

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		39				
U Licensure Only		2				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2000-2001</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	42	86	71

**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**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford	182
Davidson	158
Randolph	102
Forsyth	83
Thomasville City	24
Wake	21
Lexington City	19
Rockingham	17
Stokes	17
Charlotte-Mecklenburg	14

**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.	3.42	3.64	3.56
The ability to effectively manage the classroom.	3.42	3.64	3.33
The ability to use technology to enhance learning.	3.33	3.36	3.27
The ability to address the needs of diverse learners.	3.58	3.55	3.13
The ability to deliver curriculum content through a variety of instructional approaches.	3.42	3.64	3.4
Number of Surveys Received.	13	12	16
Number of Surveys Mailed.	30	30	30

**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	5	10





# **Johnson C. Smith University**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **JOHNSON C. SMITH UNIVERSITY**

2001-2002

---

---

### **Overview of the Institution**

Johnson C. Smith University (JCSU), one of the nation's oldest and strongest historically Black colleges, is a private liberal arts university of more than 1,500 students with a solid reputation for seeking and creating new ways to educate and prepare students as future leaders. JCSU, one of six U.S. colleges selected as a 1996 recipient of the John D. and Catherine T. MacArthur Foundation "genius" grants, was recognized for its innovations in the teaching and learning environment. In addition to these accomplishments, the University has partnerships with several international universities. There is no doubt that it strongly emphasizes teaching with a student/faculty ratio of 17 to 1. The University offers a four-year Liberal Studies program and the Honors College, which serve as general education programs for regular and honors students respectively, and 36 major programs of study through the College of Arts and Sciences and the College of Professional Studies. A number of specialized programs, including pre-law, pre-medicine, and pre-engineering, are offered as concentrations from within the two colleges. The IBM Laptop Initiative begun during 2000-2001 academic year to provide all full-time students with a laptop computer has seemingly awakened in students and faculty the desire to use technology in delivering and receiving instruction. As a result, faculty members have infused a variety of teaching/learning strategies and processes into their classes so that students cannot only access and manipulate a wide variety of information, but create new information.

### **Special Characteristics**

The theme "Teachers as Professional Decision Makers in Multifaceted Roles" (roles: master of content, curriculum/instructional designer and instructor, diagnostician, manager, model, child advocate) guides the conceptual framework of the Department of Education. The Program provides teacher candidates with content knowledge of curriculum design, the teaching profession, decision-making, and appropriate dispositions to apply reflectively and flexibly in any teaching context. Teacher Education Program courses include all special characteristics above as well as Learning Across the Curriculum (reading, writing, listening, speaking, and critical thinking) curriculum components. Several courses are structured around a service-learning element. The Teacher Education Program has received grants to infuse the strands of diversity education and technology skills into all aspects of the curriculum (Lilly Endowment) and to increase the diversity of the program's student population (Phillip Morris). Additionally, a semester of courses in the Elementary Education program uses strategies of a "learning community," another instructional approach to promote the reciprocity of the learning environment.

### **Program Areas and Levels Offered**

JCSU offers the following programs: (1) Elementary Education K-6, (2) Mathematics Education 9-12, (3) English Education 9-12, (4) Social Studies Education 9-12, (5) Physical Education K-12, and (6) Health Education K-12.

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

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

Several multiple year collaboratives continued during the 2001-2002 academic year. Collaborating for Education Reform is a consortia relationship between the Charlotte Mecklenburg Education Foundation, UNCC, Central Piedmont Community College, CMS, Charlotte Chamber of Commerce, JCSU and the Public School Forum. This relationship provides support for students, staff, and administrators in the West Mecklenburg Feeder Area to help improve the performance of students in low performing schools. Over 200 hours of faculty service was provided to this partnership during the 2001-2002 academic year. Services included retreats, conference attendance, meetings, training, work sessions, budget meetings, and grant writing sessions. The Ford Foundation renewed support of the project for an additional 18 months. The JCSU-Thomasboro Elementary School Partnership provides Saturday tutoring for more than 100 fourth and fifth grade children at the JCSU campus to help prepare them for the end of grade (EOG) test. These efforts contributed to the school achieving the status of exemplary growth in North Carolina. Other JCSU initiatives include the Burroughs Wellcome Fund Intensive Summer Science Camp for seventh, eighth, and ninth grade students from Mecklenburg, Cabarrus, Iredell, Union and Gaston County; and the NAACP Reginald F. Lewis Youth Entrepreneurial Institute which focused on empowering youth through an entrepreneurial curriculum. The partnership with Oaklawn Elementary School of Science, Mathematics and Technology, which involved the entire university family, continued to develop during the 2001-2002 academic year. Some of the partnership activities were a presentation and demonstration to the candidates in the Elementary reading course by Oaklawn classroom teachers, a presentation to student teachers on professional skills by the principal, and placement of JCSU students for various levels of field experiences. JCSU faculty is developing a tutorial program in which they will tutor Oaklawn students with academic needs. A partnership with IBM and the Charlotte Mecklenburg Schools provided IBM Learning Village software for the JCSU Teacher Education candidates. The candidates and JCSU faculty attended training to prepare them to incorporate the software into the Teacher Education curriculum. The students and faculty used the software to develop individual web pages, and later trained CMS students in the use of this tool. All Literacy candidates were placed in CMS schools where the Learning Village software was in use.

#### **List of Schools with whom the Institution has collaborative activities.**

Johnson C. Smith University has developed partnerships with the following school systems and schools: Charlotte Mecklenburg Schools (CMS), Union County Public Schools (UCPS), Ashley Park Elementary School (CMS), Oaklawn Elementary School (CMS), Thomasboro Elementary School (CMS), West Mecklenburg Feeder Area (10 CMS Schools), and East Elementary School (UCPS).

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

The Department of Education faculty have been involved in many public school activities. During the 2001-2002 academic year, the Department of Education faculty have been involved in many public school activities. Some activities continued from last year while new initiatives were developed. Continued from last year, teacher education faculty served (1) on the First Union Outstanding Educator Selection Committee, (2) as evaluators for Senior Exit Projects at West Charlotte High School, (3) as Science Olympiad-Regional Director and (4) on the NC State Board of Directors for the Science Olympiad Program. Additionally, faculty have (1) assisted in volunteer work with Time Out Youth's School Committee, (2) met with various Charlotte-Mecklenburg School administrators on harassment/violence in schools and assisted with the development of a strategy to address the problem, (3) participated in Charlotte Mecklenburg Schools "Best Friends" service learning project, New initiatives included: (1) health education presentations for K-5 children, (2) tutoring services to students with disabilities at Metro School, (3) grant writing collaboration with charter faculty, and (4) web-based development for middle school girls from Charlotte-Mecklenburg Schools. Arts and science

faculty from each specialty area have engaged in activities in the public schools. The faculty: (1) participated in the School to-Work Program, (2) served on Senior Exit Projects Boards at West Charlotte High School and Garinger High School, (3) served as a Mentor at Eastover Academy, (4) served as resource person for McClintock Junior High, (6) planned and implemented several service learning projects in local elementary schools, (7) participated in service learning projects in schools, (8) supervised Saturday tutoring programs, (9) organized and directed Regional Science Olympiad tournament at JCSU, (10) offered Science Olympiad Workshop to teams and coaches at JCSU, (11) assisted with Regional Science Olympiad Tournament at Guilford College and with State Science Olympiad tournament at NC State University, (12) made history presentations to elementary school children, (13) served as a Visiting Professor in an AP Biology class of juniors and seniors and provided instruction in genetics, protein synthesis and photosynthesis at Northwest School of the Arts, and (14) supervised non-teacher education biology majors in semester long teaching experiences using 'no-holds-barred' ecology techniques to 3rd graders at Bruns Avenue Elementary School.

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

To strengthen the Beginning Teacher Program (BTSP), the University provided release time for the Beginning Teacher Program coordinator. The release time was used to visit first year teachers in their classrooms, assess their needs, and provide them assistance. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a relationship during student teaching. As in the past eleven years, first year teachers continued to call unit faculty who served as resource persons for advice on solving professional problems such as classroom management, PBL products, record keeping, Praxis II preparation, lesson plan development, and to discuss concerns about evaluations. Services were offered via email, telephone, fax, and occasional face-to-face visits. The chair of the Department of Education visited first year teachers and provided feedback on their work and interpersonal skill development. JCSU faculty were trained as PBL Assessors and volunteered to assist beginning teachers by reviewing their PBL products and providing feedback. A continued effort of the University in support of the Teacher Education program was to subsidize payment of the Praxis II examination for first year teachers trained at JCSU. In previous years Praxis exam costs were charged directly to the student's account. This practice created financial hardship for students and hindered them from taking the test in a timely manner. In addition to providing support for JCSU beginning teachers, support services were provided for Ashley Park Elementary School beginning teachers, a JCSU partnership school. The BTSP coordinator held weekly meetings at Ashley Park Elementary to provide professional development activities based on interests and needs. Some activities were a needs assessment, presentations based on assessment results, classroom visits and feedback, and group discussions. The University's resources in the Curriculum Material Center in the JCSU Library, in the Department of Education and in other Departments are free and available for use by beginning teachers. The JCSU Faculty Development workshops provide an excellent opportunity for beginning teachers to enhance skills needed in the classroom. A distribution list of beginning teachers is established each year to provide timely communications. The goal of the BTSP is to ensure that first year teachers receive the necessary mentoring and support for a successful first year experience.

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

The Department of Education continued to assiduously evaluate transcripts, develop plans of study, and offer courses in the evenings for Lateral Entry teachers. Grant funds were used to support low enrollment courses to help insure that Lateral Entry teachers received required courses. During the summer of 2002, only the Department of Education offered two-week sessions that allowed Lateral Entry teachers to complete courses in a short period of time. The University continued to offer courses for Lateral Entry teachers on demand by cohorts. Thus department may offer a course at any time during the year to meet the needs of Lateral Entry teachers. The University requested and received approval from the Southern Association of Colleges and Schools to offer off-site fast-track courses for licensure. The JCSU has developed a partnership with Charlotte-Mecklenburg Schools (CMS) to offer licensure courses in the Equity Plus II schools (at risk and low-performing schools) sites. Equity Plus II schools typically have a large percentage of unlicensed teachers. CMS has consented to provide tuition for these teachers allowing them to study at the University without



concern about finances. The JCSU Department of Education also developed a partnership with Union County Public Schools to ensure that teachers were able to get the courses needed to maintain their Lateral Entry license. The courses provided were fast track licensure courses meeting for six hours a day for five consecutive Saturdays in the fall and spring. Elementary education faculty visited elementary education lateral entry teachers at two or more times during the 2001-2002 academic year to provide feedback, observe lessons, and assess changes made in the classroom environment. Through a grant from the Department of Labor, JCSU was able to develop and implement a demonstration project that provided a fast-track professional education program for lateral entry teachers in Charlotte Mecklenburg Schools and Union County Public Schools. These courses were provided tuition free to 15 candidates. Candidates were required to take at least four of the six courses offered. The project provided an opportunity for the fifteen candidates to complete their professional education requirements. Fulltime students at JCSU receive a laptop as part of their fee structure. Because most lateral entry teachers are part-time students, they are not eligible to receive a laptop; however, the Department of Education was able to obtain laptop computers that were made available to lateral entry teachers.

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

Department of Education faculty served as mentors for a group of teacher leaders from the schools in the West Mecklenburg Feeder Area who were designing literacy strategies to improve student achievement. A collaborative document was developed and circulated to all schools in the West Mecklenburg Feeder Area. Additionally, the JCSU Education faculty participated in grant writing collaborations to support career teachers. Grant funding supported the expansion of the career teacher program in the areas of best practices in teaching, teaching in urban environments and providing critical support for urban teachers. In support of career teachers, again this year JCSU co-sponsored the Traveling Science Laboratory, "DESTINY". The Natural Sciences Department of JCSU and The Partnership for Minority Advancement in the Biomolecular Sciences (PMABS) of the Biology Department at The University of North Carolina at Chapel Hill hosted a one-day workshop on teaching Biotechnology in the public schools. Approximately 20 teachers in the Charlotte-Mecklenburg Schools participated in the program that was held on the JCSU campus. After completing the workshop, CMS teachers are provided laboratory instructional sheets and supplies to infuse new skills learned into classroom curriculum. JCSU continues to provide one on one support and resources to former graduates as needed. In addition, JCSU offers a culturally enriched Lyceum Series Program that is open to career teachers. The Lyceum Series is one of the stellar lecture and performance series in the Charlotte area, offering programs of international stature. Although designed to enhance the education experiences of students at the university, all programs are free and open to public school teachers. Another opportunity for career teachers is participation in the JCSU Faculty Development Program. The program offers monthly workshops on pedagogy and instructional technology.

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

The faculty in the Department of Education continued participation in the "Collaborating for Educational Reform", a program designed to increase achievement in schools in the West Mecklenburg area which contains several low-performing schools. JCSU faculty were involved in a successful grant writing campaign which provided funds to continue the efforts of the reform program. Faculty and students in the literacy courses worked with literacy and classroom teachers to help increase the achievement of students at Thomasboro Elementary School. Additionally, students and faculty participated in tutoring activities in reading and mathematics for fourth and fifth graders at Thomasboro. The tutoring occurred on the JCSU campus on Saturdays.

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

No Information Available

**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, the department of education placed special emphasis on serving lateral entry teachers. JCSU was able to provide free tuition for 15 candidates. The teacher education faculty visited lateral entry teachers and provided feedback in their classrooms, acquired a pool of ten laptop computers for loan to lateral entry teachers, and developed and gained faculty approval for a curriculum designed especially for the needs of lateral entry teachers.

**Supplemental Information (Optional)**

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

During the 2001-2002 academic year, faculty members continued to: (1) integrate test content into courses, (2) include "Praxis" type questions on tests in most courses, (3) encourage and provide opportunities for students to broaden their knowledge through reading, (4) revise courses, and (5) refer students to off campus workshops when appropriate. The Department of Education also provided: (1) content review sessions, (2) test-taking sessions through the Teaching and Learning Center, (3) timed writing activities to help students respond more effectively to essay questions, and (4) additional academic courses to support the content areas of the elementary school curriculum (science, mathematics, English, social studies). Through this multi-faceted, intensive approach, students should attain the level of competence needed to succeed on the test. Faculty members continue to provide an orientation to the test as a part of the introductory education course, EDU 220: Early Experiences in Teacher Education. Additionally, the University has used Learning Plus to assist students in preparation for Praxis I since it was first published. In August of 2000, Learning Plus was included in the software package on the laptop computers of all students (1,576) enrolled in the University. During the 2001-2002 academic year, the University continued to fund students to take the Praxis II examinations. This allowed students to take the examination in a timely manner. Additionally, the Department of Education purchased the new study guide for elementary education, and provided several sessions on preparing for the Praxis II examination. A recent initiative is that students are now required to take the examination after the completion of course work and before admission to student teaching.

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

The unit continues to use institutional support and grant funds to assist in efforts to recruit students into professional education programs leading to licensure. The funds are used to support release time for departmental faculty, supplement costs of low enrollment courses which allow Licensure-Only and Lateral Entry students to complete their programs, and disseminate information on JCSU course offerings. Additionally, the Department of Education utilized partnerships with local school systems to recruit students by providing courses at their home institution. The unit continued to participate in a number of campus recruitment activities during the 2001-2002 academic year.

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

Johnson C. Smith University is a historically Black institution and thus the majority of the students in the Teacher Education Program are African American. A concerted emphasis of our Licensure-Only program is to increase the diversity in the Teacher Education Program. To date efforts have been successful with approximately a 40% increase in non-African American students. JCSU has been fortunate in that funds from several grants have been provided to assist in the recruitment of a more diverse student population.

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

No Information Available

## 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	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	12
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
	Total	0	Total	0
Part Time				
	Male		Female	
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)	10	7	7
Middle Grades (6-9)			
Secondary (9-12)	70	35	30
Special Subject Areas (k-12)	15	10	8
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	95	52	45
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	327
MEAN CBT-W	322
MEAN CBT-M	323
MEAN GPA	3.1
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.**

2000 - 2001 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	3	*
Physical Ed	1	*
School Summary	4	75
* 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	4					
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	4	75	50

**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
Charlotte-Mecklenburg	229
Union	13
Guilford	9
Forsyth	8
Gaston	8
Wake	8
Cumberland	7
Cabarrus	5
Durham Public	5
Wayne	5

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

No responses were received

**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	7	3



# **Lees-McRae College**

**2001 - 2002**







# **IHE Bachelor's Performance Report**

## **LEES-McRAE COLLEGE**

2001-2002

---

---

### **Overview of the Institution**

Lees-McRae College is a small, private, liberal arts institution that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern High Country of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the College provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-two programs of study ranging from the physical, biological, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several collaborative off-campus degree programs at four community colleges serving non-traditional Appalachian students. Two of these programs are in Elementary Education, and are part of the College's outreach effort to remediate the extreme teacher shortage in the state. The College is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The College is also committed to assisting lateral entry educators acquire the preparation necessary to be recommended to the State of North Carolina for clear licensure. The development of a portfolio illustrating knowledge of and proficiency with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards is required of all students, and for lateral entry teachers, must include satisfactory evaluations (TPAI) from their respective school principal(s) and their reflective mentor teacher. Lees-McRae College and local area school systems have collaboratively designed a "Directed Mentoring Experience" to replace the traditional Directed Student Teaching component of the program for lateral entry teachers to respect their unique position. Over 36 students are presently employed in public school systems while enrolled in the Teacher Education Program including a school resource officer, special education and preschool teachers, and lateral entry elementary teachers.

### **Special Characteristics**

The off-campus Teacher Education Program is identified by Lees-McRae College as one of its six "Flagship Programs". This designation reflects the College's respect for and commitment to dedicating long-term resources to the Teacher Education Program through continued development and expansion of vigorous licensure programs. The College also embraces the conceptual framework of the program, "Teacher as Reflective Mentor" that is designed to prepare thoughtful, self-motivated, competent, and dedicated teachers who exhibit the highest professional and personal standards of excellence. Faculty members (with one of the smallest faculty: student ratio) are knowledgeable in all areas of the Teacher Education Program, competent in their respective skills, and supportive of students and colleagues -- role models of reflective teaching. The Teacher Education Program uses the A+ School Concept in its curricula by asking students to complete an Integrated Arts Core (in Music, Drama, Dance, and Visual Arts) to support best practices in effective teaching. By an overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Teacher Education Program. Employers have been positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience. In fact, 100% of all program graduates from the Class of 2001 who received their NC teaching license were employed. Strengths cited by employers include their understanding of the Standard Course of Study, an ability to integrate across the curriculum, vast content knowledge, active use of manipulatives, and positive interactions with children. While

recent legislation has "sidelined" the Product-Based Licensure component, the Division of Education will continue its expectation that all graduates create an effective teaching portfolio based on the INTASC Standards. The College has worked collaboratively to establish three Professional Development Schools at two neighboring elementary schools and one local middle school. These locations provide numerous opportunities for both students and faculty to collaborate on curricular and leadership presentations at the local, state, and national levels.

## **Program Areas and Levels Offered**

The Lees-McRae College Teacher Education Program offers two degrees (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12). The Division of Education also offers the non-licensure program of Sport Management for students who desire to teach/coach athletics in the community/collegiate/professional arenas. Currently, the Division of Education offers these programs according to the following analysis: Lees-McRae College, Banner Elk, NC: Bachelor of Arts in Elementary Education (K-6) - Bachelor of Science in Physical Education (K-12) - Bachelor of Arts/Science in Theatre Arts Education (K-12) - Bachelor of Science in Sport Management - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science in Elementary Education (K-6) - Licensure-Only Program of Study for Lateral Entry Teachers (K-6) - Professional Development Coursework for Beginning/Career Teachers. The Division of Education worked collaboratively with area community colleges and the Faculty Senate during the 2001-02 academic year to modify existing off-campus program curricula to ensure that all Elementary Education (K-6) degree offerings, regardless of program location, will be a Bachelor of Arts degree. This was put in place to ensure student exposure to ESL students and their needs.

## **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.).**

At the College level, administration, Faculty from all academic divisions, and staff work collaboratively with area public schools in activities that include: Planning for the cooperative use of resources found at the College, in the public schools, and the local community; serving as resource persons in instructional programs; utilizing the College's computer laboratory facilities; granting permission for the use of the Colleges physical facilities such as Hayes Auditorium, James H. Carson Library, classroom space, and indoor/outdoor athletic facilities for public school use; coordinating and hosting the North Carolina Teacher Academy; engaging in active research in the public schools; supporting the Teacher Cadet Program; presenting theatre and cultural activities for school-age children; and inviting public school personnel to be part of the Teacher Education Committee. Lees-McRae College, in cooperation with the Division of Education, Avery County Public Schools, and the Avery County Arts Council has developed and sustains the High Country SALT Program. In it's third year, this program provides students in grades K-8 enrichment classes in the visual and graphic arts, music, dance, theater, and computer sciences. Students in grades 9-12 can take college-level courses at Lees-McRae. During the 2001-02 academic year, The Division of Education expanded its collaborative activities with LEAs by: Developing an International Outreach Program (facilitated by UNC-Chapel Hill) to bring the College's international students and faculty into the public schools; conducting a county-wide needs assessment in the local elementary schools; requiring a field experience of all education students to tutor and mentor ESL students in the public schools; offering CPR/First Aid Training by College Sports-Medicine faculty for teachers; increasing enrollments in the off-campus programs in Burke and Surry Counties (both are experiencing a significant teacher shortage); and working with the College's Institutional Advancement Office on a number of

grant proposals for collaborative projects with Avery County Schools. These collaborations take place within the Division's three identified Professional Development Schools, and within other schools in surrounding counties. For a complete analysis of schools and collaborative activities, see A:1 of this report.

### **List of Schools with whom the Institution has collaborative activities.**

Lees-McRae College, Division of Education and Physical Education, Teacher Education Program Collaborative Activities with LEAs: Avery County Public Schools -- Two Professional Development Schools (Banner Elk Elementary School, Cranberry Middle School); SALT Program; ESL Assistance Program; Teacher Cadet Program; International Outreach Program; Campus and Curriculum Center Resources; Instructional Space Sharing; Observation, assisting, and student teaching placements; Professional development for beginning and career teachers; Teacher Education Committee memberships. Burke County Public Schools -- One Professional Development School (W.A. Young Elementary School); Thematic Unit Fair; ESL Assistance Program; Teacher Recruitment Activities; Observation, assisting, and student teaching placements; Professional development for beginning and career teachers; Teacher Education Committee memberships. Charter Schools (Crossnore Academy and Grandfather Academy) -- Observing, tutoring, and assisting placements; Professional development for beginning teachers; Licensure advising for Lateral Entry Teachers. McDowell County Public Schools -- Teacher Cadet Program; Observation, assisting, and student teaching placements; Professional development for beginning and career teachers. Stokes County Public Schools -- Observation, assisting, and student teaching placements; Professional development for beginning and career teachers. Surry County Public Schools -- Teacher Recruitment Activities; Observation, assisting, and student teaching placements; Professional development for beginning and career teachers; Teacher Education Committee memberships. Yadkin County Public Schools -- Observation, assisting, and student teaching placements; Professional development for beginning and career teachers.

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

Faculty in the Division of Education at Lees-McRae College are expected to be involved in the LEAs they serve, and are assessed on this in their annual Professional Activities Report as well as in their recommendations for professional promotion at the College. The Division of Education has continued its leadership in three Professional Development Schools. The current Chair of the Division of Education, newly hired during the 2001-02 academic year, conducted a tour and needs-assessment survey at all Avery County elementary schools, and communicated those needs to Faculty members. A Division of Education Faculty member directs the Teacher Cadet Program in both Avery and McDowell Counties. Faculty members and Division of Education students also conducted career day seminars, college awareness workshops for potential first-generation Appalachian college students, worked in KADA (Kids Against Domestic Abuse) projects in the public schools, volunteered at the Very Special Arts Festival at a local children's home, taught public school children piano, and hosted a Cub Club athletic program for home-schooled children. The SALT Program, a partnership between Avery County Public Schools and Lees-McRae College continues to thrive and provides students in grades K-6 enrichment opportunities in specific areas of the arts and technology. The Division of Education encourages active involvement of LEA personnel in its Teacher Education Committee, which meets 2-3 times per year to advise and inform the Teacher Education Program, and to identify public school needs. Currently, over 30 participants from all LEAs that the Lees-McRae College Teacher Education Program serves are actively involved -- ten members of the Burke County Public Schools are affiliated with the Teacher Education Program in an Adjunct Faculty member, advisory, or Teacher Education Committee role. Similar efforts are being made to systematically involve LEA personnel in Surry, Yadkin, and Stokes Counties. Additional Faculty involvement in service to the public schools include: Serving on various committees and in leadership positions (school board member, Teacher of the Year selection committee, Teaching Fellows applicant review, and as judges for science fairs); administering the SAT and ACT tests; and speaking at area high schools on topics related to college life.

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

As an extension of the Reflective Mentoring Framework, the Division of Education emphasizes its continuous interest and support of all beginning teachers, especially its graduates, as they enter their teaching careers. This support is put into practice through scheduled visitation(s) with beginning teachers and their principals, making available College resources and materials, providing staff consultation and development as requested, and routine e-mail discussions with graduates. Lees-McRae College Teacher Education Program graduates use their professors and mentors as resource persons who troubleshoot, advise, recommend advanced courses of study, and provide employment and career guidance within the public school setting. The Division of Education offers PRAXIS II Workshops and specialty seminars of interest to beginning teachers at no cost. The College web site is being expanded to include all Teacher Education Program Faculty and graduate contact information in order to facilitate communication with graduates for both Lees-McRae Faculty, alumni of the Teacher Education Program, and current pre-service teacher candidates. During the 2001-02 academic year, Division of Education Faculty members visited each new Teacher Education Program graduate that was employed in Avery, Burke, McDowell and Surry Counties to offer support and guidance. They also supported lateral entry teachers in the program by attending a Burke County Public Schools Principal's Meeting where a Lees-McRae College lateral entry teacher was presenting a thematic unit on the winter Olympics. Faculty members, in the past, have consulted with in-service graduates of the Teacher Education Program as they compiled their ILT/PBL teaching product/portfolios - With the recent changes to this requirement, the Division of Education will continue its support of new teachers to include any/all new licensure requirements that will take the PBL's place. As with every year, the Division of Education conducts an Exit Interview with all program completers to identify areas for future professional development, and provides recommendations and resources to meet these self-identified needs. The Division of Education also supports an Alumni Website to encourage collegial support between new teachers.

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

Lees-McRae College is committed to assisting lateral-entry teachers in acquiring the necessary preparation to be recommended to the State of North Carolina for clear licensure. To achieve this goal, the Lees-McRae College's "Lateral Entry Policy" was presented and approved by the Teacher Education Committee in 2001, and revised in the spring of 2002. This policy, which adapts the Teacher Education Program to respect the work that lateral entry teachers carry out each day in the public schools, has been disseminated to local area school districts, and is continually being reviewed and revised in light of changes in Lateral Entry Policies at the local, state and national levels. During the 2001-02 academic year, the Division of Education had 22 lateral entry candidates admitted to the Teacher Education Program. Students who are currently enrolled in the program considering lateral entry are individually advised before seeking this as a viable employment option to ensure a successful classroom experience. All education seminars, PRAXIS Preparation Seminars and Workshops, faculty advising and mentoring services, and resources of the Division of Education are made available to lateral-entry candidates without cost. The Division of Education Chair and Faculty visit local central offices and meet with public school personnel directors to explain how the Lees-McRae College Lateral Entry Policy can best facilitate their hiring needs. During the 2001-02 academic year, The Division of Education met with representatives from the Regional Alternative Licensing Center (RALC) in Charlotte to facilitate licensure options for lateral entry teachers, and has worked collaboratively with the RALC in meeting several new lateral entry teachers' needs. Faculty members also provided advising and lateral entry licensure information to lateral entry teachers not currently enrolled in the Teacher Education Program. Lees-McRae College redefined its A.L.L. (Adult Lifelong Learning) Program to include lateral entry teachers taking their 6-15 credit hours per year as non-degree seeking students, therefore allowing them to take advantage of reduced tuition rates as part-time students.

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

In addition to the previously mentioned focus on teacher technology workshops, the Division of Education and College offer multicultural experiences for in-service credit through an International Studies Abroad Program.

Currently, these experiences include travel to Russia, Ireland, and Scotland. These programs focus on a dynamic multicultural agenda that integrate science, social studies, literature, and communication skills. In-service teachers are encouraged to apply their learning experiences from studies abroad in their home classroom environments. The College also offers continuing education credits for career teachers at reduced tuition rates through its Adult Lifelong Learning Program. The Division of Education offers direct instruction, faculty expertise, Campus and Curriculum Center materials and resources, and technology and internet resource (NCLive) accessibility to teachers on an as-needed basis and throughout their National Board Certification process. A Division of Education Faculty member provides a series of model teaching session for a team of teachers at a local middle school. At the teachers' requests, lessons on writer's workshop, collaborative lesson planning, and process math instruction for end-of-grade test preparation are presented. All local area career teachers are formally invited to attend scheduled on-campus events pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, and teacher professionalism. The College's website is also being enhanced to facilitate support of career teachers through professional updates, on-line resources, URL directories, e-mail "chats", and insight into new research. During the 2001-02 academic year, the Division of Education collaborated with its W.A. Young School in Burke County to open its Thematic Unit Presentations to all Burke County Public School teachers providing inspiration and ideas in lesson design and unit planning for career teachers. The Division has also offered its instructional space to host a retreat for middle school teachers in Avery County during the 2002-03 school year. The Lees-McRae College Sports Medicine Program, in conjunction with the Division of Education, will offer all Avery County teachers professional development in CPR/First Aid.

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

The College offers Faculty expertise and Curriculum Center resources to enhance instruction at area low-performing schools. Faculty members continue to collaborate with a local school district to implement services for at-risk Hmong and Hispanic pre-school children. This program, in its second year, has a Lees-McRae graduate as an teacher in a technology-enhanced school bus named "Betsy" that travels directly to the children's homes and provides stimulating teaching/learning experiences and school-readiness guidance. Faculty members in the Division of Education also offer assistance to a College graduate who teaches special education students in a low-performing urban setting. During the 2001-02 academic year, discussions and feasibility studies on creating an Avery County Public Schools "Middle College" to assist at-risk high-school students as a dropout intervention program have been collaboratively undertaken. While this program is large in scope and far from implementation, the Division of Education sees a project of this nature to be the ultimate in assisting low-performing schools, and ultimately the low-performing student. Recent curriculum changes to provide a Bachelor of Arts in Elementary Education degree will better equip graduates to work with ESL students, and will be required of education students at all three program locations beginning in the fall of 2003. Two new professional education courses were developed -- one in classroom management and organization, and the other in "brain-based" learning styles -- to help graduates meet the needs of diverse learning styles often associated with the low-performing student, and skills desperately needed in low-performing schools. While these areas are "spirally" integrated in the Teacher Education Program, program assessment indicated that students desire direct instruction in these areas. The Division also supports two specialty Charter Schools - The Crossnore Academy and Grandfather Academy - with observing and assisting education students and College graduates as full-time teachers. These schools educate abused and neglected children who have being placed in children's homes (affiliated with the schools). One student volunteered over 300 hours during the 2001-02 school year, and the College plans to place Bonner Scholar volunteers there (10 hours/week) during 2002-03.

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

Faculty members attended a conference in the spring of 2002 to learn more about "Closing the Gap", and continue to develop a strategic plan which outlines tangible programs and initiatives to meet the expectations of this SBE initiative. During a two-session Faculty symposium this spring, the Division of Education began authoring a strategic plan to address this initiative. To begin, Faculty looked at the 10 recommendations by

Charles Thompson and Sam O'Quinn, III offered in the report, "First in America: Eliminating the Black-White Achievement Gap," the "North Carolina Commission on Raising Achievement and Closing Gaps Report to the SBE," and the recommendations of Marvin Pittman, State Assistant Superintendent. From this, five initiatives were outlined: (1) Create professional development opportunities for career teachers in local area schools focusing on strategies to use with minority populations; (2) Advocate for eleven-month contracts for career teachers; (3) Identify and fund professional development opportunities for Faculty members on developing content materials and methods to be added to existing courses that support "Closing the Gap"; (4) Selection criteria for new teacher education Faculty should include minority exposure and diverse learners experience; and (5) The encouragement through Reflective Mentoring to align high-performing teachers with low-performing schools. This plan, after modification(s), will be approved in the fall of 2002, and implemented during the 2002-03 academic year. Prior to approval, the Division of Education conducted a needs assessment of local public elementary schools, and included in this survey items that dealt directly with this SBE Initiative. Results will be tabulated and included in the revised strategic plan to be adopted. Other SBE Initiatives (Technology: 96% Pass-rate on Technology Portfolios developed against the 14 NCDPI Basic and Advanced Technology Competencies for Educators; No Child Left Behind: Development of two new courses that provide direct instruction on classroom management/organization and differentiated learning styles; and Diversity: Special emphasis on recruiting minority candidates at both off-campus locations) continue to be addressed as evidenced in this IHE report.

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

Division of Education Faculty members placed emphasis on the SBE initiative "Closing the Gap" as they believe that the initiative is a direct complement to the best practices of effective teaching implemented under the "Teacher As Reflective Mentor" framework used at Lees-McRae College. In addition to developing a strategic plan, Faculty members began implementing this plan even prior to its adoption. One Faculty member has identified a professional development opportunity that deals directly with improving EOG scores and identifies strategies to use in "Closing the Gap" from the standpoint of Teacher Education Programs (Strategic Plan Initiative 3). In the hiring of a new full-time faculty member, Strategic Plan Initiative 4 ("Selection criteria for new teacher education Faculty should include minority exposure and diverse learners experiences) was used in selecting a Master Teacher (high-performing teacher) that has diverse professional and educational experiences in working with "gifted and talented", "learning disabilities", and "ESL students" -- students that often experience a wide variance in performance over ability. Faculty members also identified the need to "revisit" the learning outcomes of the two new courses (originally designed to meet the "No Child Left Behind" Initiative) and modify them to include outcomes that provide direct instruction in the knowledge, skills, and dispositions necessary to effectively "Close the Achievement Gap."

**Supplemental Information (Optional)**

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

The Division of Education offers both PRAXIS I Preparation Seminars and PRAXIS II Workshops for all traditional and non-traditional students involved in the Teacher Education Program. These preparation opportunities are available during class time, evening hours, and on weekends to meet students' needs. The College has purchased and makes available the most recent PRAXIS I and II study guides (paper versions, including many specialty areas tests) for students to use in the Division's Curriculum Center. The Division has reviewed and ultimately purchased new CD-ROM software for PRAXIS preparation and remediation. During the 2001-02 academic year, six PRAXIS I Preparation Seminars and PRAXIS II Workshops were offered. These workshops were advertised and open to all pre-service teachers, public school teachers requiring PRAXIS testing, and lateral entry teachers at no charge at all program locations. For students who failed to pass any part of PRAXIS I or II, remediation services were available free of charge in the Student Success and Internship Center in the form of 1:1 tutoring, practice tests, and skill-building workshops. Program coordinators

at the off-campus locations schedule individual sessions with students when assistance is required. All Professional and Materials/Methods Faculty and program coordinators of the Division of Education have taken the PRAXIS exams (within the past three years), and continue to do so with each revision of the tests. Faculty members incorporate their awareness of PRAXIS content into their direct instruction with pre-service teacher candidates. Students also create an INTASC Standards Portfolio, which supports (through reflection) their higher-level cognitive abilities in answering PRAXIS questions that deal with meeting the needs of students through identified best practices. Program coordinators also instruct all part-time and adjunct faculty members in identifying learning outcomes in their coursework that directly correlate to the material covered in PRAXIS Series testing. Ultimately, a strong Teacher Education Program is a student's the best preparation for the PRAXIS Series, and the Division uses data gathered from both internal survey instruments and PRAXIS score reports to strengthen each component of the Teacher Education Program.

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

The Division of Education and Lees-McRae College actively promote opportunities to recruit students into professional education programs leading to licensure. At two off-campus locations, one approximately 100 miles from the main campus and the other 50 miles away, Lees-McRae College offers a Bachelors of Science in Elementary Education to non-traditional Appalachian students who are time/place bound and could not otherwise gain their licensure. Faculty members from the on-campus program travel to the off-campus programs (which are identical in scope and spirit to the main campus Teacher Education Program) housed at two community colleges. Each off-campus program has a full-time Faculty member to serve as a Program Coordinator. Coordinators act as liaisons between their off-campus programs and the main campus, provide on-site academic and professional advising, and implement student development. The Division of Education has also formed partnerships with two local high schools and their Teacher Cadet Programs that mentor capable seniors who have an interest in becoming classroom teachers. One of these partnerships was the pilot Teacher Cadet Program for the state of North Carolina. During the 2001-02 academic year, The Chair and Faculty members of the Division of Education hosted a College Open House in order to interest potential first-generation college students in the professional programs leading to licensure, and also invited local middle school students to attend. The off-campus program coordinators advertised several Teacher Education Open Houses, which they hosted in their local communities. They also worked with academic advisors at their respective community colleges and public school personnel directors to recruit potential teachers. This year, Division of Education Faculty members participated in the Burke County and Surry County Teacher Expos (Job Fairs), and represented the Division on the NC Guidance Counselors Tour to promote student enrollment in the Teacher Education Program. They also worked to develop a stronger relationship with the Office of Admissions in order to identify students with an interest in the teaching profession earlier, and develop a bond with them during their first semester freshman year.

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

Lees-McRae College makes on-going efforts to encourage minority students to pursue professional licensure. The majority of students enrolled in the Lees-McRae College Teacher Education Programs are non-traditional Appalachian students. The Admissions Committee and the Division of Education make concentrated efforts to interest minority students in teaching in several ways: Personal meetings during orientation visits to the College campus; Faculty, staff, and student recruiting visits to public schools which have predominately minority students; And the College-wide initiative, "Plan to Recruit a Diverse Population to Lees-McRae College", which has shown promise in increasing the existing number of minority students. The increase in the College's study abroad programs and international recruitment has heightened awareness of the College's programs and secured several non-US candidates for College enrollment. The College's mission statement sees the purpose as "extending its ministry of education to diverse populations." During the 2001-02 academic year, program coordinators at the off-campus locations worked to attract several minority candidates to the Teacher Education Program, including: One Hmong-American candidate, who will join the program in 2003; Several African-



American candidates and one African-American lateral entry teacher who will join the program in 2002 and 2003 respectively; and two Hispanic-Americans who are interested in working toward ESL certification after completing the Lees-McRae College Elementary Education Program. Faculty also advised several lateral entry teachers from South America (Columbia) invited to teach in North Carolina to meet the teacher shortage in gaining their lateral entry licensure requirements. The Division of Education hopes to attract diverse candidates through its new involvement in the International Outreach Program, where students at the College are provided the opportunity to teach first-hand about their native country and culture to public school children. This year, the professional course, EDU 361 Education of Culturally Diverse/Exceptional Populations included in-class speakers from diverse cultural and minority groups and provided a service component based in community ESL classes and community service agencies focused on new immigrant assistance.

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

During the 2001-02 academic year, the Division of Education acted on many facets of its strategic and continuous improvement plans. Program initiatives included; The investigation and needs assessment of a "Middle College" at Lees-McRae College to provide an educational intervention to area at-risk high-school students. The development and implementation of an International Outreach Program (in cooperation with UNC-Chapel Hill) to provide cultural awareness opportunities for public school children; And the development of two new professional courses (in classroom management/organization as well as "brain-based" learning styles) to further cultivate skills and awareness in meeting the needs of all children. The Division of Education also worked to strengthen its existing Teacher Education Program through several initiatives. The Division redefined Faculty members' roles in the program and embraced the creation of Clinical Faculty - new faculty to be hired specifically to mentor and support students during their Directed Student Teaching Experience, thus allowing current Faculty members to concentrate on providing Professional Knowledge and Materials and Methods coursework. The Division of Education also collaboratively composed and implemented new Articulated Associate of Arts Agreements with Surry Community College and Western Piedmont Community College, providing a clear course of study for beginning community college students. The Division of Education was proud to receive state accreditation of its K-12 Physical Education Teacher Education Program in the spring of 2001, and strengthened this program by designing, authoring, and implementing a non-licensure option in Sport Management for students interested in teaching and coaching sports in the community collegiate/professional arenas. During the summer of 2002, Faculty members worked to remodel the classroom and clinical spaces of the Division with new carpeting, paint, bulletin boards, and educational technology (4 additional networked PC's) with a large focus on updating the periodicals, texts, manipulatives, and creative resources of the Curriculum Center. The Center has also extended its evening hours to allow area public school teachers access to additional educational materials.

## 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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	113
	Other	0	Other	0
	Total	17	Total	115
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	1	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	1	Total	15
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)	18	11	21
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	18	11	21
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	184
MEAN PPST-W	180
MEAN PPST-M	181
MEAN CBT-R	329
MEAN CBT-W	324
MEAN CBT-M	324
MEAN GPA	3.7
Comment or Explanation :	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	54	47	5	0
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	3	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	59	49	5	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	28	93
MG-Lang Arts	1	*
MG-Math	1	*
Physical Ed	2	*
School Summary	32	88
* 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	54					
U Licensure Only	5					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	33	94	88

**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
Surry	22
Avery	15
Burke	7
Yadkin	5
Wilkes	4
Watauga	3
Davie	2
Forsyth	2
Guilford	2
Johnston	2

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

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.29	3.26	3.31
the ability to effectively manage the classroom.	3.24	3	3.23
the ability to use technology to enhance learning.	2.94	3.11	3.31
the ability to address the needs of diverse learners.	3.18	3	3.08
the ability to deliver curriculum content through a variety of instructional approaches.	3.47	3.21	3.31
Number of Surveys Received.	17	19	13
Number of Surveys Mailed.	29	29	29

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	4	13

