

IHE Bachelor Performance Report

Chowan University

2005 - 2006

Overview of the Institution

Chowan University is a four-year coeducational institution committed to excellence in teaching, learning, and service. The university provides an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary to survive and flourish in the rapidly changing, culturally diverse, global society of the 21st century. Chowan University, as a church-related institution, was founded upon and is dedicated to Judeo-Christian values. The university fulfills its mission with a careful blend of liberal arts courses and professional courses. Recognizing that such a blend of knowledge and experience is particularly suited to the needs of contemporary society, Chowan takes as a priority the need to connect general education with specialized education, theoretical learning with practical learning, and intellectual skills with vocational skills. These connections are emphasized throughout the four years normally required to satisfy graduation requirements. Chowan University is the second oldest Baptist institution of higher learning in North Carolina. It opened in 1848 as a four-year college for women as Chowan Baptist Female Institute. It was renamed Chowan College in 1910 and admitted male students in 1931. In 1992 the college returned to four-year status. In April of 2006, it was announced that on September 1, 2006, the college would assume university status. The university will continue to expand its academic programs and to recruit well-qualified, diverse faculty and students. At the same time, it continues to appreciate its identity as a small church-related institution. The university attempts to provide a caring environment that is comfortable and conducive to intellectual, social, and spiritual growth. The administration and faculty believe in and insist upon intellectual freedom, while continuing the commitment to Christian principles. Chowan University does not discriminate on the basis of gender, race, color, age, creed, national origin, or handicap in its policies concerning employment, admission, housing, scholarships and grants-in-aid, and public functions. Chowan University inaugurated Dr. Christopher White as President of the institution in September, 2004. This important step is resulting in preparing for a future that includes capital improvements, raising academic standards, and growth in its move to university status. The leadership of Dr. White has begun to make for significant changes in the atmosphere of the institution, in the quality of programs offered, and in the campus environment. During the past year, many capital improvements have been made to the campus, the enrollment has increased, endowments and gifts have grown, and the financial status of the university has improved. It is with such strengths and a vision of the future that Chowan University will continue to grow and be a vital part of northeastern North Carolina.

Special Characteristics

The Conceptual Framework of Chowan University's Department of Teacher Education has been revised to "Preparing Effective Teachers" which incorporates reflection; commitment to diversity and the worth of all individuals; strong communication skills; commitment to working with families of students; and, the incorporation of technology into teaching. This is a natural extension of the earlier Conceptual Framework, "The teacher as a facilitator of learning for ALL students." The Conceptual Framework supports the belief that candidates who complete the teacher education program will have the knowledge, skills, and dispositions to be effective teachers for the 21st century. This theme is also a logical extension of the university's overall mission statement. This mission commits the university to excellence in teaching, learning, and service; to the pursuit of academic excellence; freedom of inquiry; and, to the pursuit of truth. The mission further commits the university to meet the needs of its students in "a caring context, providing extracurricular opportunities, which facilitate positive life experiences." The Department of Teacher Education at Chowan offers special one-on-one advising for all candidates seeking teacher education licensure. The class sizes are small and a "hands-on" approach is the focus for most courses offered through the department. The Elementary Education Program supports an "integrated" curriculum. The Department of Teacher Education has received approval from the Curriculum Committee for proposed curriculum changes which will add courses that will better prepare candidates to meet the needs of diverse learners and students living in a global society. All teacher education candidates are required to compile a Presentation Portfolio (electronically or paper) and Technology Product of Learning Project to be submitted as a course requirement during the final semester. The evidence collected reflects the knowledge, skills and dispositions of an effective teacher as outlined in the Conceptual Framework designed for Chowan's Department of Teacher Education in accordance with NC DPI, NCATE, and professional standards of INTASC.

Program Areas and Levels Offered

The Department of Teacher Education at Chowan University offers four licensure areas. The licensure areas are Elementary Education K-6, Health and Physical Education K-12, History/Social Studies Education 9-12, and Music Education K-12. Math education and English education licensure areas were dropped following the 2004 reaccreditation visit. The last program completer for mathematics education completed all requirements in December, 2005. The goal of the Department of Teacher Education is to receive full accreditation by NCATE and NC DPI at the anticipated spring 2007 visit. Full reaccreditation status will allow the university to pursue the addition of licensure in special education (general curriculum) and a B-K program as well as to develop a master's program in elementary education and reading as its first graduate level programs on campus. There are frequent requests by Chowan graduates and other school personnel in the area to develop additional undergraduate licensure programs and graduate level programs. There is a documented need for such programs to assist in educating individuals (beginning licensure, lateral entry, and career teachers) because of the teacher shortage in North Carolina. The location of the campus in northeastern North Carolina would be an asset in meeting the needs of such individuals. At this time, individuals pursuing a master's degree or licensure in Birth through Kindergarten and special education must travel approximately sixty miles to another institution or pursue a degree online.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

Chowan University has formed partnerships with Hertford and Northampton Counties through a variety of ways including tutoring, fieldwork observations, student teaching experiences, providing materials, serving on committees, presenting at professional development activities, participating in staff development days, and assisting in locating potential teachers from our pool of graduates. Students from Chowan University provided assistance in the classrooms and tutoring assistance (paid and unpaid) to schools in Hertford (Riverview Elementary and Bearfield Primary Schools) and Northampton (Willis-Hare, Jackson-Eastside Elementary Schools, Rich Square-Creecy, Conway Middle School and Northampton High School-East) in the areas of math and reading. The assistance was in the form of individual or small group tutors (paid and unpaid). Reading partnerships were formed with students at Willis-Hare Elementary School and Bearfield Primary School to encourage reading for pleasure, improve reading skills, and encourage children to read with their families. Chowan University pursued several other successful collaborative partnerships again this year. The university through its Financial Aid Department continued its participation in the America Reads Program by sponsoring numerous reading tutors in various elementary schools in the area. Students, candidates, and faculty participated in the Dr. Seuss Day events at local schools. The Department of Teacher Education continue to provide assistance to lateral entry teachers by participating in the North Carolina Model Teacher Education Consortium (NCMTEC), offering courses in the afternoons and evenings, offering Praxis I and II workshops, and working with two individuals (both teaching assistants) on independent study courses because they were unable to take the courses needed during the school day. The offer was made to both Northampton and Hertford County Schools to provide SAT workshops for juniors and seniors (The offer was not accepted as they provided their own workshops). Partnership efforts also included reading pen pal activities with elementary students and encouraging students (elementary and secondary) to plan for a future that included higher education. Students were visited in their schools and invited to spend the day on campus. The first grade students at Willis-Hare Elementary spent a day on campus with elementary students and candidates. This allowed the students and candidates to work with the children in science, math, reading, physical education and wellness, and fine arts activities.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Northampton County	<p>1. Need to improve student performance in reading, writing, and math at the elementary level on EOG tests. Provide a pool of students and candidates to tutor at-risk students. 2. Request placement of student teachers in schools throughout the county when possible as a means of infusing new ideas and attitudes into classrooms. 3. Request placement of student teachers in schools throughout as a means of establishing a possible pool of candidates for future employment. 4. Use veteran teachers to mentor candidates. 5. Provide a list of persons who are available to serve on school improvement teams, classes or professional development. 6. Make available resources through the</p>	<p>1. Provided tutors to assist students in reading, writing, and math at the elementary and middle school level. 2. Placed student teachers at Willis-Hare Elementary, Rich-Square Creecy Elementary, Jackson-Eastside Conway Middle School, and Northampton-East High School. 3. Four of the 2005-2006 graduates have been employed by Northampton County Schools for the 2006-2007 school year. Two of the four graduates completed the requirements for licensure in December and were employed for the remainder of the school year. 4. Employed personnel from the Northampton County School System to serve as adjunct faculty. Personnel from the county were asked to serve on the Teacher Education committee. 5. List of topics and speakers provided to Northampton East High School. 6. Technology training was provided as independent study for renewal credit. Assistance was provided by Graphics Department on specialized technology skills for use in the school system.</p>	<p>1. Chowan students and candidates were able to provide one-on-one attention to at-risk students as the tutoring took place during and after school. 2. Candidates were able to share and try new ideas and integrated activities as a means of improving student learning and performance. Candidates were placed in schools that had not had student teachers in recent years. 3. Two Chowan graduates who completed the requirements for graduation and licensure were able to fill new and vacated positions for the remainder of the school year. Two May graduates of Chowan have been employed for the coming year. 4. Candidates benefited from the guidance and direction of veteran teachers and central office employees. 5. No speakers were invited to assist with classes. 6. Training was considered to be outstanding and the request made to involve the faculty member from Chowan University in the</p>

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
	Department of Teacher Education.		coming year as a part of their professional development program.
Hertford County Schools	1. Need to improve student performance in reading, writing, and math at the elementary level. Provide a pool of students and candidates to tutor at-risk students. 2. Request placement of student teachers in schools throughout the county when possible as a means of infusing new ideas and attitudes into classrooms. 3. Request placement of student teachers in schools throughout as a means of establishing a possible pool of candidates for future employment. 4. Use veteran teachers to mentor candidates. 5. Provide a list of persons who are available to serve on school improvement teams, classes or	1. Provided tutors to assist students in reading, writing, and math at the elementary and middle school level. 2. Placed student teachers at Bearfield Primary, Riverview Elementary, and Hertford County Middle School. 3. Three of the 2005-2006 graduates have been employed by Hertford County Schools for the 2006-2007 school year. One of the three graduates completed the requirements for licensure in December and was employed for the remainder of the school year. 4. Employed personnel from the Hertford County School System to serve as adjunct faculty. Personnel from the county were also asked to serve on the Teacher Education committee. 5. Dr. Modlin served on the selection committee for Teacher of the Year. Offered to include HCPS in free Praxis I, Praxis II, and SAT workshops	1. Chowan students and candidates were able to provide one-on-one attention to at-risk students as the tutoring took place during and after school. 2. Candidates were able to share and try new ideas and integrated activities as a means of improving student learning and performance. 3. Two Chowan graduates who completed the requirements for graduation and licensure were able to fill new and vacated positions for the remainder of the school year. Two May graduates of Chowan have also been employed for the coming year. 4. Candidates benefited from the guidance and direction of veteran teachers and central office employees. One of the individuals will be joining the Chowan University faculty in August following her retirement from Hertford County Schools. 5. One professor presented at the

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
	professional development. Make available resources through the Department of Teacher Education.		Comer Literacy Conference held by Hertford County Schools. Dr. Blevins assisted a graduate who was completing the school year for a teacher who was on leave as a part of Chowan's Commitment to its graduates. This effort was to provide assistance and suggestions for replacing a veteran teacher who was unable to complete the school year. No one participated in the workshops that were offered. HCPS
Currituck County	Provide a list of persons and their areas of expertise with the offer to participate in professional development and their willingness to serve on related committees.	Dr. A. Livers presented on a professional development day. His topic was "The Lighter Side of Teacher Burnout" and was related to concerns of all teachers, but specifically to special education teachers.	This was a first opportunity for Chowan to assist with professional development in Currituck County.

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

Individuals from across the Chowan campus including teacher education faculty were involved in public schools in both formal and informal ways including guest lectures on the Holocaust, university success, time management, Shakespeare, physics, leadership, and health and wellness; Praxis I and II workshops that were offered at no charge during the fall and spring semesters for students, candidates, and lateral entry teachers; serving as presenters at the Comer Conference in Hertford County for professional development; providing presentations on technology and teacher burn-out in Currituck and Northampton Counties; offering courses on campus, online, and as independent studies to lateral entry teachers and teacher assistants needing courses for licensure or towards completion of education degrees. Programs of study were developed for individuals interested in becoming teachers through alternative means and recommendations made for individuals to make use of the Regional Alternative Licensing Center. Chowan faculty, students, and candidates worked closely with the Willis-Hare Elementary (Northampton County) first graders. This partnership culminated in a day on the campus in May when activities from methods courses in math, reading, fine arts, and physical education were put into practice with the students. Faculty members made numerous presentations or served as mentors to public school students to encourage them to build a future that included obtaining a university education. Faculty members served on advisory boards and selection committees of surrounding school systems, including the selection of Teacher of the Year. Chowan faculty continued its promise to graduates by having faculty members visit and observe in the classrooms of first year teachers and make suggestions for improvement, provide resources, and mentoring. Dr. Modlin also assisted a teacher who has spent the year working on National Board certification.

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

The Chowan University website continues to be updated to make it more user friendly and to provide more information to our graduates who may need information about resources available at the institution or on the world wide web. The Department of Teacher Education site includes an alumni page encouraging alumni to contact the department chair and share information regarding current employment status and a current address. It also notes any graduates who have been recognized during the school year. Support has been provided to beginning teachers through the loan of reading materials, additional resources for hands-on activities in their classrooms, and by providing guidance and information about specific questions. Two beginning teachers who graduated from Chowan returned to the department this year for consultation visits. A faculty member from the Department of Teacher Education observed in their classrooms at the request of the graduates or their administrators to provide additional guidance and assistance. A May 2005 graduate was hired to begin a long-term substituting position on the Monday following her Saturday graduation. Because of the unusual situation and concerns about classroom management and replacing a veteran teacher who left under less than favorable circumstances, a faculty member spent a day in the class and offered assistance at that time and in a follow-up report to the beginning teacher and the principal. Graduates are always offered assistance during their first two years of teaching through the Chowan University Department of Teacher Education Pledge of Assistance. Graduates employed within a 100-mile radius of Chowan University, are able to request an onsite visit by a member of the Department of Teacher Education in order to review effective teaching strategies and offer suggestions for improving the

teaching/learning process. Up to four visits during the two-year period may be provided. Graduates teaching in schools located outside the 100-mile radius may receive guidance through phone interviews, email, etc. Principals who employ Chowan teacher education graduates may also request assistance if they feel such assistance is needed to help the new teacher. All teacher education materials located in the Instructional Materials Center are available for graduates to use in their classrooms. The Instructional Materials Center (IMC) has been updated with new materials and resources and catalogues for ease of accessibility to materials. Faculty does communicate to beginning teachers, especially beginning lateral entry teachers, that they are available to offer assistance. This assistance has taken place via our education candidates helping other beginning teachers to use technology in the classroom as a teaching and management tools. Faculty visited graduates and beginning teachers in local schools to offer materials and assistance. Courses were offered to beginning teachers in the evenings. Dr. Modlin attended and served on the panel held at the NCMTEC Consortium conference for lateral entry teachers held in Raleigh. Assistance on using technology in a lab setting when limited access was available in the classroom was also provided to a beginning teacher in one of our local school systems.

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

Chowan University continued to serve nearby school divisions by providing courses through the North Carolina Model Teacher Consortium. Dr. Modlin attended the NCMTEC conference that was held in Raleigh to recognize and support lateral entry teachers. Dr. J. Blevins acted as the advisor for lateral entry teachers through the NCMTEC, as did Dr. Modlin. Faculty members at Chowan University are actively involved and committed to working with individuals who are working to obtain licensure by taking courses sponsored by the NCMTEC. The Department of Teacher Education offered courses for the NCMTEC during each of the fall, spring and summer sessions in the evening, online, or as an independent study to make them more accessible to those who are working as lateral entry teachers. There are a variety of methods that faculty use on both a formal and an informal basis with lateral entry teachers. Via courses and advisement, lateral entry teachers are made aware that the faculty members stand ready to assist them in any way. Through the Internet, Teacher Education Advisory Committee, and contacts with the local school systems, the effort has been made to make the public aware of what assistance is available for lateral entry teachers. Study guides, Internet resources, and workshops were held each semester to provide assistance to lateral entry teachers who were preparing to take the PRAXIS I or PRAXIS II.

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

Chowan University supports and offers a course entitled, The Hobson Course each year for the university community at large and for teachers of surrounding school systems. The course always focuses on a North Carolina author and his/her works. This course always draws a great deal of local support from the public school teachers. Career teachers earn CEUs for participating in the course. Chowan University serves as a summer host site for North Carolina's Teacher Academy. Five one-week workshops were held on the campus for over 375 career teachers who teach throughout the state of North Carolina. Refresher sessions were held during the school year for the teachers who participated in the workshops this past summer. Materials located in the Instructional Materials Center in Whitaker Library at Chowan University are

available for short periods of time to all career teachers in the area for a nominal fee. Cooperating Teacher Workshops were held twice during the year to help career teachers in working with student teachers and students who may be completing fieldwork experiences in their classrooms. This workshop is also made available to local administrators. Faculty members were featured as guest speakers for a local chapter of Delta Kappa Gamma, a sorority for experienced educators of Northampton County. The Department of Teacher Education offered a class during the spring semester on educational leadership. Faculty members provided technology support for career teachers and provided a one on one course for a career teacher who had a special need beyond the course description.

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

Schools in nearby LEAs qualified as low-performing and at-risk schools. Elementary education majors enrolled in EDUC 305, Children's Literature and EDUC 307, Teaching Reading in the Elementary Classroom, participated in a reading/writing partnership with students at Riverview Elementary and Bearfield Primary Schools, located in Hertford County. Students and candidates also served as tutors for elementary math and reading. Several Chowan students tutored high school algebra and geometry before and after school for students in Northampton and Hertford Counties to assist in preparing for the end of course tests. Students participated and served as tutors, reading buddies, and reading pen pals at Willis-Hare Elementary, Rich Square-Creecy, and Jackson-Eastside Elementary (Northampton County School) Students and candidates sent pen pal letters to 2nd graders at Bearfield Primary School in Hertford County. At the end of the semester, the students and candidates visited the 2nd graders and shared their Big Books with them. Students enrolled in Education 320-Foundations of American Education served as after-school tutors for math or reading at Conway Middle School (Northampton) or at Hertford Middle School (Hertford County). Faculty members of the education department provided in-service on professional development days on technology, classroom management, and teacher burn-out. Additional programs meeting this descriptor have been described in other sections of this report. The Chowan University Upward Bound Program operated again during the year to provide opportunities for students from low-performing, at-risk, and/or priority schools. High schools in Northampton and Hertford County received information on topics developed by the faculty members that could supplement textbooks and teacher materials. Speakers and information were available through the Department of Teacher Education and other departments on the campus. Students were provided the opportunity to enter college at Chowan through REACH identification and the agreement of a specific contractual obligation. These students have been identified by low SAT scores and satisfactory grades or higher SAT scores with inadequate secondary performance. This provides them with the opportunity to achieve and become better prepared for higher education.

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

The Department of Teacher Education is supportive of the priorities of the SBE in a variety of ways. All of Chowan's teacher education candidates must be familiar with, use, and identify the North Carolina Standard Course of Study objectives in every lesson plan they write for individual methods courses. This provides a guiding force behind curriculum development and integration across the curriculum to increase student learning in K-12 schools. The SBE has

stated several initiatives, which foster the learning of children and assisting them in maintaining or reaching grade level objectives. Sonja Leathers from NC DPI visited the campus twice and with her colleagues made presentations on Closing the Achievement Gap. A faculty member also represented Chowan at the annual Raising the Achievement Conference held in March. Through tutoring programs, both formal (organized by the University) and informal (students volunteering on their own or through local churches), support was shown for the EOGs and working with the students in these areas. As the SBE moves towards the Federal mandate of "No Child Left Behind," the Department of Teacher Education's Conceptual Framework of preparing effective teachers for the 21st century will have an impact. Following the fieldwork experiences or student teaching experiences of Chowan University students and candidates, surveys were sent to schools to get feedback that would allow the Department of Teacher Education provide more assistance in meeting SBE initiatives. The Chairman of the Department and other faculty members visited cooperating schools in the area to meet with supervising teachers, cooperating teachers, and central office administrators to determine how the Department could provide assistance or help to better meet the needs. From this information, changes were made in the delivery of services and a better understanding resulted in ways that Chowan could provide support to low-performing schools. Such changes include the offering of an educational leadership course for the Spring of 2006, more emphasis on U. S. History in the curriculum of History/Social Studies education majors, and the incorporation of more online course opportunities for teachers who need access to courses for lateral entry. Candidates were involved in brainstorming and reflection sessions in their seminar course to determine ways in which they could be proactive in working with students and their families. Evidence was collected that documented how student teachers tried to work with and communicate with the parents of their students. All candidates were taught to consider rigor, relevance, and relationships when planning for 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).

Special emphasis was again placed upon meeting all of the standards required for accreditation by NCATE and NC DPI. Preparing for a future accreditation visits in the spring of 2007 resulted in the faculty of the Department of Teacher Education reevaluating its course offerings, making changes in the curriculum beginning with the 2006-2007 session, and greater emphasis on learning core, diversity, technology, and content area standards to be certain that all were addressed through the teacher education program. The collection of data for program improvement was used to make recommendations for curriculum changes. A Plan of Action which was developed and shared with SBE representatives on April 26, 2005 required changes and an emphasis on reaching the goals that have been set for the program. Careful review of survey results from students, candidates, and graduates through the aggregation and disaggregation of data has helped to determine needs and allowed faculty to establish priorities in the areas of diversity and technology. Efforts have been made to educate students and candidates of SBE efforts to "Raise the Achievement of Minorities" through guest speakers and inclusion of multicultural emphasis through required courses in the curriculum. This has led to the development of a course devoted to multicultural education in the fall of 2007. Efforts to provide a more diverse faculty have increased and resulted in the addition of some excellent faculty members. Methods courses included an additional emphasis on meeting the diverse needs of learners. Portfolios (paper or electronic) developed by the candidates confirm their activities with

diverse groups of learners. Records on field placement were kept for all education students to ensure that students and candidates were given opportunities for diverse experiences in the fieldwork and student teaching component. Technology initiatives continued to thrive within the Department of Teacher Education. The Department of Teacher Education encourages all instructors to model the effective use of technology, incorporate technology in the syllabi, apply differentiated instruction and integrate technology in the classroom, and emphasize student application of technology in course requirements. Again, during this school year most education courses were offered utilizing Blackboard technology. Plans were put into place to affiliate with Task Stream during the fall 2006 as another means of using technology as a tool. Many course assignments require the use of technology and most professors in the unit model the effective use of technology in their education courses. The end product of this intense study and varied use of technology is each student's Technology Product of Learning that is begun in Education 371-Media and Technology for educators and completed during the student teaching semester. The recommendation was accepted that students begin an electronic collection of data with their first introductory course and continue this throughout their senior projects. This also resulted in a study of Task Stream and other such corporations that offer such services. Candidates are provided with numerous ways in which to create additional and varied opportunities for the incorporation of technology.

Supplemental Information (Optional)

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

The Department of Teacher Education makes available for checkout multiple copies of study guides for PRAXIS I and II. These guides are free to students. The Chowan University web site through the Department of Teacher Education provides links to various web sites that provide PRAXIS preparation suggestions. PRAXIS I workshops were held each semester to assist in preparing student for the Reading, Writing, and Math portions of PRAXIS I. Praxis II workshops were held for candidates to assist in preparing them to be successful on the specialty area tests. Faculty members conducted the workshops and provided numerous handouts as examples of problems or questions that could be a part of the examinations. All workshops were held for the students at no cost to any student. Elementary education candidates are strongly advised to enroll in Math 201 and Math 202 during their sophomore year at Chowan University. The content of both of these courses is highly correlated to the math content on the Math section of the PRAXIS I. The students who have enrolled in and completed these courses during their sophomore year have a higher pass rate on the math portion of the PRAXIS I. Other licensure departments on campus are offering tutorial sessions for their candidates as needed. Candidates are encouraged to work individually with a faculty member of their choice on a particular area of concern when preparing to take PRAXIS I or II. All candidates enrolled in methods courses or student teaching were required to attend the PRAXIS II workshops. Candidates who took the PRAXIS II prior to graduation were able to successfully pass the tests with a combined score higher than the North Carolina minimum for passing. At this time, all program completers do not take the PRAXIS II because it is not required for licensure by the states to which they will be applying for licensure.

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

Chowan University has participated as a member of the North Carolina Model Teacher Education Consortium (NCMTEC) since 1997. Faculty members within the department have taught numerous courses for lateral entry teachers, thus encouraging students to enroll in various professional education programs leading to licensure at Chowan University. Teacher assistants from various schools in the area have consulted with the faculty contact and many have enrolled in the university or are presently taking courses offered through the NCMTEC to obtain both a degree from Chowan and licensure in elementary education. As a university-wide effort to recruit students, members of the Department of Teacher Education contacted numerous prospective students by phone to discuss programs of study at Chowan University and to encourage them to attend the university. Faculty members also participated in the school-wide VIP Days held at Chowan for prospective students. During the year, efforts were made to build a chapter of SNCAE as a means of promoting awareness of professional development opportunities and leadership. Off-campus efforts included receptions in the Richmond, Norfolk, and Raleigh areas that were organized by Chowan University alumni. Faculty members attended and encouraged individuals to enroll at Chowan University, specifically in the teacher education program. John Hinton and members of the faculty have participated in academic success and career fairs throughout North Carolina to encourage students to consider careers in education. Students from Northampton, Currituck, Bertie and Perquimans Counties have spent the day on campus learning about opportunities that are available. Dr. Modlin also participated in the NCMTEC conference for teacher assistants to recruit students to affiliate with Chowan University.

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

Chowan University is actively affiliated with the North Carolina Model Teacher Education Consortium (NCMTEC) and provides numerous opportunities for students to pursue teacher licensure or university degrees through Chowan. A significant number of these students who serve as lateral entry teachers or teacher assistants in local school districts are minorities. They participate during the school year by having transcripts reviewed, discussing licensure requirements or developing individual plans of study for the completion of degree programs and/or licensure requirements for the state of North Carolina. Dr. Modlin participated in the two conferences held by the NCMTEC to attract and encourage minority students to pursue an education degree or teacher licensure. Efforts have been increased as noted in Section I to provide greater assistance in helping students to prepare for PRAXIS I and II. This is considered to be an effort to encourage minority students to pursue licensure and encourage greater success by students taking the PRAXIS tests. The use of adjuncts from local school divisions is considered to be an effort to encourage minority recruitment for teacher licensure through the use of role models. These adjuncts also provide a contact source for students in surrounding school divisions. Information has been made available to students on scholarship opportunities, particularly those that related to minority students. Chowan has noted an increase in the number of students enrolling in education courses. The goal is to help these students successfully meet all of the admission requirements for the Department of Teacher Education so that the number of minority candidates increases and leads to graduation.

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

Following the recommendation of the Teacher Education Advisory Committee the curriculum has been reviewed; changes made; and course revisions or additions accepted by the Curriculum Committee. The curriculum changes will go into effect in August, 2006. The development of a course on multicultural education will ensure that students and candidates have an awareness of the need to respect and appreciate diversity. This focus on diversity in both the student population of the department and among faculty has resulted in increased efforts to recruit minorities as students and as faculty members. As faculty members are being added to the department, there is an intense effort to diversify the faculty.

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	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	24
	Other	0	Other	1
	Total	6	Total	27
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	1	1
Special Subject Areas (k-12)	2	1
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	3	2
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.25
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	17	9	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	3	0	0
Special Subject Areas (K-12)	2	2	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	22	14	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	10	100
Institution Summary	10	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	18	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	2	1				
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	19	53	26
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Hertford County Schools	17
Northampton County Schools	15
Bertie County Schools	10
Gates County Schools	8
Currituck County Schools	7
Roanoke Rapids City Schools	5

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.57	*	3.38
preparation to effectively manage the classroom.	3.29	*	3.50
preparation to use technology to enhance learning.	3.71	*	3.57
preparation to address the needs of diverse learners.	3.29	*	3.57
preparation to deliver curriculum content through a variety of instructional approaches.	3.71	*	3.57
Number of Surveys Received	≈ 7	0	≈ 8
Number of Surveys Mailed	11	5	11

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

≈ Less than five survey responses were received last year. They are included with this year's survey responses.

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	4	3