

IHE Bachelor Performance Report

Queens University of Charlotte

2007 - 2008

Overview of the Institution

Overview of the Institution Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately 2,250 students. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 921 resident, commuter and international students. Hayworth College offers undergraduate programs for non-traditional students. Graduate programs are offered in the evening and on weekends in Nursing, Education and Organizational Communication. A Master in Fine Arts is offered through CAS. The McColl School of Business offers programs in both undergraduate colleges as well as graduate business programs (MBA and EMBA). All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

Special Characteristics

At Queens, all preservice teachers are required to complete early, varied, and frequent field experiences in culturally diverse schools in the Charlotte-Mecklenburg School system. Methods faculty coach preservice teachers in analyzing and modifying teaching styles to increase classroom academic achievement for diverse learners. Candidates in the Master of Arts in Teaching develop as reflective practitioners, diagnostic educators and teacher researchers. A culminating activity of the MAT program is the completion of an individual Action Research Project and a presentation at the Action Research Symposium. Student teaching (K-6) consists of two placements. For the first eleven weeks, student teachers are placed in the Charlotte-Mecklenburg System (CMS) through the traditional placement process. After this placement, candidates are placed for three weeks in a different type of school setting. Therefore, during each

candidate's student teaching experience they will work in an "at risk" and an average or high performing school. This two-placement experience also allows student teachers to work at two different grade levels as well with one placement in a K-2 classroom and the other in a 3-5 classroom. Queens established a strong support system with CMS to train lateral entry teachers, to help eliminate licensure problems for practicing teachers, and to assist classroom teachers in increasing their knowledge base. Queens continues to assist CMS to help teachers obtain a license as quickly as possible. Currently, all CMS employees receive reduced tuition, 30% discount on an already reduced tuition, for education classes. At Myers Park Traditional Elementary School, which is our Professional Development School and borders the campus, staff can take education classes at Queens free of charge. We continue to keep a strong presence in the school. In spring 2003 DPI approved a Masters of Education in Literacy (K-12). In summer 2004 as part of the M. Ed., a free reading clinic was established to meet the needs of the Diagnostic Practicum. Children in the program are afforded help to strengthen their reading skills as part of a summer program. This clinic was offered in the summer as each cohort takes the Diagnostic Practicum. Those holding an undergraduate degree and wish to teach in an elementary school can enroll in the Master of Arts in Teaching Program. This program consists of two phases. At the completion of Phase I, which includes student teaching, students apply for initial licensure. During Phase II as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of P-12 practicing teachers, university faculty, and school administrators at the Action Research Symposium.

Program Areas and Levels Offered

Queens University of Charlotte offers licensure at the undergraduate level in the following areas: elementary (K-6); secondary (9-12) in the areas of biology, English, mathematics and social studies, history, and special subjects (K-12) in foreign language, French and Spanish. On the post baccalaureate level, Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary (MAT) (K-6), Masters of Education in Literacy (M.Ed.) (K-12), and licensure only in elementary, secondary, and special subjects listed above.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

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
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC	To create staff development based on faculty needs. To increase student achievement. To provide examples of “best practices” for candidates to observe and participate with.	It is the beginning of the relationship. A steering committee has been formed. A fall retreat for faculty is being planned. A book for book club is being chosen.	The steering committee has produced two surveys to inquire about faculty’s interests in staff development.
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC	Improve student reading performance and strong family support.	Summer Reading Clinic	15 K-5 students, including 2 hearing impaired students, were assessed and diagnosed by 15 M.Ed. (literacy) candidates during a free 4-week summer reading clinic. Reports will be generated and shared with parents, as well as classroom teachers. Data from students, parents, administration, and teachers regarding the experience will be analyzed and used for future program modifications. Results from the Summer 2007 reading clinic: Based on the QRI-4 scores, of the 25 participants (n=25), 24

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			improved on word vocabulary and fluency, 20 improved on their reading assessment by at least one reading level. 22 of the participants increased their level of comprehension. Data from formal reports of student progress indicate that all participants showed an increase in word recognition. Program evaluation completed by parents (n=22) and administrators (n=2), had all positive responses. On a scale of 1-4, with 4 being the highest, 22 of 24 rated the experience a 4 while 2 individuals rated it a 3. One also had a negative comment on the start time of the program.
Garinger High School, Charlotte, North Carolina	Introduce students to academic course work at the collegiate level. Facilitate a relationship between Queens and CMS (Garinger).	Taught course (Intro Psychology) to 15 high school juniors & seniors on Queens campus. Class projects included oral presentations, research projects, daily class assignments.	Course completed July 2007. All students passed with B+ or higher.
CMS Eastway Middle School Focused/Title 1	The following were the priorities identified by the LEA:~Improve 6th grade students' math performance on EOG test. Bring parents into the	Organized Family Fun Math Night. Students and their family members explored more than 45 fun math activities supplied by candidates and	Approximately 200 students and parents attended during the spring. Students and their parents worked on 45 fun math activities supplied

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	school. Raise awareness of voluntary support by businesses. Establish stronger family communications between public schools and ELL families. Help address CMS' critical need to retain teachers within high poverty/ELL/urban schools. Communications skills for stronger teacher/parent relationships. Specific skills for working with ESL students and families. Increase cultural awareness. Develop strong family, community and business support.	set up in Eastway's gym. Candidates included activities that students could take home with them. Free pizza and soft drinks were supplied by Eastway. Drawings for gift certificates for food stores and discount stores were supplied by Queens University of Charlotte and area businesses.	by candidates. Candidates expressed what a positive experience it was to meet and share ideas with students and parents. Many parents had limited English language proficiency. The principal noted that few of the parents had ever been at the school before.
Eastway Middle School, Focused/Title 1, Charlotte Mecklenburg Schools, Charlotte, North Carolina	Instructing 6th grade math teachers to analyze data from quarterlies. Using data from quarterlies to make instructional decisions for reinforcement of math skills. Strengthening math teachers' instructional strategies. Offering collaboration on math concerns.	Offering Bi Annual full day Queens Retreats with lunch provided to all members of the 6th grade math team. New math teaching techniques demonstrated by Queens' faculty. Providing Eastway 6th grade teachers with a climate for planning and sharing concerns and successes.	Queens' faculty worked with the 6th grade math team on improving instructional effectiveness and planning review lessons using data from quarterlies.
Billingsville Elementary School (currently the lowest scoring school in district), Charlotte Mecklenburg	Dr. Thornburg serves on the Advisory Board for the Project Charter for the Expanded Day Charter. This board has developed and implemented a one-hour extended day curriculum for the	Meet with members of the advisory board. Meet with Service Integration Team to assist with planning and implementation. Meet with faculty during planning meetings to ensure that the program is successful.	Beginning fall 2007 Billingsville extended their school day for one hour. After training, teachers were able to teach math and science with integrating literacy and social studies during this extended hour.

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Schools, Charlotte, NC	2007-08 school year.		It is too early to determine if any progress has been made since this is the first year of implementation and EOG scores have not been analyzed at this time.
Myers Park Traditional Elementary School, Charlotte Mecklenburg Schools, Charlotte, NC	Earth science. Scientific methods(fall and spring semesters)	Stream Science. Every 3rd grade student (including learning disabled) visited Queens' Environmental Science laboratory and worked with Dr. Perkins. They also went on a trip with Dr. Perkins and his ENVR 101 students to a local creak and collected benthic macroinvertebrates to test the biological health of the stream. Through a guided exercise exploring the samples the students were able to determine the health of the stream. During this exercise, students were taught the importance of testing and healthy streams. They were also taught how to conduct the experiment and the effects of the results.	A summary discussion was held regarding the ecologic and economic importance of streams. Through questioning it was determined that all students understood the concepts being taught.
Charlotte-Mecklenburg, Union, Gaston and Cabarrus LEAs	To help candidates successfully pass the Praxis II.	Free Praxis II Workshops	During fall 2007, 10 candidates participated and spring 2008, 12 candidates participated in the workshops. Participants noted that

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			the test taking and anxiety reducing strategies were helpful. Student feedback has been extremely positive. 100% of the participants passed the Praxis II during the year.

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

Many students participate in America Reads at our Professional Development School (PDS), Myers Park Traditional Elementary School. The Art Department holds an annual exhibit of art works by CMS teachers. The Foreign Language faculty members are available for consulting on how to effectively include ESL children in the regular classroom. Bilingual students help members of the Hispanic community enroll children in school, apply for social services, and fill out state and federal forms and job applications. Faculty from Queens Speakers Bureau volunteers their time to present to high school classes and parent-teacher groups about topics of interest. Under the guidance of faculty from the Psychology Department, psychology majors conduct hands-on demonstrations of basic psychology concepts in high school psychology classes. They offer after school programs in anger control and self-esteem. Faculty provide support to high school teachers on a regular basis, including giving guest lectures, sharing resources, finding information, sharing research and answering questions. The Nursing Department regularly offers programs in local elementary, middle and high schools, after-school programs, and community centers including the Cerebral Palsy Center. Faculty also work with the Leadership and Global Economics Magnet School Initiative. In this area, faculty work with career teachers to develop units of instruction to be used by high school teachers in the magnet schools. The music department invites public school children to free concerts on campus. Members of the department give private lessons. The Music Therapy Department conducts private therapy sessions. Staff and faculty run camps for over 500 K-12 students during the summer. Queens University of Charlotte is a site for Central Piedmont Community College's Upward Bound Program; hosts a Middle School Girls "Best Friends" Day to introduce middle school girls to college; runs Gifted and Talented Development camps, has professional development workshops for CMS Guidance Counselors; hosts CMS teacher professional development activities and runs sports camps. Individual staff and faculty members mentor beginning teachers, serve as proposal reviewers for Smart Start, coach Odyssey of the Mind, and serve on high school senior exit panels, read in classrooms and tutor. Within the program, Arts and Sciences faculty members observe secondary student teachers for content competency.

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

Because of the high number of beginning teachers in CMS, many of their professional needs are not met. Members of the division volunteer as resources to advise beginning teachers about classroom, administrator, and licensure challenges. Because of the support we offer, former students believe that they are an email or phone call away from connecting with a faculty member. Workshops are offered before PRAXIS II to train candidates using the rubric used to assess the constructed response essay. Material is taken from the support materials offered by ETS. At the end of Phase I, MAT candidates continue to communicate with faculty as they establish their teaching style. In Phase II, MAT candidates embark on action research projects, complete them and present them at an Action Research symposium. Queens' faculty's relationship with graduates is close. Continued faculty guidance and encouragement is a strength of the programs. Faculty has

office hours in the late afternoon so that they can be available for teachers. Former students contact faculty for advice and support. When invited, faculty visit classrooms to observe and help former students. Beginning teachers are invited to be guest lecturers in courses. The resources of the Curriculum Resource Center (CRC) are available to beginning teachers.

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

Queens University supports lateral entry teachers through flexible delivery of courses in late afternoon, evening and on Saturdays, in shortened terms, out of rotation, and in the traditional semester schedule. A supportive administration and committed faculty allow Queens to help lateral entry teachers meet their requirements in an effective manner. Queens has established a strong relationship with the RALC to meet the lateral entry teachers' needs. We use flexible scheduling to offer classes when candidates need them rather than in a static rotation. In the fall of 2003, a new class, University Supervision for Lateral Entry Teachers, was offered. Through this 3 credit hr. class candidates are observed by full time faculty, mentored, and supported. At the end of this class, if all other requirements have been met, including success on PRAXIS II, candidates are recommended for licensure by Queens. In addition to the above, the staff of Queens University works diligently to clarify licensure questions, work with the Human Resources Departments in the surrounding districts to facilitate issuance of licenses, and hold spots for regional candidates for licensure. All of this occurs within the boundaries of program integrity.

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

Due to the increased emphasis in reading instruction, Queens University began the M.Ed. in Literacy, K-12 Program. Teachers become experts in teaching reading and knowledgeable in the controversial issues surrounding the teaching of reading. As part of a summer seminar and practicum they work with children who are struggling with Reading at a CMS school. Here they diagnose, prescribe and remediate reading problems for children in a three week intense reading program. This program supports career teachers by allowing them to gain valuable knowledge and practical experience while at the same time allowing them to further their education. In cooperation with CMS, this program is free to career teachers who work at CMS Equity Plus schools. Queens University faculty and Eastway Middle School's 6th grade math teaching team have worked together for three years to improve EOC scores. Teachers come to Queens twice a semester for a retreat to discuss math teaching, assessment, and use of performance data. Queens University supports career teachers that serve as cooperating teachers for student teaching placement by compensating them with a free course at Queens. This supports the career teachers by giving them the opportunity to further their education at no financial cost to themselves. In addition, all CMS teachers and staff receive tuition discounts to also have the opportunity to further their education. As part of Phase II in the MAT program, candidates select and carry out their own Action Research projects in CMS classrooms. This allows career teachers to further investigate, with proper support

and guidance from faculty, issues that each individual teacher is interested in learning more about. Queens' University faculty also serve career teachers by being available to advise on lapsed licenses, license renewal, and teaching in other states. In addition, before each administration of PRAXIS II a free workshop on test taking skills is offered at Queens University and is open to all career teachers, free of charge. Queens has also developed a Professional Development School with our neighboring elementary school (Myers Park Traditional) and has developed a book club based on specific needs and interests of the teachers. The teachers are also developing lists of specific issues and needs they would like Queens' faculty to address and this will begin in fall 08. Finally, as always, faculty members continue a strong network with former students who call and e-mail for advice.

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

All Queens' candidates receive experience in the Charlotte Mecklenburg School System (CMS), the largest system in the state. Elementary candidates field placements total more than 70 hours. Candidates participate in field placements and student teaching in Title I and Title II Schools. In particular, in Reading Difficulty and Language Arts courses all students are required to complete their clinical experience at an at-risk school. This helps the low performing students have a chance to improve with small group tutoring. Assignments in field placements require pre-service candidates to teach whole class lessons, work one-on-one and in small groups with students who have reading and mathematics difficulties, design learning centers, analyze effective instruction for special needs students, and strategize how to use results of practice EOGs to individualize instruction for all students in a variety of grade levels and school settings. For one of the two placements of the student teaching experience, both undergraduates and MAT student teachers work in a high needs school. Experienced effective teachers in these schools coach student teachers in strategies that work especially well for their particular population if the placement in at-risk schools is for the three-week experience. Queens has also built a relationship with the lowest performing school in CMS and student teachers and candidates completing internships as well as our teaching fellow students will work with this school in helping them work with struggling students. The 6th grade math team from Eastway, a Title II middle school in CMS continues to work with a faculty member to improve students' EOG scores. Candidates in the Math methods course worked at Eastway with the math team, after school at Eastway, and at the Eastway Saturday School during the spring term. Results indicated that 6th grade math scores at Eastway have steadily increased since we began this initiative. Candidates organized a successful Family Math Night at Eastway.

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

The division supports the SBE priorities and has made changes to the College of Arts and Sciences' Elementary Education Program to begin to provide an innovative approach to preparing teachers. Based on feedback from our students and the focus of the SBE, the division modified the program to provide coursework and additional experiences to

ensure that we are producing globally competitive students, 21st Century professionals, and effective leaders. The courses that were added to the curriculum are listed below. The four additional courses include: 1. Diversity in Education – In this course we will investigate both the similarities and differences within cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. 2. Classroom Management and Conflict Resolution – This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. 3. Teaching Children with Special Needs in Elementary Schools – This course is designed to prepare preservice teachers to effectively work with and teach students with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping preservice teachers learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. 4. Critical Issues in Education and School Community – This course will discuss the origin, development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in the schools. This course will also explore social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis will be placed on diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy.

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

This year Queens continued to place emphasis on supporting Secondary Lateral Entry Teachers and the M.Ed. in Literacy K-12 program. We have also begun to develop an MSA program. We have also placed special interest in developing and implementing the four additional courses that are now required in the elementary education program.

Supplemental Information (Optional)

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

During the first course in the undergraduate program, candidates learn about the testing requirement for licensure. Candidates who are unsuccessful on components of PRAXIS I meet with the division academic advisors. Arrangements are made for a tutor if requested by the candidate. The division has purchased all available test preparation books published by ETS for the content areas in which Queens offers license. They are on reserve in the library. For PRAXIS II, faculty use case studies in class and open ended response test items to prepare candidates. Faculty offer a free workshop on taking the test, before each PRAXIS II for candidates taking the Elementary Education specialty

area test. Faculty members in academic areas in which Queens offers programs leading to secondary licensure are informed of pass rates and weaknesses of PRAXIS II test takers. Faculty use this information to construct different types of test items for their class assessments. In addition, the GRE Writing test is now required for MAT and M.Ed. candidates. The ability to write clearly helps candidates on the restricted response portion of the PRAXIS II. Queens University of Charlotte Continuing Education also offers courses in successful passing of PRAXIS I and II. Limited funds are available to help undergraduate candidates pay to retake PRAXIS I components. An anonymous donor has paid the registration and testing fees for needy candidates taking PRAXIS II.

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

Queens University is dedicated to serving the local community. A strong network has been established between the Human Resources department of CMS, the largest school district in the state, and Queens. Teacher assistants and other CMS employees continue to pay reduced tuition as part of the CMS Partnership. We believe that if lateral entry teachers are hired, they need to be well trained and Queens will do it. In order to recruit non-lateral teachers, the division holds "Open Houses" for post-baccalaureate candidates interested in the MAT Program or the Licensure-only Programs in secondary and foreign language. Meeting times for the open houses are advertised in the Charlotte Observer newspaper, on the local Public Broadcasting System and through CMS. Potential candidates can also access the division through the Queens University of Charlotte web site. This site includes everything a potential candidate could want to know. In addition, faculty and staff members are always available to answer questions. Staff members return calls promptly and link potential candidates with offices that provide accurate information; many telephone inquirers become candidates. College recruiters meet with the division chair to discuss marketing techniques for the undergraduate programs. Faculty attend Queens Parent Weekends and are regularly asked to visit with candidates and families during drop-in visits. Faculty volunteer for scholarship interviews and freshman honor award judging. Faculty present sessions for incoming freshmen to discuss teaching as a career, to answer questions about the program, and to work with freshman advisors in planning programs. Faculty also attended the Teaching Fellows Information Day to meet with parents and potential students to discuss the program as well as to answer specific one-on-one questions. When faculty from other disciplines visit high schools, they explain the teacher education programs and provide contact material to the division. Education staff follow through with additional information. Each of these involvements allow faculty members to promote the Teacher Education program, as well as to recruit potential students. Classroom teachers are our best advertisers. They describe their experiences with Queens to traditional and non-traditional potential candidates.

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

Queens is strongly committed to the Charlotte Mecklenburg School System (CMS). Undergraduate students at Queens are a great resource for the local LEA's. They work as tutors, aids, camp counselors, and teacher assistants in community centers and diverse schools in CMS and surrounding counties. They are role models and offer encouragement to K-12 students on career choices. The following is Queens' specific plan for recruiting under-represented students. The mission of the admissions office for traditional undergraduate programs is to attract, engage and enroll students who will thrive at Queens University of Charlotte. Furthermore, it is our responsibility to support the university's mission of providing educational experiences that transform students' lives and foster personal and professional success by enrolling students from diverse cultural, socio-economic, ethnic and racial backgrounds. Since 2003 we have seen an increase in the racial diversity within the freshman class. The percentages of under-represented students enrolling in the last five classes are listed below: 2003 12% 2004 13% 2005 19% 2006 29% 2007 24% 2008 30% (Goal) Specific strategies have been implemented to improve our racial diversity over the last three years and will continue going forward.

- Promote diversity, realistically, in all marketing materials such as our promotional viewbook, website and public presentations.
- Maintain and attempt to increase the diversity of the admissions staff. We currently employ one African-American male and a Latina female as admissions counselors. We employ one counselor who is fluent in Spanish and another who is proficient in French and German.
- Work with the office of multicultural affairs to understand the needs of under-represented students and engage them in the admissions process.
- Train the admissions staff to understand high school graduation rates and college enrollment trends of under-represented students as well as how to counsel these students through the college admissions process.
- Target diverse high schools and college access fairs throughout the year so that we connect with students from diverse backgrounds.
- Connect with community organizations like the Charlotte Housing Authority Scholarship Fund (CHASF), Communities in Schools' – Think College Program, Give Yourself the Opportunity (GYTO) and the Southern Association of Collegiate Admissions Counselors (SACAC) Camp College program to assist students from under-represented populations in the college admissions process.
- o Host CHASF's annual recognition and award ceremony
- o Sponsor a middle school each year through the Think College Program
- o Consider hosting a summer program for Camp College students
- o Host GYTO's college access seminar for Latino students
- Promote the need for teachers from under-represented populations through our North Carolina Teaching Fellows Program.
- Increase diversity within our Queens Ambassador student recruitment organization.
- Work with the John Belk International Program to build awareness about Queens' programs to international student populations.
- Work with English Learning Services (ELS) to promote Queens' programs to international students.

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

Queens does not have a middle school program. Students pursue secondary licensure in Biology, Mathematics, Social Studies/History, English or Foreign Language (Spanish/French) Lateral entry teachers in middle schools who affiliate with Queens take the PRAXIS II specialty area exams at the secondary level. We believe that these students have a higher degree of content mastery because of this arrangement. Queens meets the licensure needs of lateral teachers in flexible programs in the evenings and on Saturdays on campus and on site in CMS schools. In 2003, the division offered EDUC Supervised Internship for Lateral Entry Teachers (3 credits reduced tuition). This allowed Queens faculty to observe lateral entry teachers in their own classrooms, offer suggestions, hold seminars, and give evidence of competency so that Queens could submit their paperwork and recommend them for licensure. Candidates may also choose to be recommended by the regional center.

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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	32
	Other	0	Other	0
	Total	1	Total	35
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	2
	Other	0	Other	0
	Total	0	Total	2

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	1	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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	4	Total	9

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)	0	0
Elementary (K-6)	0	35
Middle Grades (6-9)	0	0
Secondary (9-12)	0	12
Special Subject Areas (K-12)	0	1
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	48

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

	Baccalaureate
MEAN SAT Total	1058
MEAN SAT-Math	489
MEAN SAT-Verbal	491
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.4
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	6	2	2	2
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	2	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	6	4	2	2
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	30	97
Institution Summary	30	97

* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	8	1	0	0	0
U Licensure Only	0	2	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	1	1	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	40	83	40
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in
2007 - 2008**

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	191
Union County Public Schools	30
Gaston County Schools	17
Cabarrus County Schools	12
Iredell-Statesville Schools	8
Forsyth County Schools	6
Stanly County 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.	*	3.50	3.00
preparation to effectively manage the classroom.	*	3.17	3.00
preparation to use technology to enhance learning.	*	3.00	3.40
preparation to address the needs of diverse learners.	*	3.00	3.00
preparation to deliver curriculum content through a variety of instructional approaches.	*	3.17	3.20
Number of Surveys Received	*	6	5
Number of Surveys Mailed	16	16	16

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	0	9