82	94
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	12	23	40	11	1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1	3				
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	91	76	52

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

LEA	Number of Teachers
Alamance-Burlington	320
Crawford	129
Wake	49
Charlotte-Mecklenburg	39
Durham Public	36
Forsyth	36
Randolph	35
Rockingham	30
Person	28
Orange	27