

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.	3.4	3.53	3.7
the ability to effectively manage the classroom.	3	3.53	3.19
the ability to use technology to enhance learning.	3.55	3.25	3.52
the ability to address the needs of diverse learners.	3.3	3.44	3.33
the ability to deliver curriculum content through a variety of instructional approaches.	3.6	3.47	3.37
Number of Surveys Received.	20	17	27
Number of Surveys Mailed.	44	44	44

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
11	10	2

IHE Graduate Performance Report

ELON UNIVERSITY

2001-2002

Overview of Master's Program

The Master of Education program at Elon University is designed to build upon the professional competencies of experienced classroom teachers. Students may select elementary education (33-semester hours) or special education (36-semester hours) with a specialty area in learning disabilities or behavioral/emotional disabilities. Students in both programs begin their studies with the three graduate core courses in research, testing and measurement, and advanced psychological theory, and they end their program with the capstone advanced graduate seminar. Core courses provide students with essential conceptual understandings that include the logic of controlled research and the principles of statistical analysis, basic measurement concepts and the elements of sound test construction. These essential understandings are enhanced by their integration with fundamental psychological principles of learning, development, and motivational theory. The advanced seminar gives students an opportunity to consider current trends and issues in education and their own future role as educational leaders. Each of the programs of study has its own set of content specific core courses. In the Elementary Education, students examine the theoretical and philosophical basis for important practices in education; organization patterns of the elementary school curriculum; and the changing roles and responsibilities of teachers in working with other professionals and education stakeholders. The elementary core also provides students with opportunities to explore issues and techniques for working with students who have special learning needs so that their understanding of diverse learners is extended and deepened. The Special Education Core concentrates on developing an advanced understanding of the legal and historical issues that drive special education. Students explore the research base for effective instructional and behavior management techniques and learn about recent assessment methodologies. Graduate students in special education may concentrate in either learning disabilities or behavior disorders. An additional 3-semester hour internship in an appropriate setting gives special education candidates further field experience in their selected teaching area. In addition to required and elective coursework, students complete a graduate portfolio as their culminating product of learning. The purpose of the portfolio is to give candidates the opportunity to demonstrate the characteristics, behaviors, understandings, and skills of master teachers. Required portfolio components reflect the five knowledge and skill areas identified in the standards for the new master's degree/advanced competencies license. The development of the portfolio is an integral part of the overall graduate experience. Each student selects a three-person committee, comprised of the student's advisor, a faculty member, and a school district representative, to oversee and assist with portfolio development. The portfolio is presented to peers, faculty, school district personnel, and invited guests during the Advanced Master's Seminar.

Special Features of Master's Program

Summer and Online Courses – The M.Ed. program at Elon University now offers all of its courses either during the summer (on campus) or during the academic year online. This course schedule gives teachers the opportunity to complete a master's degree in a timeframe that fits well with their professional schedules. Courses are taught in two three-week sessions during the summer and are scheduled to match start and end dates of local school districts. The Cohort Program is a special configuration of summer/online courses that gives students the opportunity to enter the program in the summer as a cohort and continue through two subsequent summers to complete the program in two years and two months. Students who enter as part of a cohort and remain with the cohort pay a substantially reduced tuition. The cohort program gives students the opportunity to earn the M.Ed. in a timely fashion and at a reduced cost. Currently in the second year of initiating this program, feedback from area teachers and enrolled students has been very positive. The cohort program gives students the opportunity to immerse themselves in graduate study and to form close, collaborative relationships with other teachers from nearby districts and around the world. The blend

of local and international students enhances class discussions and broadens the perspective of all students.

Alternative Options – The Advanced Track (AT) option is designed for professionals with undergraduate degrees in fields other than education who seek both initial and advanced licensure in elementary or special education. Students must complete specific prerequisites and a full semester of student teaching before being initially licensed. They may take some of their coursework at the graduate level while being initially licensed, then after two years of teaching experience, return to complete the requirements for the M.Ed. degree. The **Alternative Pathway to Teaching (APT)** Program is designed specifically for lateral entry teachers. These teachers have a bachelor's degree in a field related to their teaching field and have been provisionally licensed to teach, so they are teaching while enrolled in the program. Though these teachers are not necessarily seeking advanced licensure, some of their coursework is at the graduate level to provide them with an environment appropriate to their experience and post-baccalaureate status. They may apply their graduate coursework toward a master's degree should they decide to apply for and be admitted to Elon's M.Ed. program.

Personal Attention – A highly valued feature of Elon's graduate program is its focus on the individual student. Students are assigned a faculty advisor when they are admitted to the program. The advisor meets with the student regularly and serves on the student's portfolio committee, along with a school district representative to guide progress throughout the program. The M.Ed. faculty meets regularly and is dedicated to enabling students to have a successful graduate experience.

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
	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	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	57
	Other	1	Other	2
	Total	6	Total	69
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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1

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

	Masters
MEAN GPA	3.28
MEAN MAT	47
MEAN GRE	1003
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)	8	8	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)	4	4	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	12	12	0	0
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
Elementary Education	2	*
Spec Ed: Learning Disabled	3	*
* 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.	3.67	3.4
the ability to connect subject matter and learner's needs.	3.67	3.2
the ability to implement research-based approaches in the education profession.	3.5	3.4
the ability to assume leadership roles in school and the education profession.	3.67	3.4
the ability to facilitate learning for diverse students	3.67	3.2
the ability to engage in continuous professional development.	3.33	3.4
Number of Surveys Received.	6	5
Number of Surveys Mailed.	16	16



Fayetteville State University

2001 - 2002



IHE Bachelor's Performance Report

FAYETTEVILLE STATE UNIVERSITY

2001-2002

Overview of the Institution

Fayetteville State University is a public comprehensive regional university, offering two degrees at the baccalaureate level (B.A. and B.S.), five at the master's level (M.S., M.A., M.Ed., MSA, MSW) and one at the doctoral level (Ed.D.). The primary mission of the University is to prepare its students and graduates to lead meaningful and productive lives. Fayetteville State provides services and learning opportunities to a ten-county service area included in the Sandhills Region of North Carolina. Fayetteville State University is organized into the College of Arts and Sciences, the School of Business and Economics, and the School of Education. As one of three academic degree-granting units at the university, the School of Education (SOE) is committed to educating and preparing pre-service teachers and other education professionals as reflective and knowledgeable facilitators of learning. The SOE is organized into four academic departments: 1) Elementary Education; 2) Middle Grades, Secondary and Special Education; 3) Educational Leadership; and 4) Health, Physical Education and Human Services. The SOE's five support service units are: the Curriculum Learning Resource Laboratory, the Office of School Services, the Office of Teacher Education, the Early Childhood Learning Center, and the School of Education Research Center. Presently, twenty (20) teaching field options are offered at the baccalaureate level and fifteen (15) are offered through a Master of Education degree. In addition, a Master of School Administration degree (MSA) and a Doctor of Educational Leadership degree (Ed. D.) are offered.

Special Characteristics

Fayetteville State University (FSU), an historically black university established in 1867, is located in Fayetteville, North Carolina, the fourth largest city in the state. FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. It is located on 156 acres with a total of 47 buildings. The proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of prospective students. FSU is among the most ethnically diverse campus communities in the state, with a population that is 72% black, 21% white, 1% American Indian, 4% Latino and 2% Asian. The majority of the 5,008 students enrolled at FSU are the first-generation of their families to attend college. The average age of the student population is twenty-eight. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As a Level V doctoral granting institution FSU is one of only eight such institutions in North Carolina. The School of Education is also fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). Fayetteville State University has a longstanding record of partnerships with the community and provides an extensive array of outreach programs. The SACS Visitation Team (March 2001) commended the University for commitment to supporting cultural outreach efforts in the fine arts, outstanding interaction between the University and its communities, and creating a positive environment for teaching and learning. The University has distinguished itself as a top producer of African-American graduates in the state and nation -- ranking 3rd in North Carolina among all universities and 30th in the nation (Black Issues in Higher Education Report).

Program Areas and Levels Offered

As a public comprehensive university, degrees are offered at the bachelor's, masters and doctoral levels. Baccalaureate degrees are offered in thirty-one (31) program areas (accounting, banking and finance, biology, biology education, business administration, chemistry, computer science, criminal justice, elementary education, English, English education, geography, health education, history, managerial economics, marketing education, mathematics, mathematics education, middle grades education, music education, nursing, physical education, political science, psychology, social sciences, sociology, Spanish, Spanish education, speech-theater, visual arts, and vocational business education. Master's degrees are offered in nineteen (19) program areas which include biology, biology education, business administration, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education, political science, social science education, psychology, reading education, school administration, sociology, sociology education and special education. In addition, the university offers a Master of School Administration degree and a Doctorate in Educational Leadership. Licensures are also offered in 22 program areas.

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.)

The School of Education continues its collaborative involvement and successful partnerships as follows: 1) Professional Academic Training Highway Fellows Program (PATH), a partnership with the service area LEAs, the University and the public schools of participating school districts in a ten-county service area. PATH is designed to increase the supply of teachers by preparing teacher assistants to meet the requirements of an undergraduate degree and become fully licensed elementary or middle school teachers. Thirty PATH students have graduated and are currently employed as teachers. There are 130 teacher assistants currently enrolled in courses. 2) Sixty undergraduate students provide tutoring through a very successful project entitled Reading to Enhance Academic Development (READ) in four Cumberland County schools. 3) Public school faculty assisted in developing the revised Elementary Education Program, which now includes a year-long internship and redesigned methods courses each taught through a triangulation of efforts by a University faculty member, a PDS teacher, and a university supervisor/clinical instructor(a retired public school administrator). Additionally, two courses to enhance the curriculum about safe schools were developed. 4) Clinical teaching experience and methods classes in mathematics, science, reading and language arts continue to be conducted at the professional development school sites. 5) A series of workshops on classroom management, best practices, school violence and technology were developed and implemented each semester collaboratively by FSU faculty, public school teachers and PDS interns. 6) University faculty provided after-school shadowing experiences for middle grades students at Ramsey Street Alternative School. 7) FSU special education faculty and public school teachers from Pine Forest Middle School and College Lakes Elementary School developed and participated in an exchange of reciprocal clinical teaching experiences. As a partner with the Redistricting Initiative in Special Education (RISE), FSU developed online courses for add-on licensure in behaviorally/emotionally disabled and an add-on license in learning disabilities for 75 students in the FSU and UNC Wilmington service areas.

List of Schools with whom the Institution has collaborative activities.

Fayetteville State University provided services to the 11 LEAs in the following counties: Bladen, Cumberland, Hoke, Harnett, Robeson, Scotland, Moore, Sampson, Lee, Fort Bragg and Johnston. Our Project READ partners were Nick Jeralds Middle School, Terry Sanford High School, Pauline Jones Elementary School and Ferguson Easley Elementary School. Our professional development school partners were E.E. Miller Elementary,

Ferguson-Easley Elementary, Gray's Creek Elementary, Margaret Willis Elementary, Pauline Jones Elementary, Scurlock Elementary, T. C. Berrien Elementary, Luther "Nick" Jeralds Middle School, Reid Ross Middle School, East Hoke Middle School and E. E. Smith High School. The special education exchange project was held at Pine Forest Middle School and College Lakes Elementary School.

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

During the 2001-2002 academic year, the Office of School Services documented 1,578 services to public schools in the ten-county service area of Fayetteville State University. These services reflect faculty and staff involvement in workshops for teachers, demonstrations for public school students, speakers in the public schools, planetarium programs, university day for middle and high school students, judging contests, and tutoring. A significant number (80%) of the 204 full-time College of Arts and Sciences faculty and staff have been involved, individually, with public schools. Two workshops, one on Creative Power of Theatre and another one on Wheel Pottery, were conducted by faculty in the Department of Performing and Fine Arts for teachers and students in Cumberland County. The Office of Public Education Outreach at FSU documented a total of 55,298 hours of tutoring at the elementary and secondary levels by Chancellor's Scholars. In its fifth year, the University-School Teacher Education Partnership (USTEP) funded 26 Cumberland County School partnership teachers to attend conferences and workshops. Thirty faculty members, along with academic support staff, were involved with public school children through the "Lunch Buddy" mentoring program with E. E. Smith High School, Luther "Nick" Jeralds Middle School and Reid Ross Middle School. University faculty modeled innovative instructional strategies for pre-service candidates and inservice teachers with children enrolled in PDs. Grants written by faculty and staff have enabled the university to provide a number of services to public schools. The Upward Bound Program provided 5,841 hours of tutoring in mathematics and science in seven high schools; 55 students participated in the summer program. The Educational Talent Search Program provided 4,567 hours of tutoring in mathematics and science to 650 pre-college students. The National Youth Sports Program, in its 15th year, provided services in tutoring and mentoring to 300 students. The GEAR-UP grant provided 6,574 hours of tutoring to 654 middle grades students in Cumberland County. Four hundred fifty students, 560 parents and 585 teachers were served by the Mathematics and Science Center; the Curriculum Resource Laboratory provided 5,990 services; the Center for Economic Education served public school students and teachers in 100 counties through the Stock Market Game; the Math Clinic and the Reading Clinic in the Department of Elementary Education served 50 students, and the Youth Motivation Task Force provided guest speakers for 1,010 public school students.

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

The School of Education continues to invite beginning teachers to attend all seminars and programs that are sponsored by the School of Education, including workshops on classroom management, student characteristics, parental involvement, safe school initiatives, legal issues in education, and end-of-grade testing strategies. Additionally, some of the workshops were held at "Nick" Jeralds Elementary School to provide better access for teachers. A handbook T.O.P.I.C.S. (Tips on Performance in the Classroom Setting) that includes information on teaching strategies, diversity, classroom management and current research initiatives in education has been put on line and is available for all beginning teachers. Sample lesson plans are also available with websites to help beginning teachers enhance teaching strategies and to increase technology in the classroom. Curriculum Laboratory resources are available for all beginning teachers to assist them in preparing teaching aids. These resources are provided at no cost to beginning teachers. Instructional technology support and assistance are also provided by the Instructional Technology Specialist, who conducts workshops, by request on campus and in the schools. N C TEACH professors provided assistance by providing on site instruction to 12 beginning lateral entry teachers in the following counties: Robeson (5), Harnett (5) and Cumberland (2). These teachers were assisted in lesson planning, and classroom management strategies. State Department consultants conducted two PBL seminars for 25 attendees. A major interest of the School of Education is the development of intervention strategies for beginning teachers to improve student achievement. Fayetteville State continues Performance Based Licensure to issue a warranty for its teacher education graduates ensuring them that assistance is available in the form of tuition free courses during the provisional

licensure period. Kappa Delta Pi sponsored an "educational shower" for members graduating from the program at which a variety of teaching materials including books, supplies and games were given as gifts.

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

The Office of Teacher Education, the portal of entry for all lateral entry teachers, updated and automated the process by which lateral entry applicants are served. By creating a website and online fillable forms, the Office of Teacher Education has increased access to the application process and reduced the time required to process lateral entry requests significantly. The Office of Teacher Education has a full-time Director of Teacher Education and one full-time licensure support staff member. During the 2001-2002 academic year, 211 lateral entry teachers were issued programs and enrolled in one or more courses leading to licensure. A total of 89 lateral entry teachers were recommended for initial teacher licenses during the 2001-2002 year. The majority of the lateral entry teachers have been in the area of special education and secondary education and are employed in Cumberland County Schools. Successful strategies implemented in the past three years include FSU-sponsored conferences on Lateral Entry, published annual lateral entry handbooks, the expansion of EDUC 694 Introduction to Teaching for Lateral Entry Teachers, consistently offering evening and weekend courses in education, and the continuous course offerings through the NC Model New Teacher Education Consortium. A well-established infrastructure and system for processing, advising and monitoring lateral entry teachers is used to ensure the successful completion of all licensure requirements. Fayetteville State University successfully hosted the first intensive summer alternative licensure program for mid-career professionals, the NC TEACH program, in 2000. During the summer of 2002, 44 participants enrolled in the six graduate semester hours of course work compared to 24 lateral teachers selected for the program in 2000. Follow-up professional development sessions for NC TEACH alumni continued to be held in support of their continued success. E-learning initiatives were implemented specifically for lateral entry teachers in partnership with UNCP. Online courses have been developed by six participating faculty and an agreement was established between FSU and UNCP to accept each university's courses to satisfy the requirements for licensure.

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

Twenty-five in-service teachers participated in a technology workshop for CD writing and developing lesson plans online. The University sponsored a two-day workshop for 150 teachers statewide focusing on character development. An important purpose of the workshop was to provide the latest research, information and approaches, particularly for middle and high school teachers, for integrating character development in the classroom to increase student achievement. The Department of Math and Computer Science sponsored a workshop on Graphing Calculators in the Classroom to teachers at E.E. Smith High School. Faculty in the Department of Natural Sciences conducted a workshop for high school teachers on Physics, Computer Simulation and Teaching in Cumberland County. Faculty in the Department of Government and History conducted two workshops for teachers at W.T. Brown Elementary School on Using Multicultural Literature to Teach Character and Teaching Themes Across the Curriculum. Special education faculty presented several workshops for teachers and administrators focusing on writing quality IEPs, legal issues, training on parent advocacy, and training for NC Alternate Assessment Portfolios for teachers of severe/moderate populations. The Department of Psychology sponsored the first National Association of Mentors in Higher Education (NAMHE) Conference. Approximately 20 teachers and school counselors attended. Faculty in the Psychology Department serve as mentors and tutors for students at Max Abbot Middle and Van Story and Pauline Jones Elementary Schools. The School of Education launched a partnership with Harnett County to assist in implementing the Reading Recovery Program. Elementary education faculty taught reading courses in Harnett County for approximately 10 teachers. The Department of Elementary Education has increased the number of on-line M. Ed. courses for teachers in the program. The School of Education, in conjunction with the College of Arts and Sciences and the School of Business, provide access to our 17 licensure areas for add-ons, 15 M.Ed. degree programs, the MSA Program the Ed.D Program and the University's Week-end and Evening classes for career teachers. Career teachers also have access to resources and technical support in our Teaching and Learning Center, Research Center and Curriculum Lab.

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

Since 1997, the School of Education has designed and implemented numerous efforts to support low-performing schools. Graduate and undergraduate faculty and students continued to conduct workshops and seminars for public school students and teachers in low-performing schools in Cumberland, Hoke, Robeson and Halifax counties. Activities included a Young Writers' Contest, Echoes of the Children, Project Lead (Learning to Enhance Academic Achievement), a tutoring program in reading and writing, and Saturday Academy, an on-campus math and reading tutoring program for low-performing students who are recommended by their instructors. The Young Writers Contest provided essay-writing experiences for 150 middle grades students in Cumberland, and Hoke, Sampson Counties and Fort Bragg Schools. A \$50,000 Closing the Achievement grant was received in September 2001 to provide a summer program of tutoring, and other support services including counseling and conflict resolution training for 20 low-performing middle grades students throughout Cumberland County who were identified by their teachers and counselors. A total of eight School of Education majors provided mentoring and individualized and group counseling sessions for the closing the gap program participants. Special education faculty served as consultants for Cumberland County Schools in the establishment and operation of the Special Education Reading Center, which served special needs students in four under-served Cumberland County Schools.

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

In a vigorous pursuit to provide quality education for all students, the School of Education continues to endorse and implement the State Board of Education priorities and initiatives set forth for the improvement of teaching and learning. We support More at Four to the extent that a proposal to establish a Birth through Kindergarten Program to train teachers for early childhood education has been submitted to the University of North Carolina General Administration for approval to establish the program. We have also been involved in programs related to the Closing the Gap Initiative designed to reduce or eliminate the gap between whites and minorities. Numerous programs have been funded at Fayetteville State University to support our Closing the Gap Initiatives including GEAR-UP, Upward Bound. More than 20 students in middle grades mathematics, science and language arts and four middle grades methods faculty served as tutors for public students in the GEAR-UP program at Pine Forest Middle School and Luther Nick Jeralds Middle School. As a result of a \$5,000 planning grant, Fayetteville State University Closing the Gap Advisory Council comprised of more than 25 businessmen and women, community leaders, educators and faith-based representatives investigated the number of special programs including Saturday Academies that were available for low-performing students. A total of 15 elementary schools served more than 300 low-performing students were identified. A \$50,000 grant was received to conduct a weekend program to help close the achievement gap (see Section E). We also supported the Student Accountability Standards priority, which requires students to comply with Gateways to ensure success in reading, writing and mathematics. Students are introduced to the standards in methods and professional education core courses. The School of Education has expanded its efforts to contribute to meeting the First in America goals by developing conflict resolution modules through the statewide Center for School Violence. These modules were integrated into the social studies and reading in the content area courses. Faculty also served on the Center for School Violence Advisory Council. The School of Education provided technical assistance in the planning and development the Alpha Academy in Fayetteville, North Carolina that is a public charter school. More than eight Fayetteville State University graduates are teaching at the Alpha Academy and Fayetteville State University Faculty serve as resource persons.

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 School of Education continues to provide quality programs to prepare teachers and administrators to ensure that no child is left behind. Therefore one of our priorities was to focus on plans to support the

implementation of More at Four programs and five star licensed childcare centers in our community. Special emphasis was placed on initiating plans to begin our Birth to Kindergarten program to train teachers in early childhood education. Collaborative planning regarding this program was undertaken with Fayetteville Technological Community College early childhood faculty and the Cumberland County Partnership for Children that houses the Smart Start Program. The goal of the collaborations was to design a program with maximum transferability of courses from the associate's degree program. We will also continue to implement Closing the Gap initiatives, the ABC Plan, and the Basic Education Program Initiative. The Closing the Gap Advisory Board and School of Education faculty will continue to plan and review programs in public schools that impact on student learning and achievement for low performing students. The Character Education Institute will begin a series of workshops for teachers, students and parents. The School of Education faculty participated in the development of character education lesson plan for web-based access and use by public school teachers in North Carolina. In addition to enhancing our research on teaching and learning for low-performing students in public schools, we will expand our service learning activities. Instructors of specified reading and social studies methods classes will coordinate service-learning programs. Selected service-learning sites will include but will not be limited to Cape Fear Medical Center, Elder Lodge Nursing Home and Highsmith Rainey Medical Center. The School of Education faculty and students will collaborate on service learning projects with faculty and students at the neighboring Ramsey Street Alternative School which received a 2001 National Service Learning Award. Our emphasis will also be on enhancing technological skills of method faculty and cooperating teachers with a grant from the NC Catalyst Grant Project. Twelve of the twenty five 2002-2003 NC Catalyst participants will develop online character education lesson plans for low-performing students. A new faculty member has been hired to assist students and faculty in improving technology skills. SAS initiatives will be devoted to conducting research to investigate social and psychological constructs which impact student achievement.

Supplemental Information (Optional)

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

Since the establishment of the PRAXIS Series tests, the School of Education at Fayetteville State University has implemented courses, strategies and activities that continue to have a positive impact on students' performance on the PRAXIS I and PRAXIS II tests. During 2001-2002, the School of Education faculty expanded their efforts to improve PRAXIS scores by requiring successful completion of 20 Learning Plus laboratory hours by students enrolled in EDUC 211, Laboratory Experiences, an initial course for all education majors. When revising programs for NCATE and DPI visitations, changes were made by aligning curriculum with specified test knowledge and restructuring tests to PRAXIS format. The College of Arts and Science faculty who taught the content courses participated in Writing Across the Curriculum workshops with education faculty. Efforts were made to exercise more control over when students took the test, as recommended by DPI. School of Education faculty met with students to discuss test taking strategies and test format. The Teaching at A Glance (TAAG) booklets were reviewed and specialty area faculty in Mathematics, Biology and History conducted three review sessions. The secondary methods faculty provided counseling and analyzed each student's practice scores to determine areas of weakness. Previous test takers in middle grades social studies and language arts conversed with prospective test takers. A consultant and specialist in testing strategies conducted two workshops for elementary education majors. The elementary majors pass rate on PRAXIS II was 67% in 1998 and was 88% in 2001. Improvement is also evidenced by the seven areas in which the pass rate for 2001 was 100% (Biology, Health Specialist, Middle Grades Language Arts, Mathematics, Science and Social Studies and Behaviorally Emotionally Disturbed.)

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

The School of Education works very closely with the Office of Admission and the College of Arts and Sciences to recruit students into the teacher education programs. Strategies include: 1) distribution of printed

material on teacher education such as bookmarks, School of Education pens, buttons, and cups; 2) Annual career fairs for freshman at the university; and 3) Active participation in high school student professional education associations as guest speakers. The School of Education also works very closely with alumni who received a degree or teaching license from FSU. A very successful recruiting initiative continues to be the Professional Academic Training Highway (PATH) Fellows Program described in section A above. A stronger relationship among the community colleges has become a top priority at Fayetteville State University. One of the most successful recruitment initiatives has been the establishment of formal partnership agreements with Fayetteville Technical Community College and Sampson Community College for community college students seeking to earn a degree in elementary education from Fayetteville State University. Over 50 applications from students transferring into the elementary education bachelor's program or seeking admission to the licensure-only program have been received as a result of these partnerships. The Professional Educators for Tomorrow (PET) was initiated this year with 18 students signing on to become teacher candidates. These students will receive scholarships for each year they maintain satisfactory academic progress in teacher education. PET promises to be a strong recruitment tool.

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

Fayetteville University is proud to be among the most ethnically diverse universities in North Carolina and no other university has been more successful than FSU in encouraging minority students to pursue teacher education as a major and teaching as a mid-career leading to full licensure. FSU is currently 75% black, 20% white, 5% American Indian, 3% Latino and 2% Asian. FSU is an historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, "... Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students." In addition to the strategies outlined in Section F and the new initiative outlined in Section H, the School of Education works closely with the public schools of the ten-county service area to recruit minority students into teacher education. The use of scholarship funds, minority presence funds, and the quality of our teacher education program have proven to be very effective recruitment strategies for attracting white students into the teacher education program. Presently 55% of the students in the School of Education are black, 40 % are white and 5% Other (Latino or Asian). The School of Education faculty participated with the PAPPAS Consulting Group to develop a plan for recruiting minorities at Sampson Community College, Robeson Community College, and Fayetteville Technical Community College.

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

Additional collaborative activities were initiated with the National Humanities Center that held the Standards-Based Professional Development Seminar on the campus of FSU July 8-12, 2002. The seminar designed by Fellows of the National Humanities Center, gave high school English and history teachers in the Cumberland County Public Schools the opportunity to work with consultant scholars at FSU on content knowledge in American Literature. Participants in the seminar, entitled *The Triumph of Nationalism—A House Dividing: Nationalism and Sectionalism in the United States 1815-1850*, discussed works by Andrew Jackson, Henry David Thoreau, Frederick Douglass, and many others with Dr. Stanley Johnson, professor of history, and Ms. Faydra Womble, lecturer in English. This initiative will be continued on an annual basis. In 2001, the School of Education signed partnership agreements with Fayetteville Technical Community College and Sampson Community College. During the 2002-2003, the School of Education will establish formal agreements with Robeson Technical College and Bladen Community College. These formal agreements will increase the likelihood of a seamless educational progression for community college students wishing to become teachers at the early childhood and elementary levels. The number of public school partnerships will expand to include three additional elementary schools, one middle grades school and one senior high school. A very important new initiative in which FSU faculty are participating is the collaboration with the Cooperative Planning

Council for Personnel Preparation to develop a restructured paradigm for licensure of teachers in special education. New licensure programs will incorporate on-line modules in reading, behavior, mathematics and science from the University of Kansas. Other new initiatives will be the expansion of the Reading Recovery Program, participation in the character development institute, and increasing service learning initiatives.

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	8	Black, Not Hispanic Origin	34
	Hispanic	0	Hispanic	8
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	35
	Other	0	Other	0
	Total	15	Total	78
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)	17	17	10
Middle Grades (6-9)	70	70	38
Secondary (9-12)	81	81	54
Special Subject Areas (k-12)	28	28	14
Exceptional Children (K-12)	86	86	76
Vocational Education (7-12)	36	36	19
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	318	318	211
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	328
MEAN CBT-W	324
MEAN CBT-M	324
MEAN GPA	3.47
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)	0	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	0	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
Biology (9-12)	1	*
Elementary Education	25	88
English	4	50
Health Specialist	1	*
MG-Lang Arts	4	100
MG-Math	3	*
MG-Science	2	*
MG-Social Studies	2	*
Marketing Ed	1	*
Math (9-12)	1	*
Social Studies (9-12)	3	*
Spec Ed: BED	1	*
School Summary	48	83
* 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	40	8				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	29	19	6	22	6	7
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	64	72	66

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
Cumberland	1082
Harnett	130
Robeson	119
Hoke	109
Sampson	107
Charlotte-Mecklenburg	69
Bladen	59
Wake	51
Moore	43
Wayne	42

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.	2.88	3.25	3.04
the ability to effectively manage the classroom.	3.13	3.21	3.24
the ability to use technology to enhance learning.	3.06	3.13	3.33
the ability to address the needs of diverse learners.	3	3.04	3.08
the ability to deliver curriculum content through a variety of instructional approaches.	3.06	3.13	3.16
Number of Surveys Received.	16	24	25
Number of Surveys Mailed.	42	42	42

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
44	1	5

IHE Graduate Performance Report

FAYETTEVILLE STATE UNIVERSITY

2001-2002

Overview of Master's Program

The former Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.) degree programs were consolidated into the Master of Education (M.Ed.) degree with licensure options in fifteen fields: biology, elementary education, English, history, mathematics, middle grades education (4 licensure areas), political science, reading education, sociology, and special education (3 licensure areas). Candidates applying for the M.Ed. must hold a continuing North Carolina (Class A or G) teaching license or a comparable license from another state, satisfactory GPA, and acceptable scores on the M.A.T. or the GRE. The M.Ed. integrates graduate candidates' specialized knowledge, experiential background, and individual needs with activities and curricula that are broad-based, coherent, theoretical, and intellectually challenging. The program builds on the knowledge, skills, and dispositions our candidates bring to the M. Ed. program. Important goals of the program are to help licensed teachers improve their teaching and learning, and teach so that all P-12 students can learn and achieve at high levels. At the same time, the program seeks to provide a rigorous, challenging, and intellectually stimulating research-based program. The M.Ed. program is based on the North Carolina Standards for the New Master's Degree/Advanced Competencies. A major goal of our M.Ed. program is to produce knowledgeable, reflective teachers who are capable of self-analysis and continued professional growth and lifelong learning. The 36 hour program includes a core, required of all graduate candidates, specialty courses, field experiences, and a product of learning (POL). The core courses focus on (1) understanding and addressing the needs of diverse student populations; (2) leadership skills and the interaction strategies and practices necessary to use these skills effectively; and (3) research skills to study, understand and effectively solve educational problems. Additionally, the core provides all candidates the opportunity to examine the broad understanding of the theoretical underpinnings and practices of the field in more detail. Field experiences are integrated in the core courses, the specialty courses, and the product of learning. The product of learning, or the culminating activity, is designed to determine if the candidate successfully demonstrated the master's/advanced competencies and program outcomes. The product of learning consists of three options: a portfolio, an action research project, or a thesis. The M.Ed. program enrolled its first graduate candidates in the fall of 1999. The majority of the graduates elect to remain and teach in southeastern North Carolina.

Special Features of Master's Program

An important feature of the M.Ed. program is that it is designed for licensed teachers and includes core competencies required in a teaching field for advanced licensure. The focus is on advanced licensure and the program addresses the knowledge, skills, and dispositions that a licensed teacher should be able to demonstrate. Having completed the undergraduate competencies helps candidates bring a more mature perspective to the advanced competencies. A major difference between the M.Ed. and the former master's programs is that the M.Ed. program is committed to helping graduate candidates teach so that all students learn and achieve at high levels; use technology in teaching, research, and service; and gain in-depth knowledge in content and teaching. The School of Education's programs, including the M.Ed., were fully accredited by SACS in 2001 and received DPI approval in Spring 2002, pending the outcome of the NCATE review by the Unit Accreditation Board. All programs met the NCATE standards with no areas for improvement noted and met the DPI competencies and guidelines with no concerns cited. The M. Ed. seeks to accomplish the mission of the University and the School of Education by providing lifelong learning experiences and opportunities to the University's immediate and extended communities, and by serving as a resource for business, education, and culture in North Carolina. Keeping faith with our mission of educating a diverse population and making graduate education accessible to all constituents in southeastern North Carolina, our program was designed to meet the needs of the community and region as well as graduate candidates representing a global perspective. Candidates enrolled in the M.Ed. program enjoy a low student-teacher ratio,

flexible scheduling of courses, a balance between face-to-face courses and on-line and web-enhanced courses, a strong preparation in content, and program courses that are accessible to all graduate candidates. Middle grades candidates take 15 hours in the College of Arts and Sciences and secondary education majors take 21 hours in the College. More than half of the elementary courses and the core courses are on-line. Graduate candidates have an opportunity to seek and design learning experiences for their students or their school. Each program includes one to two courses focusing specifically on technology and teaching diverse learners. All graduate candidates take a core course addressing how to teach as well as courses in their content area that address how to teach. Candidates develop professional goals that are congruent with NCDPI and NBPTS competencies and propositions. As the M.Ed. continues to evolve, the program is ready to respond to the needs of the community, region, state, and nation in providing program services.

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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	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	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	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	21	Black, Not Hispanic Origin	86
	Hispanic	1	Hispanic	10
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	53
	Other	0	Other	0
	Total	38	Total	153
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	3.64
MEAN MAT	NA
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 N= #Completing NC=# Licensed in NC	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	2	0	0
Middle Grades (6-9)	11	11	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	2	2	0	0
Exceptional Children (K-12)	1	1	0	0
Vocational Education (7-12)	3	3	0	0
Special Service Personnel	0	0	0	0
Total	20	20	0	0
Comment or Explanation:				

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

No response available

IHE School Administration Performance Report

FAYETTEVILLE STATE UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The Master of School Administration program is designed to prepare dynamic, visionary school leaders who will mold effective schools for present and future needs of society. The five primary program objectives are to: (a) prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning; (b) develop well-rounded school leaders as creative agents for change; (c) develop ethnically sensitive and open-minded school leaders who have the knowledge and skills needed to respond to social, political and economic change, and to quality, equity, and gender issues; (d) recruit, select, and prepare school leaders, with special focus on women and minorities, who demonstrate high potential for outstanding educational leadership; and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through clinical experiences and a full-time year-long internship. All students enrolled in the MSA are required to successfully complete 42 hours of graduate courses, which include six hours of electives to be selected in the disciplines of business, arts and sciences, or special education. Students may choose either a full-time (two years for completion) or part-time (three years for completion) program of study. Program objectives are achieved through carefully structured course work, related enrichment activities, a bidimensional model of performance-based clinical and internship experiences, problem-based instruction through case studies, focused modules, video presentations, simulations, computer technology, and reflective observations. Internship experiences occur during the second year for full-time students and third year for part-time students. The program has been fully accredited by the Southern Association of Colleges and Schools (SACS) since 1994 and was reaffirmed during the SACS visitation in March 2001. The program also has been fully accredited by NCATE and approved by the North Carolina State Department of Public Instruction since 1994. One hundred and seventy-six students have enrolled in the MSA over the past eight years. The current total number of graduates, including 21 graduates in May 2002, is 114. The overall passing rate of graduates on the licensure examination is near 100%, including a 100% passing rate during the past three years.

Special Features of the Master's of School Administration Program

Several special features of the program are: (a) internship design and requirements, (b) matriculation options, (c) admission selection process, (d) clinical modules, and (e) cohort concept. Internship design. The program requires fifteen hours of internship that begins in May of each year and ends at the close of the school calendar year for assistant principals. This special feature provides students the opportunity to be in the assigned school prior to the end of the school year, take part in school closing activities, meet the entire school staff, get orientated to the internship site, and complete a comprehensive draft of the year-long internship plan under the guidance of the principal and university supervisor. The design also requires all students to complete experiences at all three levels of schooling (elementary, middle and high). Matriculation Options. Students may choose either a full-time or part-time program of study. The full-time option allows educators to take a two-year leave of absence from their employment to complete degree requirements (Most full-time students are recipients of the NC Principal Fellows Scholarship Loan which is a special feature of all MSA programs in North Carolina), and the part-time/extended option allows educators the opportunity to continue working full-time during years one and two and receive a stipend for the completion of the internship in the third year. Admission Selection process. The admission process, which includes an on campus interview with the MSA faculty and the completion of several performance-based activities on campus, allows for a more comprehensive assessment of each student's leadership and academic potential. Clinical modules. Clinical experiences are immersed and sequentially integrated within all academic courses in the program. The primary objective of clinical experiences is to link what is taught in the classroom with real-life school leadership situations. Cohort Concept. This concept embodies such ideals as community building, collaboration, support of others, and co-construction of meaning. All students enter at the same time and take all classes together.

Service to Public Schools

Services to public schools by the MSA faculty continued during the 2001-2002 academic year in a more comprehensive systemic form. Many of these services are documented in the FSU's School of Education Office of School Services Report and the Annual Report for the Department of Educational Leadership. Several services provided by MSA faculty, administrators, and students during the 2001-2002 academic year were: (a) conducted three regional leadership seminars (one each at the district level office in Cumberland, Moore, and Scotland Public Schools) during which research on effective schools was discussed with LEA administrators and prospective school administrators (Master of School Administration student interns); (b) provided research supportive information to school officials in the Cumberland County Public Schools concerning low-wealth school districts and provided services to members of a Cumberland County Public Schools Committee that was addressing issues related to the funding of low-wealth school districts (The participating faculty member provided expert opinions based on her recent published book on school finance); (c) participated in the provision of seminar activities offered by the North Carolina School Board Association for LEA school board members; (d) worked with the principal of Southview High School to develop a concept paper on identifying school policies that are barriers to closing the achievement gap; (e) completed 21 school-based action research projects at the request of principals; and (f) supervised the completion of eight (8) inquiry district-wide studies by Ed.D. administrative interns at the request of district level administrators. In addition, MSA faculty participated in the provision of other services offered through the School of Education Office of School Services, including workshops on classroom management, instructional technology, cooperative learning in low-performing schools, and grant writing. Several faculty members also provided services through their participation in the Lunch Buddies, a mentoring program for high school at-risk students (E.E. Smith High School, Cumberland County Public Schools) and others provided presentations during the Pine Forest High School Motivational Seminar that was designed to encourage and provide guidance for high school seniors in jeopardy of not graduating.

Support for Beginning Administrators

Support for beginning administrators is on-going throughout the academic year. The primary focus is on employed graduates of FSU's MSA program. Enhancement activities in the form of conferences, seminars, and special meetings/forums were provided for program graduates during the 2001-2002 academic year. Since 1996, services have been provided for approximately 93 MSA graduates who have been employed as school administrators, including 26 graduates from the May 2002 class. The support process includes the following: (a) an annual follow-up survey of program graduates to determine the employment location of each graduate; (b) a telephone call to each graduate to discuss their job and inform them of support services available through FSU; (c) extending an invitation to the annual back to campus, "Who's the Greatest MSA Graduate of Them All", MSA Seminar, during which students share their administrative experiences and exchange ideas for addressing challenges they have faced. They also evaluate their MSA experience as related to knowledge and skills gained through their MSA experiences that have been supportive of their beginning experience as an administrator; (d) each administrator is informed of available on-going consultation by MSA faculty through telephone calls, email, or fax; and (e) administrators are informed of available state and national leadership professional development opportunities. During the 2001-2002 academic year, the "Who's the Greatest MSA Graduate of Them All" seminar was held on March 20, 2002. Twenty-four of the 28 beginning administrators from the May 2001 class at FSU attended. MSA graduates are also annually informed of the professional development schedule of the North Carolina Principals' Executive Program and encouraged to take advantage of these professional development opportunities. MSA faculty also provided services during a seminar that was co-sponsored by Fayetteville State University and the North Carolina Principal's Executive Program during fall 2001. This co-sponsorship provided the MSA faculty the opportunity to serve beginning administrators beyond its service region.

Support for Career Administrators

Support for career administrators is primarily offered through professional development activities sponsored by the Department of Educational Leadership Partnership Committee. The purpose of the Partnership Committee is to establish, implement and maintain productive leadership collaboratives with school districts throughout the service region of FSU. These initiatives are agreed on annually during a meeting with the superintendent of each school

district. During the 2001-2002 academic year, committee members met with the superintendent of the following eight (8) school districts: (a) Cumberland, (b) Clinton City, (c) Harnett, (d) Hoke, (e) Lee, (f) Robeson, (g) Sampson, and (h) Scotland. As a result of these meetings, the following activities were implemented for the support of career administrators: (a) the maintenance and accessibility of the Educational Leadership Research Web-site where school administrators can request the completion of research briefs by faculty; (b) completion of a research design for a pilot study on, "Closing the Achievement Gap in Grades 3,5,and 8", in consultation with school administrators from Lee County Public Schools; (c) held brain storming sessions with 8 principals at the request of the superintendent related to various effective schools topics; (d) provided input to administrators in Harnett County Public Schools concerning activities of their "Closing the Achievement Gap Committee", through a discussion with the superintendent; and (e) worked with school leaders in Cumberland, Clinton City, Harnett, Hoke, Moore, Robeson, Richmond, Sampson, and Scotland public school districts to develop a system for identifying talented potential assistant principals for their schools. In addition, the following support was provided during the 2001-2002 academic year: (a) co-sponsored a leadership seminar with the North Carolina Principals' Executive Program for approximately 50 career administrators from throughout North Carolina; (b) sponsored a "Celebration of Leadership Excellence Forum/Banquet" for approximately 30 career administrators in May 2002 during which strategies for effective school-based leadership were provided; and (c) conducted three regional leadership seminars during which research on effective schools was discussed with career administrators and MSA interns.

II. CHARACTERISTICS OF STUDENTS

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

Full-time	9	Female	19	American Indian	1
Part-time	16	Male	2	Black, Non-Hispanic	10
				White, Non Hispanic	10

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

No response available

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	24	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.

No response available



Gardner-Webb University

2001 - 2002



IHE Bachelor's Performance Report

GARDNER-WEBB UNIVERSITY

2001-2002

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 25,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 125 full-time faculty members, 75% of whom hold doctorates, dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 3,500 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:15, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, and the School of Divinity is accredited by ATS.

Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. One of the most notable programs on campus is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision, hearing, and learning disabilities to fully take part in the educational programs of the University at no additional expense to the students. Through its continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has spent this year expanding into the Iredell County/Statesville area. For almost two decades our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, and graduate elementary education and school administration programs have been offered in that area, meeting at various locations. During the 2000-2001 academic year, the University bought land and built a permanent facility, which will coordinate and house all of its programs in that area. The 2001-2002 academic year saw the dedication of the building, the enormous growth of programs at the site, and the need for additional space. Graduate programs in elementary education, agency counseling, school administration, nursing, and within the Broyhill School of Business all use the facility in the evening. In addition, the undergraduate elementary education, a collaborative program with local community colleges, has enjoyed great success during its initial year. The second cohort of undergraduate candidates will begin this fall. The facility is also used by the Iredell/Statesville school system for professional development for its teachers. The presence of Gardner-Webb University in Iredell County is strong and permanent.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, biology, chemistry, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, music education). Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. (The elementary, middle grades, and English graduate programs were revised during the 1999-2000 academic year to meet the revised master's standards.) The institution and unit are currently accredited by NCATE and all licensure programs approved by NCDPI. The music education program is approved by NASM and the school counseling program is in the process of preparing for an accreditation visit by CACREP.

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.)

Gardner-Webb University enjoys a healthy relationship with our public school partners and continues to seek new ways to strengthen those partnerships. Our public school involvement continues to include conducting workshops for public schools, serving on school district committees with public school personnel (e.g., TOY and Family Advocacy Coalition), serving on mentor teams, doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair), judging science fairs, judging athletic events, assisting teachers to prepare for the NBPTS process, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. Two public school personnel, an elementary school teacher and a secondary guidance counselor, sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in our undergraduate elementary education program and very capably teaching our EDUC 313 class, Teaching Students with Special Needs. She took the students in her class into the schools and gave them many invaluable opportunities to observe and work with special needs children. A public school science teacher continues to adjunct with us and teaches the elementary science methods course. Each semester we have a day in which we interview candidates who have applied for admission into teacher education and our interview team always includes a public school representative (a teacher one semester and a school counselor the next semester). Their questions and perspectives about the candidates being interviewed were extremely insightful. Local school personnel (administrators, central office personnel, teachers) continue to participate in several of our undergraduate and graduate classes as guest presenters and panelists. The professor who teaches our Reading Foundations class continues to participate in a collaborative research project with a local elementary teacher (Boiling Springs Elementary) in which the university students are paired with elementary students for reading and tutoring purposes. Arts and Sciences faculty in Spanish, English, and mathematics have collaborated with local schools (Crest Middle, Springmore Elementary) to prepare for math day, to mentor a lateral entry Spanish teacher, and to judge the Cleveland County Schools poetry contest. All of the activities discussed have been voluntary. This year we began planning for our Ed.D. in Educational Leadership. An advisory committee consisting of 10 persons who are assistant principals, principals, central office personnel, and superintendents agreed to serve on the committee and have provided valuable input into the developmental process.

List of Schools with whom the Institution has collaborative activities.

Gardner-Webb University has articulation agreements with eight school systems. Those systems are Cleveland County, Shelby City, Kings Mountain City, Rutherford County, Gaston County, Lincoln County, Burke County, and McDowell County. Our articulation agreements outline the responsibilities of the respective partners with respect to field experiences, internships, and student teaching placements. Most of the collaborative activities between University personnel and public school personnel/students took place during 2001-2002 with three schools, Springmore Elementary, Boiling Springs Elementary, and Crest Middle School.

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

Gardner-Webb University enjoys a healthy relationship with our public school partners and continues to seek new ways to strengthen those partnerships. Our public school involvement continues to include conducting workshops for public schools, serving on school district committees with public school personnel (e.g., TOY and Family Advocacy Coalition), serving on mentor teams, doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair), judging science fairs, judging athletic events, assisting teachers to prepare for the NBPTS process, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. Two public school personnel, an elementary school teacher and a secondary guidance counselor, sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in our undergraduate elementary education program and very capably teaching our EDUC 313 class, Teaching Students with Special Needs. She took the students in her class into the schools and gave them many invaluable opportunities to observe and work with special needs children. A public school science teacher continues to adjunct with us and teaches the elementary science methods course. Each semester we have a day in which we interview candidates who have applied for admission into teacher education and our interview team always includes a public school representative (a teacher one semester and a school counselor the next semester). Their questions and perspectives about the candidates being interviewed were extremely insightful. Local school personnel (administrators, central office personnel, teachers) continue to participate in several of our undergraduate and graduate classes as guest presenters and panelists. The professor who teaches our Reading Foundations class continues to participate in a collaborative research project with a local elementary teacher (Boiling Springs Elementary) in which the university students are paired with elementary students for reading and tutoring purposes. Arts and Sciences faculty in Spanish, English, and mathematics have collaborated with local schools (Crest Middle, Springmore Elementary) to prepare for math day, to mentor a lateral entry Spanish teacher, and to judge the Cleveland County Schools poetry contest. All of the activities discussed have been voluntary. This year we began planning for our Ed.D. in Educational Leadership. An advisory committee consisting of 10 persons who are assistant principals, principals, central office personnel, and superintendents agreed to serve on the committee and have provided valuable input into the developmental process.

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

The faculty at Gardner-Webb University stays in frequent contact with newly licensed teachers. Many of our program completers are from this area and remain in the area to teach, making it very convenient for faculty to continue to have a professional relationship with them. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to determine needs that they have during their initial year. Beginning teachers continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual needs such as advice, resources, graduate school recommendations, and lesson plan ideas. As student teacher and internship supervisors move in and about within the schools, they frequently visit beginning teachers to determine needs and provide support. Several faculty were involved this year with mentoring second year teachers as they developed their Performance Based Licensure Product of Learning. Faculty members proofed products, provided feedback, and celebrated successes with the ILTs. (We are very proud of our program completers and their 100% success rate in passing their PBL Product.)

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

All lateral entry teachers who request programs of study receive a thorough evaluation of both their transcripts and all relevant work experiences. The content area coordinator and the Dean of the School of Education complete these evaluations. When the evaluation is concluded, each person receives a letter from the Dean of the School of Education outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Although our programs are relatively small and there is usually only one section of each course, the courses are rotated and many are offered in the afternoons for the convenience of lateral entry teachers. During this year, the special education class, children's literature, the multicultural seminar, the foundations/curriculum course, and the computer class were all offered at time conducive to lateral entry teachers. The undergraduate summer school offerings in professional education are few, but are also rotated for the convenience of lateral entry teachers. During this summer the reading foundations course, the two music courses for elementary education, and three psychology courses were offered. Courses can also be taken at other institutions and transferred into the teachers' licensure programs. Many of these lateral entry teachers work in systems up to an hour's commute; in order to make class registration as easy as possible, advisors complete this process by telephone. Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms while ensuring that they have the knowledge and skills to serve their students well. During the 2001-2002 academic year, Gardner-Webb University faculty completed 122 transcript evaluations; 87 of those were from post-baccalaureate students seeking licensure and 35 were from lateral entry teachers. Of those 35 letters sent to lateral entry teachers, 16 of those persons (45.71%) have entered the University and are either taking undergraduate courses to meet lateral entry requirements or have entered our master's program(s) to earn their graduate degrees as they fulfill the requirements of their lateral entry contracts. In addition to planning programs and completing paperwork, faculty conscientiously inform both lateral entry teachers in their classes and administrators in the local systems of their willingness to observe, consult with, and support lateral entry teachers in the ways that they most need. We have worked diligently to acquire a reputation as a "lateral entry friendly" environment.

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

The faculty at Gardner-Webb University continues to help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on her first attempt in obtaining National Board Certification. The faculty has also helped career teachers conduct research in their classrooms and has always provided in-service opportunities and other consultations requested by career teachers. All cooperating teachers receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers. For some career teachers, the class has been for their own professional growth and some have used it to begin their master's programs. This year the music faculty members have been particularly active mentoring and supporting several choral and band directors within our service area.

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

According to information posted on the NC Public Schools web site and information in local newspapers, during the 2000-2001 academic year, there were no identified low-performing schools within our eight-county service area. One faculty member of the GWU SOE serves on the local Closing the Gap committee. This committee met monthly last year and the faculty member was an active participant in committee activities and shared initiatives and information on a regular basis with both the SOE and the Teacher Education Committee.

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

The SBE initiatives (High Student Performance; Safe, Orderly, and Caring Schools; Quality Teacher Preparation; Strong Family, Community, and Business Support, and Efficient and Effective Operations) are also initiatives at GWU. They are woven throughout our undergraduate and graduate curricula as both course objectives and research initiatives for candidates. One faculty member is an active member of a local Closing the Gap Committee. Because "Quality Teacher Preparation" is the objective with which we are most intimately involved, we have consciously changed our assessment practices to provide more data on the success of our candidates' practice and the quality of our program.

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

During 2001-2002 GWU placed special emphasis on the SBE initiative of Ensuring Quality Teacher Preparation. We a unit we are interested in accessing the most discrete data possible with respect to the effectiveness of new teachers. By asking, "how do we know what our candidates know," we began by redesigning our assessment system to provide our pre-service program with as much discrete and diverse data as possible on our candidates. It is our hope that through using our re-developed program assessment system that we will be able to work with our local districts to better assess the effectiveness of our beginning teachers and the progress made by students in their classes.

Supplemental Information (Optional)

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

To assist students in passing PRAXIS I, six computers with the Learning Plus software developed by ETS continue to be used. Monitoring the PRAXIS lab and assisting the candidates to work through the tutorials is the prime responsibility of a graduate assistant. Special tutors may also be arranged either through the School of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 201, Introduction to Education, and candidates are encouraged to take it as early as they feel confident and comfortable. Candidates who are not successful with any part of the PRAXIS I assessments initially are encouraged to take the computer-based format when they re-test. For candidates unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the candidate and his/her program coordinator review and prepare for the next test administration. During this year five SOE faculty attended PRAXIS II workshops and shared information about the tests with other faculty and with candidates. Three study modules for PRAXIS I and two study modules for PRAXIS II were also ordered from ETS and are available to candidates to use in preparation. The middle grades program coordinator took the middle grades social studies PRAXIS II examination and has shared test-taking strategies with candidates.

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

The Admissions Office sends to the School of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. The Career Services Center sponsored a Teacher Education Job Fair, with over forty school systems participating and all University students were invited to participate, not simply licensure students. During the year four "VIP Days" were scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each VIP Day during which departments/programs set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The Department of Education has an information sheet, which prospective students complete at that time and follow-up letters are sent to all

interested students. Several sections of EDUC 201, Introduction to Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. Information about teaching and the licensure process is posted on the Department's web site, as is the School of Education's newsletter, TE.NET. The newsletter, which contains information about the teacher preparation program, personnel, and licensure in general, was distributed widely across campus, through the Teacher Education Committee, and to our public school partners.

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

A scholarship, which provides \$2,000.00 annually, is given to provide assistance to culturally diverse undergraduates who wish to major in teacher education, with up to 10 individual scholarships available annually. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to purchase names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population, most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. One member of the Department of Education is African-American and she serves as an unofficial mentor to many of the minority students on campus and shares the message of teacher education with the students through a variety of settings, including her sponsorship of the Gospel Choir. She has also conducted African-American Female Forums at Burns High School, Crest High School, and Shelby High School, in an effort to encourage young African-American women to participate in honors classes and attend college. Of the lateral entry candidates with which we are working this year, six are African-American and ten minority students have entered our graduate programs. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current teacher assistants, many of who are minority. She has met with two different Teacher Assistant organizations as well as student organizations at community colleges in the area. One additional full-time faculty member has been hired for the Statesville campus. She is African-American and will assist with recruiting minority candidates into the Statesville program. The unit's minority plan is reviewed annually on both the undergraduate and graduate levels and no changes were acted upon this year.

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

During 2001-2002 we admitted our first cohort of elementary education undergraduates into our Statesville campus. They have matriculated through one year of coursework with a high retention rate. This year our administration reinforced its commitment to a second full-time faculty member based in Statesville and a successful search added an African-American female to the Statesville base. With Statesville running smoothly, we began planning for an Ed.D. in Educational Leadership. A committee comprised of assistant principals, principals, central office personnel, assistant superintendents, and superintendents were established to guide the program's development. Our implementation date is fall, 2003. The undergraduate middle grades program underwent a successful program review by the Department of Public Instruction and the new coordinator is beginning to see successful results to her recruiting efforts. GWU was a partner in a collaborative AT&T grant aimed at providing assistance to public school teachers who work with language challenged students. The collaboration was among GWU, Lenoir-Rhyne College, and Mars Hill College. Technology training sessions were held on all campuses, with both college personnel and LEA personnel adding to their understanding of and skills in using the computer as an instructional tool. The School of Education reorganized, named a new Dean, and began the process of developing new initiatives. An important initiative this year for the Department was to replace one faculty member who moved and to secure the second faculty member in Statesville. Successful searches were conducted the right persons were hired. One of the initiatives that will begin in earnest next year is the development of a Professional Development School. Two faculty members have been charged with leading that initiative and we look forward to entering into relationship that will benefit our candidates as well as teachers and students in the school(s). During this year, the faculty worked very diligently to ensure that the quality of our program and the service that we provide to our students and public school partners remained high.

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	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	87
	Other	0	Other	0
	Total	19	Total	90
Licensure-Only	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	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	6
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	3	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	3	Total	4

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)	45	45	17
Middle Grades (6-9)	30	30	8
Secondary (9-12)	19	19	6
Special Subject Areas (K-12)	28	28	6
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)			
Other	0	0	0
Total	122	122	37
Comment or Explanation: All of our master's candidates are degree-seeking candidates; therefore, we review all previous records to ensure that they have the appropriate preparation and credential(s) to matriculate through their graduate programs. These program reviews are not requested but, rather, are part of our admission process so my numbers are 0 in all rows.			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	326
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)	27	24	1	0
Middle Grades (6-9)	10	9	1	1
Secondary (9-12)	12	11	1	1
Special Subject Areas (K-12)	17	15	2	1
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	66	59	5	3
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
Biology (9-12)	1	*
Elementary Education	20	100
English	3	*
MG-Math	1	*
MG-Science	1	*
Math (9-12)	4	75
Music	1	*
Physical Ed	7	71
School Summary	38	92
* 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	12	8	3	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: This year's figures may look as though all of our full-time master's candidates are now part-time. Our graduate programs have always been part-time programs and I just put the figures in the right row this year! Because our candidates take a minimum of 12 semester hours a year and matriculate through their programs as quickly as possible, I consider them full-time. For reporting purposes, however, they are part-time and the rows are now correct.						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	41	93	68

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
Cleveland	224
Rutherford	209
Forsyth	118
Gaston	118
Surry	73
Iredell-Statesville	71
Shelby City	65
Charlotte-Mecklenburg	58
Kings Mtn. Dist.	50
Burke	49

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.	3.71	3.6	3.65
the ability to effectively manage the classroom.	3.86	3.47	3.6
the ability to use technology to enhance learning.	3.21	3.4	3.45
the ability to address the needs of diverse learners.	3.64	3.4	3.4
the ability to deliver curriculum content through a variety of instructional approaches.	3.93	3.4	3.68
Number of Surveys Received.	14	15	20
Number of Surveys Mailed.	28	28	28

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
9	8	8

IHE Graduate Performance Report

GARDNER-WEBB UNIVERSITY

2001-2002

Overview of Master's Program

The master's programs leading to North Carolina licensure at Gardner-Webb University are under the auspices of the Graduate School. The Graduate School is administered through the Graduate Office, under the supervision of the Dean of the Graduate School. This office is responsible for the overall coordination of graduate programs leading to master's degrees and licensure in Elementary Education, Middle Grades Education, English Education, School Counseling, and School Administration. Additional graduate programs (non-licensure) include Agency Counseling, English, and Sport Science and Pedagogy. The Dean of the Graduate School works very closely with the Dean of The School of Education/Licensure Officer to ensure that the programs are in compliance with national and state requirements and produce high quality graduates who represent the GWU conceptual framework of "Educator as Theorist and Practitioner." In 2000, the three teaching master's programs (Elementary Education, Middle Grades Education, and English Education) were revised to meet the Advanced Master's competencies and are temporarily authorized by the Department of Public Instruction. These programs will undergo an initial review at the next NCATE/DPI review in fall, 2004. Elementary Education and School Administration programs are offered at locations other than the Boiling Springs campus. Elementary Education programs are also offered in Burke County, Surry County, and Iredell County. School Administration programs are also offered in Burke County, Surry County, Forsyth County, Davidson County, and Iredell County. According to the Graduate School, enrollment in Spring, 2002 in graduate licensure programs was the following: Elementary Education, 72; Middle Grades Education, 26; English Education, 9; School Counseling, 31, and School Administration, 206. The University is accredited by SACS and all licensure programs are accredited by NCATE and approved by the North Carolina Department of Public Instruction.

Special Features of Master's Program

The Master's programs at Gardner-Webb University have two unique features – their format and their philosophy. The master's programs are part-time programs, designed to encourage full-time career people to return to school for graduate education. Classes are offered once a week for three hours and the programs are on a set curriculum rotation. Graduate students take one class during the fall semester, one class during the spring semester, and two classes during the summer (one each five-week session), for a total of 12 semester hours per year. Programs contain 30-33 semester hours and normally take 2 ½ years to complete. Because of this format, however, and the fact that there are different sites that offer the same program with different course rotations, students frequently take more than one class per semester, driving to various sites, and complete their programs in less time. Philosophically, Gardner-Webb University is committed to providing quality education at sites other than our main campus in Boiling Springs (and now our branch campus in Statesville). Surveys are conducted to determine locations of interest and curriculum areas of interest and, if at least 20 persons commit to enrolling in a graduate program, the University will be responsive and take a program where there is demand. A school administration cluster began last year in Davidson County and another in Forsyth County. One will begin this year in Mecklenburg County, as the Burke County cluster completes its rotation. The Burke County elementary education cluster is finishing this year and, based on demand, will probably begin again with the same course rotation. Although we offer programs at many different sites, the quality remains high because the courses are primarily staffed by full-time faculty, thus ensuring continuity of philosophy and cohesiveness.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	3	Total	9
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	1
	Other	0	Other	0
	Total	0	Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	23	Black, Not Hispanic Origin	48
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	160	White, Not Hispanic Origin	352
	Other	0	Other	0
	Total	185	Total	404
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	4
	Other	0	Other	0
	Total	0	Total	4

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

	Masters
MEAN GPA	3.26
MEAN MAT	42
MEAN GRE	1394
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)	26	26	0	0
Middle Grades (6-9)	12	12	0	0
Secondary (9-12)	7	7	0	0
Special Subject Areas (K-12)	4	4	1	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	114	109	1	0
Total	163	158	2	0
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
Elementary Education	3	*
MG-Lang Arts	2	*
MG-Science	2	*
Physical Education	2	*
School Summary	9	89
* 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.	3.71	3.54
the ability to connect subject matter and learner's needs.	3.73	3.54
the ability to implement research-based approaches in the education profession.	3.6	3.54
the ability to assume leadership roles in school and the education profession.	3.6	3.62
the ability to facilitate learning for diverse students	3.67	3.46
the ability to engage in continuous professional development.	3.67	3.62
Number of Surveys Received.	15	13
Number of Surveys Mailed.	27	27

IHE School Administration Performance Report

GARDNER-WEBB UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders; it is designed to relate to the needs of educators and P-12 students in both theory and practice. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Those with bachelor's degrees may enter the two-and one-half-year program leading to a Master of Arts degree in school administration, which is a thirty-three-semester-hour program that includes a three-semester-hour internship. The MSA program is designed for the working educator and is a part-time program with classes offered in the evenings. Based on requests and support from the LEAs, we currently offer our MSA program at six sites across North Carolina. The eleven courses in the program are offered on a specific rotation, which differs at each site, and candidates have the published course order at the initial class meeting. The program is planned for candidates to take one course in the fall semester, one course in the spring semester, and two courses during the summer. However, because of the number of clusters available and the difference in course rotations, candidates frequently accelerate their programs by driving to other sites and taking additional courses. In order to be recommended for a School Administration license in North Carolina, candidates must make a satisfactory score on the State Standards Board Examination for school administrators.

Special Features of the Master's of School Administration Program

Gardner-Webb University has a reputation for positively responding to educational needs across the region and state. This response has generated our unique characteristic of taking our program to sites where there is a need. We have studied the distance learning and on-line possibilities for the program, but feel strongly committed to face-to-face interaction with our graduate students, so we begin program clusters where there is need. During 2001-2002 we offered our MSA program at six sites – Burke County, Surry County, Forsyth County, Iredell County (our branch campus), Davidson County, as well as on our Boiling Springs Campus. All of these clusters began with a request from the area school administrators or superintendents. The request was followed by an interest survey conducted by the Graduate School. When the results of the survey were tabulated, the Graduate Dean and MSA Coordinator conducted an organizational meeting with all interested persons. At that point the date for the initial class offering was established and the cluster began. The Burke County cluster will end in the summer of 2002 and a cluster will begin in the fall of 2002 in Mecklenburg County. Although there are also other institutions offering programs (including the MSA) within these service areas, the GWU program is continuously requested and well-supported by public school personnel. Because of the format of the curriculum, we staff the classes primarily with full-time GWU MSA faculty, using adjuncts sparingly. Our full-time faculty mentor the adjuncts we do use extremely well and we are fortunate to have a cadre of excellent adjunct faculty, as indicated by our graduate student assessments. Our graduate students do exceptionally well on the State School Leadership Assessment. Since the assessment has been in place, we have had only one student to miss the cut-off score on the first test taking and he was successful on his second attempt. Our scores keep rising, with one candidate this year scoring 195 out of a possible 200 points. Our placement rate is excellent, with many of our candidates in Assistant Principal roles prior to their completing their programs. In the Western Piedmont of North Carolina, GWU is a noticeable presence in the preparation of P-12 school administrators.

Service to Public Schools

The GWU School of Education has three full-time positions dedicated to the MSA program. During 2001-2002, two additional full-time faculty members taught in the program and we used six adjuncts. Of our six adjuncts, four are either practicing school administrators or central office personnel; two are retired administrators. Despite their teaching responsibilities and the travel time to our different centers, the full-time MSA faculty have provided service to school districts. They developed a mentor program for beginning administrators and a leadership academy for career principals and delivered modules of both of these programs within the Cleveland County System. One faculty member provided mentor/support team training in Cleveland County; another assisted with classroom research in Burke County. The MSA faculty members have the reputation within our service area of currency in research and best practices in educational leadership and are often called upon to serve as resources to principals and superintendents.

Support for Beginning Administrators

The MSA faculty have a strong relationship with beginning administrators, both those who have completed our program and those with whom they come in contact in the schools. All MSA faculty have served as school assistant principals and principals and have excellent understanding of the needs of beginning administrators. We have developed and presented a mentor program for new administrators that deals with leadership, communications, cultural development, diversity, equity, and instructional needs. Faculty have worked with beginning administrators in small groups and individually to assist their growth in these areas. MSA faculty work with the Principal's Executive Program and the Southwest Alliance to provide training and staff development sponsored by those organizations. The primary support MSA faculty provide for beginning administrators is their presence in the schools. The faculty members are in constant contact via telephone and electronic mail with school administrators, both beginning and veteran, and are very responsive to the needs determined in conversations. They will provide updates, workshops, staff development, or other identified resources, as needed.

Support for Career Administrators

The MSA faculty are dedicated to preparing and supporting educational leaders in the P-12 schools. They have developed a leadership academy to assist career administrators with the continuing development of their own leadership skills. In addition, faculty have assisted career administrators with grant writing and research projects. They have also provided staff development for administrators in dealing with "at risk" teachers. The primary support MSA faculty provide for career administrators is their presence in the schools. The faculty members are in constant contact via telephone and electronic mail with school administrators, both beginning and career, and are very responsive to the needs determined in conversations. They will provide updates, workshops, staff development, or other identified resources, as needed.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	3	Total	4
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	20	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	134	White, Not Hispanic Origin	159
	Other	0	Other	0
	Total	155	Total	202

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

	Masters
MEAN GPA	3.25
MEAN MAT	37
MEAN GRE	1362
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	36	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.	3.83	3.78
the preparation to use technology to support the instructional program.	3.11	3.56
the preparation in instructional leadership.	3.83	3.72
the preparation to assist teachers in meeting the needs of diverse learners.	3.61	3.56
Number of Surveys Received.	18	18
Number of Surveys Mailed.	31	31



Greensboro College

2001 - 2002



IHE Bachelor's Performance Report

GREENSBORO COLLEGE

2001-2002

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on thirty acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out Reverend Peter Doub's dream to found a preparatory school for young women and it became co-educational in 1954. Greensboro College now serves approximately 1000 men and women from 29 states and 12 different countries. About one-fourth of the students are adult learners. The College is committed to the belief that a liberal education provides the basic intellectual and communicative capabilities needed for a person to grow and to adapt throughout a productive lifetime. Consequently the liberal arts curriculum is thought to be the most appropriate context for professional, pre-professional, and career oriented programs. All Greensboro College pre-service teachers receive this strong liberal arts foundation.

Special Characteristics

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Active learning, critical reflection, disciplined inquiry are central to this program. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The small, personable nature of the college and the nurturing qualities of the teacher education program offer traditional, non-traditional, and licensure-only students with the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The teacher education program offers a flexible schedule and small class sizes making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic competent faculty, informed caring advisors, and supportive knowledgeable staff all work together to provide students with quality collegiate programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education in Specific Learning Disabilities (K-12), Mentally Handicapped (K-12) and Behaviorally and Emotionally Disabled (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been approved for Special Education and Elementary Education.

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.)

GC collaborates with the public schools through involvement in program development, grant and scholarship writing, team teaching, curriculum design, clinical partnerships, and committee and board service. Program development includes 1) Science/Nature Days Program for third graders coordinated by the Elementary Department in collaboration with public school teachers; 2) Project Wild Program hosted by Greensboro College offers workshops to teachers; 3) Read Across America Program in which the SNCAE members read to students and distribute books; 4) "More at 4" Program where B-K faculty provide professional development for B-K teachers and assistants; and 5) the Mathematics Fair Program coordinated by the Math Department and teachers at Johnson Street School. Music faculty and High School music directors developed the Bill McCloud Music Education Scholarship. Through team teaching and adjunct relationships, public school personnel serve as guest speakers discussing critical topics; special guests, such as the Teacher of the Year, deliver inspirational speeches at the Student Teacher and Alumni Honors Banquets; and public school personnel teach courses in special education, elementary education, math, and history. Curriculum design includes 1) establishment of the Teacher Education Advisory Board composed of public school personnel who provide guidance for the program and evaluate partnerships; 2) collaboration with teachers in revising the Physical Education curriculum; 3) input from teachers to design the TESOL master's program; 4) teachers collaborate with the Biology faculty to design methods courses; and 5) GC faculty collaborate with High School teachers to design a model technology and instructional classroom to be used by both the Middle College High School and the Greensboro College faculty. Through clinical partnerships, Greensboro College students engage in field and student teaching experience. Public school educators serve in partnership roles as they review materials, make recommendations about purchases and serve on the Technology Portfolio Review Team. The College participates with area IHEs and surrounding County LEAs in the Piedmont Alliance which collaborates on clinical issues and legislative concerns.

List of Schools with whom the Institution has collaborative activities.

Guilford Country Schools: Alamance Elementary, Allen Middle, Archer Elementary, Aycock Middle, Bluford Elementary, Brooks Global Magnet, Dudley High School, Gateway Education Center, General Green Elementary, GC Middle College High School, Grimsley High School, Otis L. Hairston Middle, High Point Central High School, Hunter Elementary, Irving Park Elementary, Jackson Middle School, Jefferson Elementary, Johnson Street Elementary, David D. Jones Elementary, Kernodle Middle Kiser Middle, John Van Lindley Elementary, McIver Special Education , Mendenhall Middle, Millis Road Elementary, Morehead Elementary, Northwest Guilford High School, Page High School, Clara J. Peck Elementary, Peeler Open School, Pilot Elementary, Pleasant Garden Elementary, Lucy Ragsdale High School, Rankin Elementary, Ben L. Smith High School, Southeast Guilford High School, Southwest Elementary, Summerfield Elementary, Tomlinson Montessori, Phillips J. Weaver Education Center, and Western Guilford High. Alamance-Burlington Schools: Alexander Wilson Elementary School. Asheboro City Schools: North Asheboro Middle. Davidson County Schools: East Davidson High School and Ledford Senior High School. Davie County Schools: North Davie Middle. Randolph County Schools: Grays Chapel Elementary, Randleman Elementary, Southwestern Randolph High School, Archdale-Trinity Middle and Trinity High School. Rockingham County Schools: Dalton McMichael High School, John W. Dillard Primary, J. E. Holmes Middle, John M. Morhead High School and Moss Street Elementary. Special Schools: Kendall Center, Youth Focus, and John Umstead Hospital.

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

GC faculty serve on advisory boards, volunteer and serve on accreditation teams. Board service includes: 1) a Middle Grade faculty serves on the Character Education Commission and as president of "After Gateway"; 2) a music faculty member serves on the NCMEA board; 3) a Theatre faculty member serves on the "Win Win" board and oversees conflict resolution programs; and 4) an education faculty serves on the NC Professional Standards Commission. Elementary faculty read to "at risk" students, conducts writing workshops for parents, collect supplies for needy families, monitor end of grade tests, and participate in pen-pal programs. Music faculty direct the All-State Choir Camp, host the Eighth Grade All-County Chorus festival, host the Greensboro Youth Symphony Orchestra rehearsals and concerts, and sponsor a middle school opera camp. Music faculty critique public school ensembles, conduct brass and jazz ensemble workshops, and adjudicate solo and ensemble auditions. Music faculty serves as guest conductors at the All-County Band festival and at middle and high school concert band clinics. An English faculty member conducts literacy workshops for Child Care Bureau, incorporates literacy into Community Foundation summer camp, administers accelerated reading quizzes to "at-risk" students, serves on the executive committee for a child care cooperative, and assesses SAT II writing exams. Psychology faculty organizes a reading day and book drive to distribute books to at risk children. Theater faculty provides puppets and training to high school students and supply materials and guidance to Latin club. Theatre Faculty also coordinates the North Carolina Theatre Conference, conduct high school scholarship auditions, and assess high school portfolios. Biology faculty lecture to sixth grade students. Arts and Science and Education faculty judge science fairs and debate club competitions. One faculty voluntarily drives an activity bus. A math professor and native of Scotland, shares Scottish culture with elementary students. Education faculty serves on SACS teams. English and education faculty serve on DPI review teams. As PTA members, faculty coordinate school festivals, supervise field trips, chaperone dances, and serve on hospitality committees.

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

GC faculty support graduates by making classroom visits, providing resource information, establishing a new teacher's network, providing information and advising sessions. Special Education faculty assists new teachers with behavior management, assessment, and IEP writing workshops and instruction. Special Ed faculty also attends conferences with first year teachers to encourage them to be active in the profession. Special Education and Elementary faculty established a network directory for first year teachers. Elementary faculty developed e-mail tips and made the Harry Wong videos available to new teacher. Faculty invites beginning teachers to participate in a panel discussions giving advice to student teachers. This is an affirming opportunity that allows beginning teachers to reflect on their experience, to assume a position of expertise and to serve in a leadership position. Graduates are also invited to participate on advisory boards and to attend special events, keeping them connected to the program, the college, and the profession. Art faculty provides new teachers with resource materials. The Music faculty conducts workshops for inexperienced band teachers focusing on jazz literature and improvisation techniques. Music faculty conducts workshops for beginning teachers in Orff Methods, Kodaly Methods, and Dalcroze. Music faculty also provides first year teachers with support in classroom management and organizational strategies. The music faculty participates in the Collegiate Music Educators Association, which is an organization that prepares pre-service teachers for the professional life and provides support for beginning teachers. The Piedmont Alternative Licensure (PAL) Program provides direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information, and exceptional children. The PAL Program also provides continuous support and networking opportunities for lateral entry teachers. Each year, the Program recognizes the accomplishments of beginning teachers at the Annual Awards Banquet. Through surveys and questionnaires, the program obtains feedback from recent graduates, allowing GC to provide assistance to teachers, to revise the program, and to include beginning teachers in program activities.

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

GC provides many options for individuals seeking teacher licensure. In 1998 Bennett and Greensboro College received funding to develop a lateral entry program. Now in its fourth year, the PAL Program provides an accelerated path for lateral entry teachers. The program has grown so rapidly that in 2000 GC employed a full time Coordinator. PAL Cadres V and VI and the PAL Plus cadres began in March 2002 with 81 teachers. The new PAL Plus program was designed in 2001-2002 to meet the needs of Elementary and Special Education lateral entry teachers. Surveys indicate that the PAL candidates and employers are highly satisfied with the program. The Alternative Licensure Coordinator developed and revised a lateral entry handbook and created a Web page to assist licensure only students. Through a state grant, Coach-to-Coach, GC collaborated with school administrators and area universities faculty to develop web resources for lateral entry teachers. The Teacher Education Director conducted a workshop for lateral entry middle grade teachers. The Coordinator of Alternative Licensure made a presentation to superintendents at the Piedmont Triad Education Consortium programs at GC. He also met with and distributed lateral entry information to Personnel Directors. GC provides flexible course offerings to meet the needs of employed students. Mathematics faculty schedule core courses needed by lateral entry candidates during the 4:30-5:45 time slot, PE faculty offer pedagogy courses in evening and summer to accommodate lateral entry students, and English faculty schedule courses at times convenient for lateral entry teachers. The Director of Adult Education Program is informed of and responsive to the needs of lateral entry teachers and coordinates class schedules in order to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. Faculty work together to counsel lateral entry teachers by phone, e-mail, and face to face. GC faculty visit graduates hired as lateral entry teachers and provide clinical support. Arts and Sciences faculty serve as advisors for Lateral Entry teachers and have provided independent studies for candidates needing upper level courses.

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

GC supports career teachers in a number of ways. The College hosts workshops and career development opportunities to support career teachers these include: 1) the Courage to Teach Program, founded on the work of Parker Palmer it is a series of eight retreats over a two year cycle for teacher renewal, currently this program, housed at GC, is working with twenty-one P-12 teachers; 2) the Project Wild Workshop is offered to career teachers for licensure renewal; 3) the Greensboro Day School and GC Parent Education Forum supports a workshop for cooperating teachers this year's keynote speaker, Dr. Edward Hallowell, discussed importance of relationship in teaching and parenting; and 4) the Guilford Day School and GC Special Education Forum includes a workshop for cooperating teachers this year's keynote speaker Dr. William Coleman, spoke on the social and emotional complications of ADHD. Curriculum support is provided to career teachers through: 1) a Portfolio workshop for high school teachers presented by the Theatre Department, 2) a Fine Arts Day for teachers and their students focusing on choral and instrumental issues hosted by the music faculty, 3) a workshop on motor learning for public school educators preparing for National Board Certification presented by the PE coordinator and 4) the Math faculty presented mathematics of elections for career teachers at North Carolina Council of Teachers of Mathematics conference and teachers were given duplicate copies of material to use with their students. Continuing education opportunities are available for career teachers through the evening courses and add-on licensure programs. The Pre-Kindergarten Add-on program for licensed Elementary and Special Education teachers. The newly developed TESOL master's program provides support to the Visiting International Faculty who teaches in North Carolina schools. Career teachers are affirmed for their expertise as they are invited to assess technology portfolios and teach courses in the undergraduate programs. The program provides support for career teachers through the Alumni Awards Banquet where GC graduates are honored for their contributions to the profession and the Elementary Education Reunion where graduates meet for a time of sharing, networking, and support.

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

The GC faculty establish tutoring programs for at risk students, engage in faculty development to increase understanding of at-risk student needs, and provide support to teachers in low performing schools. In 2001-2002, the Program established an Alumni Diversity Advisory Board composed of ten graduates representing ethnic, religious, racial, and regional, exceptionality and age diversity. This board provides guidance for the preparation of teachers who can respond to challenges facing public school teachers and it has an intentional focus on diversity and the achievement gap. During the Literacy and Learning course, pre-service teachers tutor students at Jackson Middle School who obtained low scores on end of grade reading tests. Pre-service teachers enrolled in the reading field component work with the Irving Park Literacy program to provide instruction to elementary students at risk of failing the end-of-grade reading tests. SNCAE coordinated services and tutoring for at risk children in low performing elementary schools. College programs provided assistance to needy children by donating books for Special Education and to Limited English Proficiency students at a highly "impacted" local middle school. The mathematics department collaborated with teachers at Johnson Street School, a low performing school, to design mathematics fair and math programs. English faculty volunteers in at-risk kindergarten classes at Jones Elementary School to help students gain reading skills and acquire a positive attitude toward literacy. Elementary faculty works with at-risk students by conducting puppetry workshops to enhance literacy instruction. Faculty attended the Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference. Special education and elementary faculty work with GC graduates who are teaching at risk students in low-performing schools. Birth through Kindergarten faculty participated in the "More at 4" program through which professional development is delivered to preschool teachers many of whom work with at-risk children. The B-K coordinator is involved with "Walk the Walk" designed to provide preschool and B-K teachers with information, skills, and resources needed to teach children who are at greater risk of becoming low performing.

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

The Program recognizes its responsibility to respond to SBE priorities. Being informed of initiatives is the first step. All of the members of the teacher education committee are updated regularly by the Director at committee meetings and by weekly e-mail reports from the SBE. The program focused on addressing non-English speaking students and the achievement gap. In 2002 the College offered its first graduate program in Teaching English to Speakers of Other Languages. The Program recommended creating ESL Add-on licenses for Special Education, Elementary, B-K, Middle Grade, English and Social Studies teachers. All degree seeking pre-service teachers are required to demonstrate proficiency in a foreign language. In Responding to the complicated issues connected to the achievement gap, the program has paid the registration fees for faculty, students, and advisory board members to attend the annual Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference held in Greensboro. Faculty who attended the conference presented information at the monthly teacher education committee meetings. In 2001-2002, the Program established an Alumni Diversity Advisory Board composed of graduates representing ethnic, religious, racial, and regional, exceptionality and age diversity. This board provides guidance in preparing teachers for the challenges they face as teachers. The Board meets three times a year and has identified the following strategic plan: design and implement cultural experiences for candidates, faculty and career teachers; engage in serious discussion about race and other dimensions of difference; and identify strategies to assist pre-service and career teachers in working effectively with parents. In an effort to reduce the achievement gap the College supports several tutoring and support programs: 1) Candidates taking the Literacy and Learning course, tutor students who obtained low scores on end of grade reading tests 2) Pre-service teachers work with the Irving Park Literacy program to provide instruction to elementary students who are at risk of failing the end-of-grade reading test and 3) Elementary faculty motivate low achieving students by using puppets to enhance literacy instruction.

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

During the 2001-2002 academic year Greensboro College placed special emphasis on developing graduate programs, analyzing teaching dispositions, identifying assessment systems and examining clinical experiences. In December 2001, Greensboro College was approved by SACS to offer graduate programs. This process has consumed much time and been a focused priority for the College. Once graduate programs are approved by DPI, the college will be able to support career teachers and promote professional development in order to assure that practicing teachers will be highly qualified. In addition to the focus on graduate programs, the program has been preparing for the Spring 2003 NCATE and DPI program approval visit. The teacher education program has been intensively involved in identifying the dispositions we value for teachers, developing the assessment systems that enable us to monitor and refine our program, and examining our clinical experiences so that candidates will be prepared to teach all children. Through the reflection on dispositions, the program affirmed its commitment to cultivating teachers who value difference, engage in life-long learning and utilize the educational practices that facilitate learning for all students. Through inventorying the questionnaires and surveys used by the program to assess its effectiveness, we were able to align program goals and objectives with evaluations that enable us to be more accountable. Through examining the clinical experiences we have been able to develop evaluation and observation instruments that allow candidates to be more focused on their performance. Clinical components were designed with particular expectations that candidates will focus on diversity, needs of all learners, management/motivation and content competence. These initiatives have been helpful in further clarifying our commitment to preparing "Every Child's Teacher in North Carolina."

Supplemental Information (Optional)

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

Students are informed of test requirements and support options in the Introduction to the Teaching Profession Seminar. This is the first course required for all students interested in becoming teachers. It is required for admission to the teacher education program and students are required to take PRAXIS I while enrolled. All students are provided with the TANG (Tests At A Glance) booklet and are also encouraged to purchase commercial study guides if needed. Students are reminded of Learning Plus and other commercially developed resources. Students who do not pass the PPST are encouraged to take the CBT and vice versa. Courses have been revised to be more responsive to the needs of students taking PRAXIS I exams. Ideas in Mathematics, was modified in order to correspond with PRAXIS PPST/CBT mathematics exam. Math faculty individually tutor students PRAXIS I mathematics exam. The College offers workshops and provides information to students so that they will be successful on the PRAXIS. Groups are organized and students learn relaxation techniques. Faculty members meet with students who repeatedly fail the Specialty area of Praxis II exams and devise a plan for passing the tests. The program remains current about testing requirements and reports these regularly to coordinators at the monthly education meetings. Faculties have attended workshops on the specialty area tests and several faculty have taken the PRAXIS exams in order to be better prepared. Many of the teacher education faculty has made course modifications that include constructed response test questions. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS tests. During the English Pedagogy course, students study PRAXIS tests; take mock exams giving them practice in writing timed essays and multiple-choice test taking strategies. PE faculty made curriculum changes to better prepare PE students in content and motor development. PE faculty scheduled PRAXIS II workshops for licensure candidates and college faculty. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

Recognizing the need to recruit and retain good teachers, faculty is present at all campus-wide advising sessions, open houses and scholarship interviews. The Teacher Education and Adult Education Offices are open and responsive to contacts from the public and have often been described as "user friendly." The Adult Education Program conducts recruiting meetings where prospective students are provided with Teacher Education information. Faculty call students who express an interest in pursuing an education career. One of the First Year Seminars is reserved for students expressing an interest in education. GC is developing career path programs and articulation agreements with Guilford Technical Community College and High Schools to recruit prospective students into education. The B-K faculty program coordinator visited GTCC Early Childhood Associate program classes to recruit students into licensure programs. She presented a program on B-K licensure to "More at 4" teacher assistants and spoke at the "Lifelong Learning" forum at GTCC to recruit candidates. She also developed a program brochure, wrote a grant to provide funds for teacher recruitment, and distributed materials about the Add-on program to elementary and special education personnel directors. Music faculty recruit students by making phone calls, writing letters and participating in short recruiting tours to area high schools. They established a Bachelor of Music Education degree in 2001 and recommended careers in teaching to students in introductory music classes. Elementary faculty speaks to incoming freshmen and their parents at Open Houses and invite pre-admitted students to their classes. SNCEA students have a recruiting booth at campus orientations and communicate to the student body about careers in education. Theatre faculty recruit students at the Southeastern Theatre Conference and through creative puppetry and poetry workshops conducted at area high schools. A new major in Mathematics Education was developed to keep students interested in licensure programs at the degree level. Math faculty collaborated with GTCC faculty to submit a grant designed to develop programs for teacher recruitment and training. Biology faculty discusses licensure requirements and encourages students to consider teaching.

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

GC is committed to honoring diversity and has actively sought partnerships with programs that support the professional development of minority students and future teachers. In addition to open houses, career path development, articulation agreements, presentations to area high schools and community colleges and professional conferences, the college's alternative licensure programs have been most successful in attracting an increasingly diverse population into teaching. The Piedmont Alternative Licensure Program, PAL, is a collaborative program with Greensboro College and Bennett College, an Historically Black College. In modeling commitment to diversity one quarter to one third of the faculty teaching in the PAL program are minority professors. The 2001-2002 PAL program consists of 81 candidates from fourteen counties and sixteen school systems. Of the 81 candidates 26% are minority, and 34% are male. Candidates in the 2002 Cadres represent secondary, middle grade, K-12 content, elementary, and special education licensure areas. In addition to PAL, the B-K coordinator has participated in projects specifically designed to attract minority teachers into the profession. The B-K coordinator represented GC on the Walking the Walk Community Action Team that designed an action plan to facilitate the development of minority leaders in early intervention programs and to train community leaders in diversity. Recruitment efforts at GTCC including speaking to classes and at the "Lifelong Learning" forum were specifically focused on minority students. Brochures targeted to minority teacher assistants and caregivers were sent to the childcare directors, providers, and family home childcare providers via "Reach for the Stars" which is the Quality Enhancement program for Guilford County Partnership for Children. The "More at 4" Program is designed to assist teachers and teacher assistants with skills, strategies and information about diversity. This program reaches a number of minority individuals who may pursue licensure. The Program established an Alumni Diversity Advisory Board and this Board will guide the development of curriculum and assess the climate of scholarly life assuring that minority candidates will be able to thrive in the Teacher Education program at Greensboro College.

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

Being a private college, GC values partnerships with private institutions. GC faculty worked with Greensboro Day School to co-host the Fall Parent Education Program which featured Edward Hallowell, M.D. who addressed parents, teachers, teacher education faculty, students and the community on emotional and learning problems of children and how best to deal with them. He also discussed the importance of establishing meaningful relationships in your life from his most recent book. Dr. William Lord Coleman recognized for his family-oriented approaches to evaluation and management of behavioral and interaction problems of children and adolescents with learning challenges, was the Special Education Proctor Symposium guest. The symposium is a collaborative project between Guilford Day School, a school for learning disabled students, and GC. Dr. Coleman addressed parents, teachers, pre-service teachers, faculty, in-service teachers, and undergraduate students in February 2002. Topics included self-understanding and goals for success, parent and child conflict, social and emotional complications of ADHD, and mental health issues of children and teens. During the Fall 2001 semester the Secondary, Middle Grades methods courses in Mathematics, English, Social Studies and Theatre were coordinated and scheduled at the same time so that students from all these disciplines could engage in discussion and activities common to all content areas and grade levels. Faculty team-taught and planned the course pooling resources, knowledge, and expertise. They addressed a number of topics including SDPI guidelines, diversity, Paideia, mini-teaching, and standard course of study. Biology and Spanish would have been included but no students from those licensure areas were enrolled in methods courses that semester. This initiative enabled the licensure candidates from smaller programs to meet together for classes and for the faculty in content areas to support each other as they taught the pedagogy components of their specialty areas. Both students and faculty reported that this was a beneficial and productive approach to teaching specialty area pedagogy and it was much more satisfying than doing an independent study.

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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	38
	Other	0	Other	0
	Total	14	Total	39
Licensure-Only	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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	0	Total	5
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	7
	Other	0	Other	0
	Total	0	Total	7
Licensure-Only	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	10
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	70
	Other	0	Other	0
	Total	21	Total	82

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)	15	9	5
Elementary (K-6)	80	45	16
Middle Grades (6-9)	85	36	26
Secondary (9-12)	100	29	13
Special Subject Areas (K-12)	80	14	11
Exceptional Children (K-12)	85	47	11
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	445	180	82
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	185
MEAN PPST-W	183
MEAN PPST-M	181
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.19
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)	1	1	2	2
Elementary (K-6)	9	9	12	10
Middle Grades (6-9)	0	0	9	9
Secondary (9-12)	2	1	5	5
Special Subject Areas (K-12)	5	5	11	11
Exceptional Children (K-12)	4	3	4	4
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	21	19	43	41
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	100
MG-Lang Arts	1	*
Physical Ed	2	*
Social Studies (9-12)	1	*
Spanish	1	*
Spec Ed: Learning Disabled	1	*
School Summary	13	85
* 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	14	6				
U Licensure Only	4					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	35	1	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	16	75	63

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
Guilford	182
Rockingham	46
Forsyth	37
Randolph	31
Alamance-Burlington	25
Davidson	20
Charlotte-Mecklenburg	19
Wake	18
Asheboro City	11
Wayne	9

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.	3.8	3.63	3.57
The ability to effectively manage the classroom.	3.6	3.63	3.29
The ability to use technology to enhance learning.	3.6	3	3.43
The ability to address the needs of diverse learners.	3.6	3.13	3.14
The ability to deliver curriculum content through a variety of instructional approaches.	3.8	3.25	3.29
Number of Surveys Received.	5	8	7
Number of Surveys Mailed.	10	10	10

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
7	13	5



Guilford College

2001 - 2002



IHE Bachelor's Performance Report

GUILFORD COLLEGE

2001-2002

Overview of the Institution

Guilford College is a four-year undergraduate educational community, which strives to integrate personal, intellectual, physical, and spiritual growth through participation in several rich traditions. These traditions include liberal arts education, which values academic excellence and stresses the importance to a free society of mature, broadly educated citizens; career development and community service, which value self and the worth of others; and Quakerism, which places special emphasis on helping individuals examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as self.

Special Characteristics

The Education Studies (ES) Program is an intensive program in a small liberal arts college built around the strengths offered by the intimate involvement of students with faculty; faculty whose guidance and support is based on deep understanding and knowledge of the strengths and needs of each individual student. The primary goal of the program is to develop educators who are grounded in the liberal arts and who are self-confident, inquisitive, and thoughtful in their practice. Special pedagogical features of the program included one-on-one, videotaped, faculty-student tutorials, cross-cultural internships, a mid-point portfolio review, and a capstone experience. As a program of the "whole college," the ES department uses the core curriculum of the college to support our students' pedagogical content knowledge and assist them in ultimately mastering the state standards. Thus, all faculties who teach in the college core are considered faculty who educate teachers at Guilford College. The ES program was cited previously by its NCATE accreditation team for exemplary practice in continuous, embedded, authentic assessment.

Program Areas and Levels Offered

The Program offers a Bachelor of Arts in Elementary Education and Secondary Education with licensure areas in elementary Education, Secondary Social Studies, Secondary English, and K-12 Languages (Spanish and French). We also offer a Licensure Only Program who has completed a degree in a subject area. ES faculty has been working with other faculty at the college to create new licensure programs in Science and Physical Education. The target date for program approval of these new programs will be in conjunction with NCATE reaccreditation in Fall, 2003.

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.)

In addition to continuing programs, which have been in place in recent years, Guilford College instituted new projects and created new initiatives in collaboration with public school teachers during the 2001-02 school year. We formalized our partnership with Peeler Open Elementary School by placing all elementary student teachers at Peeler during Fall, 2001. In addition, the principal at Peeler co-taught a course with the ES faculty at Guilford

College during Spring, 2002. The course included workshops presented to pre-service teachers by three Peeler faculty in: The Reading/Writing Workshop; An Introduction to Open Education; and The IEP Process: A Simulation. Plans are underway to offer Peeler faculty a retreat at Guilford College, facilitated by ES Faculty, to examine beliefs and commitments about Open Education in Fall, 2002. We continue to make use of a grant from the Freeman Foundation to create and disseminate workshops for teachers in developing materials about Asia for their classrooms. This year a retired Guilford faculty member collaborated with two Guilford County high school social studies teachers in providing for middle and high school teachers based on a self-contained curriculum kit about China created by ES faculty. ES faculty co-authored papers on teaching science to learning disabled students with a teacher from the Winston-Salem public schools, curriculum development in chemistry with a Guilford County Chemistry teacher, and two papers on teaching science in the elementary school with two Guilford County elementary teachers. In addition, ES faculty presented and co-taught workshops in local schools: Pasta and Eric Carle: Let's learn about Butterflies (pre-school); Galileo: Gravity, Pendulums, and Telescopes (Kindergarten); An introduction to Classification (First Grade); and three separate classes to high school AP Biology Honors Biology classes at SE Guilford High School and Graham High School. We sponsored a daylong Project Wild workshop, promoting collaboration between the pre-service students and in-service teachers from Greensboro and Durham who attended. When Guilford College sponsored the Science Olympiad for middle school students on campus, an ES faculty member was a Science Olympiad Event Leader (Science of Fitness: Anatomy & Physiology).

List of Schools with whom the Institution has collaborative activities.

We currently have a partnership with Peeler Open Elementary School and have collaborated with General Greene Elementary, Southeast Guilford High School in Guilford County. We have also collaborated with Graham High School in Graham, NC.

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

As previous descriptions have demonstrated, ES faculty are involved in numerous activities within public schools. All full-time and some part-time program faculty provide professional development presentations and workshops, present lessons, tutor, and work with beginning and career teachers in various capacities. In addition, other faculty at Guilford College are involved with public schools. The science faculty has been most outstanding in supporting public education. Contributions include: presentations at the NASA/NOVA Leadership Conference in Florida; supervision of college students who volunteer in public school; sponsorship of The Science Olympiad; assistance to teachers with science experiments; attendance at career days, provision of information resources for science teachers; lending science equipment for science projects; and giving lectures on particular topics. In addition, one science faculty who recently received licensure as a high school science teacher has taken a sabbatical to teach AP courses for Guilford County Schools. History faculty have presented classes in middle and elementary schools about China, given lectures in high schools on Quakerism and distributed information to high schools about women's issues, and talked about their experiences in activism in the 60s to a high school class. One of our faculties has collaborated with Peeler Open faculty in the design of a performing arts curriculum as the school integrates performing arts into their magnet program. A Music faculty member has gone into three local high schools to teach instrumental lessons. Faculty members have served as judges for High Schools Quiz Boards and for Leadership competitions. Faculty members tutor in elementary and middle schools. Language faculty have arranged for high school students to come to campus for dinner and conversational exchange with college students. A faculty member offers a course for high school students in SAT preparation. Also, many faculty members are involved in the traditional activities of volunteers and parents: serving on PTAs, School Boards and School Committees.

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

An ES faculty member continues to hold "reunion" meetings for graduates who remained in North Carolina to teach. The meetings, scheduled for the first time approximately one month after the novice teachers begin their new jobs and continued during the second month of each academic semester, provide graduates an opportunity to network with each other, discuss final policies and procedures for licensure, and share knowledge and ideas about how to adjust to their new positions as professionals. These reunion meetings include graduates during their first three years of teaching and are supported by ongoing email "conversations" with out-of-state graduates. The ES Department, once again, convened an annual gathering of Education Studies alumni on Saturday of Homecoming weekend at the college. The annual gathering provides roundtable discussions, designed to offer beginning and career teachers opportunities to share and reflect upon their experiences and explore topics of current interest to educators. ES Program faculty and some alumni volunteers continue to work on creating a web site with links to graduates. The new site, which will include digital photos of alumni classrooms and schools, will provide current students as well as recent graduates a way to view best practice among graduates and contact alumni with questions and comments. Graduates of the program continue to visit ES classes and share knowledge and expertise. Plans are underway to institute monthly ES meetings with current students and recent graduates to discuss topics of current interest. Graduates will provide "key note" presentations and then open the meetings for discussions with current students as ES faculty facilitate. In these meetings, we hope to support our commitment to educating teachers to assume leadership roles in the teaching profession. As part of our collaboration with Peeler Elementary, ES faculty offered support to beginning teachers who must complete their portfolio for Performance-Based Licensure. As they have done in previous years, ES Program faculty continue to visit graduates in their first classrooms, maintain contact via phone and email, and provide informal support and professional contact for graduates in periodic conversations.

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

Guilford College's ES Program has historically served traditional college aged students, but the increased need for well-prepared and well-qualified teachers in public schools has led us toward adapting our program to serve more adults who are interested in entering teaching as a second career. We have re-scheduled all of our courses so that working adults can complete our program, except for a final internship and student teaching, while working during the day. We have expanded and marketed our "licensure only" program, designed for individuals who hold bachelor's degrees in various fields who wish to complete licensure requirements through our program, to do so while receiving a discount in tuition from the college. In addition, The ES Program has established a formal connection to the Piedmont Alternative Licensure (PAL) Program created by the collaboration of Bennett College and Greensboro College. The ES Program has selected a coordinator to direct candidates interested in lateral entry or alternative licensure to the PAL program. Our efforts have resulted in a significant increase in enrollment of non-traditional students and we continue work on the development of our own lateral entry program with the administration of the College.

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

In addition to providing mentoring, field placements, and videotaped examples of exemplary practice for our experienced students, career teachers assist us in the placement of undergraduates for clinical assignments early in the program. The ES Department's support of career teachers provides us with a means of "giving back" to individuals and groups who assist us in providing our students with opportunities to experience and analyze the relationship between theory and practice. A faculty member served as a judge for 4 science fairs in local schools in collaboration with career teachers and, in some cases, Guilford College science faculty. Another ES faculty member facilitated the acquisition of 60 -70 books for the classroom libraries of 12 elementary teachers at Gibsonville Elementary School through assisting a teacher in the school to apply for a grant from the Cosby Foundation. Two ES faculty presented a workshop on creating digital portfolios to the North Carolina Teacher Education Forum. In addition, the ES faculty is collaborating with Guilford Faculty

and the Friends Center at Guilford College to provide a summer workshop in conflict resolution to 6-12 teachers at the college.

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

The policy of the ES Program is to place interns and student teachers in schools where they will gain experience and skills in racially, economically and culturally diverse settings. As a result, our students have numerous opportunities to assist children and teachers in schools where achievement falls below the required standard. We encourage our students to take leadership in organizing programs and projects to assist children who are at risk of failing end-of-grade tests. Guilford's Internship and Service learning center supervises a student-run Project Community. The Project organizes students to tutor public school students at several community sites. Students provide tutoring five days a week at the Montagnard Dega Association and the Greensboro Buddhist Center. ES students coordinate other student tutors at the Pathways Program for homeless families five nights a week. During the last academic year, ES students continued to conduct an ESL tutorial program in conjunction with the Glenwood Library to assist adults and families in the Greensboro area learn English. Recognizing that community and parents play an important role in school achievement, faculty in the ES program invite parents and a community liaison from a school serving an "at-risk" population to address elementary education students as part of a speaker series in the ES Licensure Program. Critical to the ES Program and to teaching in our diverse schools is a residential cross-cultural field study. In such sites as Guadalajara, London, Cape Coast (Ghana) and Beijing, working with some of those cities poorest citizens, Guilford students are urged to develop awareness of educational and cultural bias and the need for sensitivity to different learning needs. Our graduates consistently comment on how important these experiences were in learning how to be responsive to their students when the return to NC to teach.

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

No response provided

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

No response provided

Supplemental Information (Optional)

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

ES Program faculty carefully advises students on the required test-taking procedures and overall schedule. Our students have consistently done well on the state required Praxis tests. Time is given in two courses for "prep" for the Praxis and a copy of preparation materials is on reserve in the Guilford College library. These materials are based on questions from past Praxis tests that can be obtained from the Educational Testing Service. Students who have learning issues or who need assistance with specific skills, for example grammar and spelling, are given support by the Academic Skills Center (ASC) on campus. ES faculty and faculty in the areas of secondary licensure take Praxis tests in order to understand what the students need to do and to advise them when appropriate.

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

Advising holds a central place in the life of Guilford College and the teacher education program. The ES faculty expends considerable effort to ensure that faculty advisors throughout the college have a sound knowledge of the ES Program and are able to answer students' questions during advising. We collaborate with instructors of the First Year Experience (FYE), a set of courses serving all first-year students, in order to provide new students with opportunities to consider teaching as a career. The ES faculty meets regularly with Admissions staff to discuss recruitment. New web pages and brochures, directed at traditional and adult students, have served to intensify recruitment efforts. ES faculty present classes at Preview Days for prospective students. ES faculty also interview honors students who express interest in education. Arrangements are made for applicants interested in education to visit ES classes and spend time with present students. A \$216,000 grant received by the ES department from the Freeman Foundation, which provides three full-semester scholarships a year for student to study and do educational internships in Asian countries, has been an attractive recruitment tool. In addition, ES faculty regularly present and consult with potential students at Information Sessions for the Center for Continuing Education to recruit students into our newly re-designed degree and "licensure-only" programs. We have coordinated efforts with our financial aid office to assist teaching assistants to obtain special grants in order to complete their undergraduate degrees and licensure programs, thereby increasing participation of teaching assistants in our program.

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

The creation of our night program in the previous academic year has made it possible for many more adult students to participate in the ES Program. Among the adult population who now attend Guilford College are now an increasing number of African American and Latino students, many of who are currently working as teaching assistants in local schools. Most of these individuals are completing general education courses now as they initiate the process of applying for formal admittance to our teacher licensure programs. ES faculty are designing a special support program, in conjunction with the college's Academic Skills Center, to assist these students to adjust to the rigors of the college's writing-focused curriculum. In this way, we help to support the recruitment of minority students into the ES Program. In addition, the chair of the ES Department has established regular communication with the Directors of African-American Affairs and the Multicultural Resource Center through her work on the Cultural Pluralism Committee. The Cultural Pluralism Committee at Guilford College coordinates support for students of color and monitors College policy with reference to underrepresented groups. The link with this committee of the College has expanded the ES Department's ability to network with various resource groups on campus to recruit students of color into teaching. An ongoing relationship with the Admissions office has also increased the ES Department's ability to work on outreach to students of color, particularly with reference to recruiting athletes of color as the ES Department works with faculty in Sports Studies to develop a P.E. Licensure program. The ES faculty participated in the search for new faculty in the foreign language department to assist in the interview process of candidates who could also provide teacher education for ESL and Spanish teaching. The ES faculty facilitated a meeting between the Cultural Pluralism Committee and the committee at the college who developed an anti-racism initiative to avoid overlap and duplication of effort in the recruitment of students and faculty of color.

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

The focus of the faculty during the 2001-2002 academic year has been to expand and stabilize the many new initiative undertaken within the previous academic year. With three full-time faculty, one of whom is in a temporary position, we have extended ourselves to support and develop collaborative relationships with Peeler Open Elementary in our partnership program and with UNC-Greensboro in collaboration on web-based course

design. In addition, we have initiated work with local high school teachers in English and Social Studies to create a new collaborative partnership in two of our secondary licensure programs.

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	20
	Other	0	Other	0
	Total	8	Total	22
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)			
Elementary (K-6)	78	4	
Middle Grades (6-9)			
Secondary (9-12)	25	12	
Special Subject Areas (k-12)	2	2	
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	105	18	
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	182
MEAN PPST-W	179
MEAN PPST-M	181
MEAN CBT-R	329
MEAN CBT-W	322
MEAN CBT-M	325
MEAN GPA	3.19
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)	5	4	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	3	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	8	7	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	6	100
English	3	*
Social Studies (9-12)	2	*
School Summary	11	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		13					
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	13	77	46

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
Guilford	106
Forsyth	36
Rockingham	22
Randolph	21
Charlotte-Mecklenburg	14
Davidson	11
Alamance-Burlington	9
Durham Public	9
Surry	9
Wake	9

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.	3.25	3.25	3.4
The ability to effectively manage the classroom.	2.75	2.5	3.6
The ability to use technology to enhance learning.	3.5	3.5	3.2
The ability to address the needs of diverse learners.	3.75	3.25	3.4
The ability to deliver curriculum content through a variety of instructional approaches.	3.75	3.25	3.4
Number of Surveys Received.	4	4	5
Number of Surveys Mailed.	6	6	6

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	1	3



High Point University

2001 - 2002



IHE Bachelor's Performance Report

HIGH POINT UNIVERSITY

2001-2002

Overview of the Institution

High Point University is a private, liberal arts university affiliated with the United Methodist Church and dedicated to the Church's historic principles of inclusiveness and diversity. The mission of High Point University is deeply rooted in the liberal arts and is built upon close communication, both inside and outside the classroom, between motivated students and faculty committed to teaching. High Point University seeks to provide vital and distinguished undergraduate and graduate programs for the development of the student's powers of inquiry, command of language, and insight into ethical thought, in belief that these qualities will best equip its graduates for enterprising and constructive lives. The University's distinctive academic approach imaginatively blends the liberal arts; interest in critical thinking and search for values with contemporary society's emphasis on innovation and competition across professional disciplines and national boundaries. High Point University is committed to responsible corporate citizenship and to playing a vital role in the educational and cultural life of the community. Currently, nearly 3,000 students attend High Point University.

Special Characteristics

The Teacher Education Program at High Point University is based on a cognitive developmental model that parallels the university academic core of liberal arts studies. A sequential program of field experiences, beginning in the sophomore year, provides a clinical assignment each subsequent semester through program completion. In addition, the program provides experiences with children from diverse socio-economic levels, cultural backgrounds, and cognitive developmental levels. Program graduates complete their teacher education program having had a variety of field experiences with a diverse population of students. The Teacher Education Program also has several significant projects in place with local school districts.

Program Areas and Levels Offered

Elementary Education (K-6) Middle Grades Education (6-9): Language Arts Mathematics Science Social Studies
Secondary Education (9-12): Biology English History Mathematics History with Social Studies option Special
Subjects (K-12): Art Physical Education French Spanish Special Education (K-12): Learning Disabled Mentally
Disabled Behaviorally/Emotionally Disabled Academically Gifted (K-12 Add-On).

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.)

The Teacher Education Program at High Point University continues to be in a major partnership with the Davidson County Schools. The Chairman of the Education Department serves as an active member of the Davidson County Schools Quality Leadership Council. One of the most successful undertakings has been the alignment of the grades 6-12 Language Arts Curriculum. University faculty assisted in matching North Carolina Standard Course of Study goals with concepts tested on the Advanced Placement Examinations in English. Another successful project with the Davidson County Schools has been the creation of a ninth grade strategic reading class. University faculty met with twelve high school English teachers to create a course that would give struggling readers a head start on the English I exam. Students from the University's Reading in the Content Area class have a clinical experience with these students and have assisted with individualized testing, tutoring, and one-on-one reading. Over one hundred Davidson County Teachers are currently enrolled in add-on licensure programs in AG (Academically Gifted) or LD, BED, or MD (Learning Disabilities, Behavior-Emotionally Disabled, Mentally Disabled). Faculty from High Point University helped to design this program, audit the transcripts of students, and serve as advisors/mentors to these teachers. High Point University provides copy services for the materials and the use of the university library and computer services to assist those enrolled. The Davidson County Schools/High Point University Partnership was the feature article in the Volume II, Issue II, 2001 Partnership Courier: A Publication of the North Carolina Partnership for Excellence. That article concluded with this insight: "The alliance between High Point University and Davidson County Schools has truly become a partnership between administrators, college professors, teachers, and college and high school students." The Education Department at High Point University continues to be in partnership with the Guilford County Schools. A professor in the Education Department teaches an AG (Academically Gifted) licensure course on-site in the Guilford County School system each semester. As a result, in the last six years, over 80 Guilford County Teachers have been licensed in AG. The university provides the time and resources for the preparation of the program materials and generates all the licensure paperwork for the program completers. Physical Education 232 (Physical Education in the Elementary School) classes continue to be in partnership with Jamestown Elementary School. In addition, the Physical Education 420 class (Adaptive PE) taught swimming this year to 17 High Point Central High School Special Education Students. Through a collaborative venture of High Point University, Guilford County Schools, and the Association of Retarded Citizens (ARC), the Summer Choice Camping Project was developed and implemented during the 1999 and has continued through 2002. The goal of this program has been to provide transition opportunities during the summer months for adolescents with mental disabilities.

List of Schools with whom the Institution has collaborative activities.

Davidson County Schools, Guilford County Schools, Randolph County Schools, and Thomasville City Schools

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

High Point University faculty are involved with public schools in numerous ways. One faculty member from the Education Department is a member of the Task Force for Guilford County Schools development and implementation of an Occupational Course of Study for Special Needs Children. She also works with the Guilford County Schools Willie M. counselors to pursue alternative treatment programs and has served on the Randolph County Schools Steering Committee for the IDEA monitoring program. This faculty member also serves as a state officer for the NC Council of Administrators of Special Education. This faculty member also

provided training to local youth workers regarding students with disabilities and provided training to teachers across the state on 504 accommodations. Another professor of special education has served as a consultant to the Davidson County Schools in evaluating EC/504 identification plans and the service delivery process. A faculty member from the Modern Foreign Language Department assisted in the implementation of an after-school program to help Hispanic children at Oak Hill Elementary School in High Point. Another MFL professor has tutored students in English as a Second Language at High Point Central High School as a part of the Communities in Schools Program. A faculty member from the Behavioral Science Department serves as an evaluator for the Davidson County Partnership for Children, which supports and funds Smart Start Programs in the Davidson County Schools. This faculty member also has been involved with the design and implementation of a job-shadowing day at a local middle school. A faculty member from the English Department conducted a five-hour workshop for high school teachers of Shakespeare last October as part of the North Carolina Shakespeare Festival. He also coordinated and lectured in the "Classics in Context" series. Faculty in the Chemistry department provided facilities and support for the AP Chemistry class at Andrews High School to conduct spectroscopy experiments. A Chemistry professor also chaired the Chemistry Professional Society's committee to select the outstanding high school Chemistry Teacher in North Carolina. A professor from the Mathematics Department continues to teach in the North Carolina Governor's School. This faculty member also presented a problem-solving session to AL students in the Davidson County Schools. Another faculty member from mathematics tutors students in a local middle school. A faculty member from the Education Department is currently Editor of the North Carolina English Teacher. He also is involved with the College Board's AP English Program. He conducts workshops and seminars in various school districts throughout the southern United States. Members of the Physical Education Department participate in Field Day activities at local schools. One faculty member in Physical Education presented a session on Careers in Physical Education and Coaching to local elementary and middle school students. Another faculty member in Sports Medicine co-directed a Sports Medicine Symposium that provided educational support and opportunity for gaining CEU credit for area athletic trainers. Finally, several university faculty members also serve as PTSA officers at their children's schools.

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

The Teacher Education Program has created a new program called Encore. This program is a deliberate attempt to bring to campus area beginning teachers. Last year seminar topics included classroom management, behavioral interventions, the PBL Product/Portfolio, teaching in a one computer classroom, Praxis workshops for lateral entry teachers who had not yet taken the Specialty Area Test, and brain-based learning. Notification of these seminars was sent to local teachers. The response was good. The Education Department contacts graduates immediately after graduation to determine where they have been employed. Because so many of the graduates stay in the immediate High Point area, frequent communication is possible. Graduates feel free to contact Education Department faculty by phone, e-mail, or in person to ask for advice, borrow materials, or share frustrations. Graduates (and their principals) are contacted near the end of the first year of teaching and are asked to evaluate their teacher education preparation. The Education Department again makes their services available as needed, and, in the past year, several faculty members actually visited the classrooms of some of our recent graduates. One faculty member in the Education Department volunteered to mentor a new BED teacher at a local elementary school. Finally, several faculty members from the Education Department are included in the ILP Plan for several local school districts.

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

L.E.A.P. (Lateral Entry Admissions Program) continues to be a major initiative of the Education Department at High Point University. During the 2001-2002 academic year, High Point University had an active enrollment of 143 lateral entry teachers from area local school systems. Lateral Entry teachers send their letters of interest and transcripts to the Education Department. Licensure coordinators in the Education Department review the transcripts, write programs of study, counsel-advise students, and communicate as needed with LEA (Local Educational Agencies) Personnel Offices. When the programs of study are written, copies are mailed to the teacher, the personnel coordinator in the district, and the Evening Degree Program

office at the University. Lateral Entry teachers are directed to the Evening Degree Program for enrollment, registration, and financial aid information. After taking two courses, the lateral entry teachers are screened for formal entry in to the Education Program, and upon completion of courses and appropriate PRAXIS tests, are recommended for licensure. The Evening Degree Program staffs are experts in adult education and have greatly assisted the Education Department in the marketing of the LEAP Program. Newspaper and radio announcements are frequent and have resulted in much positive publicity for this program. One LEAP "completer" was featured in a story in a local newspaper about adults who have made mid-career changes. During 1998-99, Education 480 - Lateral Entry Internship - was added to the program requirements, this requirement enables Education Department faculty to provide additional support to lateral entry teachers directly in their classrooms. High Point University faculty continues to serve not only as advisors to these students, but as mentors as well. The university faculty also assists the lateral entry students in developing schedules and has made available independent study and on-line courses/support to assist teachers in completing their lateral entry requirements.

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

There are several programs at High Point University that help to support career teachers. First, faculty from the Physical Education Department lend equipment and expertise to local schools as needed and have worked with local soccer coaches with coaching strategies. The English Department annually sponsors the Phoenix Festival, a literary festival that brings to campus high school students and their English teachers. Workshops are provided for both students and teachers by prominent writers and critics. Also, the English Department has hosted for the last ten years the North Carolina Shakespeare Festival's "Classics in Context" series. Teachers who attend this in-service event receive CEU credit. A faculty member from the Education Department frequently visits AP (Advanced Placement) English classes and discusses with students and teachers testing techniques, scoring methodologies, and writing strategies. He frequently provides in-service sessions for teachers and administrators. Late afternoon/evening/summer classes give teachers the opportunity to add AG and other exceptional children licensure areas to their existing teaching licenses. In October 2001 as a part of Homecoming festivities, all High Point University graduates who teach were invited to a special luncheon. Over one hundred graduates attended this meal where they were recognized for their work and given an update on the activities of the Education Department. They were also given information about the department's in-service opportunities, late afternoon courses, and special fields of interests of faculty members. Program graduates who have obtained National Board Certification were also recognized.

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

High Point University Teacher Education students continue to work with the Thomasville Communities in Schools (CIS) Program to assist at-risk students in grades K-12. The University students were assigned to all four Thomasville Schools (Thomasville Primary, Liberty Drive, Thomasville Middle, and Thomasville High) during the 2000-2001 academic year and worked directly with students in developing reading and mathematical skills. All elementary majors have a semester practical experience at a High Point area school which has a population of children who almost all qualify for free or reduced price lunches. The university students tutor at-risk students in reading and mathematics and serve as lunch buddies as needed. During the past year, students were assigned to Johnson Street Elementary, Fairview Elementary, and Kirkman Park Elementary.

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

In an attempt to bring more minority students in to the field of Education, the Education Department has affiliated with the Teacher Cadet class at Andrews High School in High Point. Andrews High School offers the Teacher Cadet class to students who are interested in pursuing a career in teaching. Students spend at least three days a week working in a classroom at the grade level they wish to teach. Three members of the High

Point University Education Department faculty made presentations to the Teacher Cadet class regarding teaching licensure, program requirements, supply and demand, and scholarship opportunities. Students are made aware of the achievement gap between majority and minority students early in their education courses. Both theory and methods courses address this gap, and strategies are included that will assist students when they have field experiences in their own classrooms. Our required course in Introduction to Exceptional Children and our new model of co-teaching assists students in better understanding - and closing - this gap. During their Junior year, all Teacher Education majors must take Education 311 - Technology in Education. This course is specifically designed to provide instruction and skill development in the use of technology in order that our graduates have a better understanding of how to be more efficient in their classrooms.

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 Education Department has continued to implement the School-to-Work (Job Ready) Grant that was funded by the State Department of Public Instruction three years ago. Faculty from the Education Department wrote curriculum modules for pre-service teachers that were developed with educators from the Davidson County Schools and Davidson County Community College and business people from the Davidson County Schools School-to-Work partnership. Also, the Teacher Education Program is implementing a new model of instruction in all methods classes: we are now co-teaching each of the methods class with a subject specialist and a special education professor. This new instructional tool models for our student's effective co-teaching strategies.

Supplemental Information (Optional)

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

The Teacher Education Program at High Point University has purchased the Learning Plus System from Educational Testing Service. This program is designed to assist students who have had difficulty with the PPST series. Several faculty members have actually taken the PRAXIS Specialty Area tests and now have included problem sets and essay questions of similar style in their own tests. Other faculty members have identified web sites from their specific licensure area where students can visit for special directions and sample test items, and have prepared study guides and provided group and individual tutorials for students.

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

The University Office of Undergraduate Admissions holds five campus visitation days each year for perspective students. The Education Department has developed an informative and attractive power point presentation to show to interested students and parents. This presentation highlights our students' involvement in field experiences and also outlines the successes of our graduates. The Education Department has also affiliated with the Teacher Cadet class at Andrews High School in High Point. Andrews High School offers the Teacher Cadet class to students who are interested in pursuing a career in teaching. Students spend at least three days a week working in a classroom at the grade level they wish to teach. Three members of the High Point University Education Department faculty made presentations to the Teacher Cadet class regarding teaching licensure, program requirements, supply and demand, and scholarship opportunities. The SNCAE (Student North Carolina Association of Educators) actively recruits freshman-level students for membership, and has involved students in reading/tutoring activities in the local elementary schools. Information sessions for potential Evening Degree majors in Elementary Education are conducted each fall by the Department Chair. Applications to the Evening Degree Program are also delivered to Teaching Assistants in classrooms where our students are involved in practical experiences or internships. Finally, special bulletin boards and displays with photographs of student involvement in schools help to create visibility and awareness of the

Teacher Education Program. News of the program and professional activity and achievements of Education faculty and alumni are highlighted in the University Alumni Magazine and in the local media.

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

One of the most significant efforts to encourage minority students has been with the affiliation with Andrews High School and the Teacher Cadet Program being offered there. Andrews High has a 60% minority enrollment; therefore, the Teacher Education Faculty has been able to contact dozens of minority students who may consider a career in teaching. A faculty member from the Education Department continues to be a member of a task force in Guilford County that is studying the recruitment of minority teachers. This effort, along with the fact that Education Department faculty continue to make students aware of the need for minority teachers, has helped to increase the enrollment of minority students in our Teacher Education Program.

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

The Education Department has continued to implement the School-to-Work (Job Ready) Grant that was funded by the State Department of Public Instruction three years ago. Faculty from the Education Department wrote curriculum modules for pre-service teachers that were developed with educators from the Davidson County Schools and Davidson County Community College and business people from the Davidson County Schools School-to-Work partnership.

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	0	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	98
	Other	0	Other	0
	Total	14	Total	109
Licensure-Only	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	2	Total	12
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)			
Elementary (K-6)	23	23	23
Middle Grades (6-9)	30	30	30
Secondary (9-12)	32	32	32
Special Subject Areas (k-12)	11	11	11
Exceptional Children (K-12)	65	65	65
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	143	143	143
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	325
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)	46	29	6	5
Middle Grades (6-9)	4	0	0	0
Secondary (9-12)	2	2	0	0
Special Subject Areas (K-12)	1	0	0	0
Exceptional Children (K-12)	3	2	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	56	33	6	5
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	28	89
MG-Math	1	*
Physical Ed	2	*
Social Studies (9-12)	1	*
Spec Ed: BED	1	*
Spec Ed: Learning Disabled	1	*
Spec Ed: Mentally Disabled	4	75
School Summary	38	87
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		