

IHE Bachelor Performance Report Livingstone College 2008 - 2009

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college affiliated with the African Methodist Episcopal Zion (AMEZ) Church with a strong commitment to quality instruction. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. Special emphasis is given to the need to become servant leaders. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation. The College is an institution where academic pursuit and community service are integral components of the higher education process. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty-nine years, the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and others. The Division of Education, Social Work, Psychology and Sport Management has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission is to provide a guiding conceptual framework for servant leadership in professional and specialty area courses and field experiences, and to equip candidates with tools and technology skills for the 21st century. In the Teacher Education programs, students receive a strong foundation in theory, application, clinical application, knowledge, and technology. The core of the Teacher Education Program is to develop Servant Leaders as Professional Educators who serve, lead and teach according to the development of cognitive, psychomotor, and effective learning styles. The student population is predominantly male; therefore, the program seeks to recruit males for the classrooms of the local educational agencies where they are needed as role models for both boys and girls in public schools in North Carolina, the nation, and globally. The college is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty years Livingstone College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and their families. The Division of Education has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission of the Division of Education is to provide a guiding conceptual framework for the courses, experiences, and outcomes that comprise the professional core of the Teacher Education Program. To this end, the division seeks to prepare the education professional as a decision-maker through the development of cognitive, psychomotor, and effective learning patterns.

Special Characteristics

Livingstone College's Teacher Preparation Program is committed to the success of the total person as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity through innovative courses of study; enhancement of academic options through global education and honors program; effective teaching resulting in personalized educational experiences by dedicated faculty; small classes and low student/faculty ratio; collaboration between students and faculty to achieve scholarly and creative endeavors and achievement; practical application of classroom theory through internships, field experiences, cooperative education, community service, experimental learning, sequencing of courses; and diversity through opportunities for students to develop and understand a fuller appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The Division of Education (IHE) and the local educational agencies (LEA) and practitioners collaborate through program development, team teaching, curriculum/resource advising and service on committees and boards. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. The Division of Education, Social Work, Psychology, and Sport Management collaborates with local school practitioners through program development, team teaching, curriculum/resource advising, and service on committees and boards. The unit continues to offer gratis consultation to local schools in such areas as developing instructional strategies,

and systematically exploring avenues to improve teacher training, teachers, parents, and school community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Physical education majors and faculty work with the special populations in local elementary schools each semester and during the Rowan County Special Events Day. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, and Blackboard assignments. The Division of Education and local school systems practitioners collaborates through program development, team teaching, curriculum/resource advising, and service on committees and boards. The division continues to offer gratis consultation to local schools in such areas as developing instructional strategies, and systematically exploring avenues to improve teacher training, teachers, parents, and school community's relations. Students used their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Physical education majors and the instructor work with the special population in local elementary schools each semester and during the Rowan County Special Event Day. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Competencies are infused into courses, lesson presentation, projects, and assignments (on-line assignments, Internet).

Program Areas and Levels Offered

Livingstone College offers approved undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Secondary Mathematics (9-12), and Special Subject Areas (K-12) in Music and Physical Education. In addition, an alternative certification program is available for persons holding baccalaureate degrees and who are seeking initial teacher license.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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
Rowan-Salisbury(LEA) Elizabeth Duncan Koontz Elementary School Hurley Elementary School Millbridge Elementary School Isenberg Elementary	In 2008-2009, partnering schools were concerned about end of grade test scores based on pre-tests, and previous tests that their students had taken. It was determined that students were experiencing significant challenges with reading comprehension. Verbal articulation and written expression appeared to be an additional challenge for many students. The LEA requested teacher education faculty and teacher candidates to work with elementary students to increase reading achievement and	The participating partnering school provided orientation to the Livingstone student that completed a 90-hour internship. The partnering school provided a scaffolding environment whereas the student teacher was able to learn by doing. Ongoing critical discourse allowed for a healthy mentoring and supportive relationship between the student teacher and the classroom teacher. The internship included weekly critical dialogue sessions and weekly planning sessions at the participating school site. When deemed appropriate and necessary,	Students enjoyed the individual attention and their mastery of basic reading skills such as fluency and comprehension. Math computation skills and comfort with word problems improved significantly. Students were able to apply skills from the tutoring sessions to their performance on individual practice drills and in the classroom setting. Approximately, ten students received tutoring. Scores at this partnering school are an ongoing concern. Several students demonstrated marked improvement; however, regular tutorial assistance is necessary to scaffold ongoing academic achievement. Since this cooperative arrangement

	<p>mastery of the English language. The outcomes indicated a need for an ongoing partnership.</p>	<p>the college supervisor attended meetings to be an active participant in the student teacher's overall academic growth.</p>	<p>provides a comprehensive opportunity for teacher education majors and candidates to understand the interconnectedness of the world with knowledge and skills, the education faculty worked diligently to gain and maintain a smooth and supportive relationship with the school administrator and designated faculty.</p>
<p>Elizabeth Duncan Koontz Elementary School</p>	<p>Due to the large number of students who are clinically overweight in the elementary grades, an elementary teacher at one of the partnering schools solicited the Physical Education Faculty and teacher education candidate(s) to continue their role of educating and motivating students about the value and fun of physical education activity.</p>	<p>The teacher education faculty of the Department of Physical Education and Sport Management scheduled visits to the partnering school as volunteers. During the visits, teacher education faculty and teacher candidates demonstrate skills and proper techniques with team as well as with individual sports. Teacher education candidates served a role models and and crafted supportive and trusting relationship with many of the elementary students. This practice has been highly successful with sports such as soccer and softball. Dance instruction played a significant role in enhancing the relationship between male and female students.</p>	<p>Students at the partnering school enjoyed the nurturing environment the teacher education candidates and faculty provided. Many of the team-building activities provided the impetus for the students to develop character and scaffolded personal responsibility. The students showed eagerness to participate and responded well to the leadership and supervision of our teacher education candidates. Students were able to show cooperative behaviors in a group setting. They demonstrated skill in the performance of dance patterns from different cultures. The students from the partnering school evidenced an increased understanding of vocabulary and rules associated with various team sports. The students were able to articulate an understanding of the importance of life-long physical activity to being healthy . The LEA teachers responded positively when teacher education faculty and candidates visited classrooms to share the importance of physical fitness. The equally positive response from the students motivated teachers to invite the teacher education faculty and candidates back to their classrooms on many occasions. The education faculty and candidates spent approximately 10 hours in the classroom working with approximately 25 students at a time. This collaboration of</p>

			public school professionals and higher education teacher education faculty benefited both the local school and the college. The teachers were able to enhance their abilities to provide classrooms that were supportive, respectful, nurturing, and flexible to meet student needs. And, teacher education students were able to increase their skill in delivering educational content that enhances student character and personal responsibility. The success of the partnership allowed for continuance into the next academic year.
Livingstone College has formal collaborative agreements with the following schools: Hurley Elementary School, West Rowan, Isenberg Elementary, Millbridge Elementary	A collaborating teacher at the partnering school solicited teacher candidates to read to students to motivate them to become more interested in books and stories. A faculty member participated in a workshop at a partnering school to advance home-to-school reading strategies.	A teacher candidate, working with her reading diagnosis professor, volunteered in the classroom to read to individual and groups of students. As this was more than an observation, the teacher candidate was supervised by both the partnering teacher and the education faculty.	Students showed excitement about being read to by the teacher education candidate and looked forward to her coming to the classroom. Students' attitude toward books seemed to be more embracing and the will to learn to read appeared to be more pronounced. Ongoing student interaction paved the way for the teacher education candidate to become more comfortable with the demands of instructional delivery. Volunteering left the student candidate with more confidence in her ability to work with students on an individual basis and in small groups. The teacher education candidate refined her technological research skills in identifying relevant reading materials. Approximately 20 public school students were served by this activity. The Teacher Education faculty look forward to engaging multiple collaborations with the school during the 2009-2010 academic year..
Livingstone College has formal collaborative plans with the Rowan-Salisbury School System. The IHE has formal collaborations with the following schools: Isenberg Elementary,	The LEA and The Rowan County Special Olympics asked teacher education faculty, and teacher candidates to serve as mentors, event leaders, awards presenters and motivators in the county's Special Olympic Games.	Physical Education Faculty served as the Liaison between the Rowan-County Special Olympics and the volunteers from Livingstone College. Teacher education candidates served as mentors, event leaders, awards presenters, and	Teacher education faculty, majors, and faculty are asked to volunteer for the Rowan County Special Olympics, annually. There has been a continuous solicitation for volunteers from the Livingstone College Physical Education Department for over 9 years. The local chapter of the Special Olympics is able to rely

<p>Millbridge Elementary, Hurley Elementary, and West Rowan.</p>		<p>motivators for all of the participants.</p>	<p>on Livingstone College's Physical Education Department and teacher education majors and candidates to organize volunteers from the College. The teacher candidates, majors, and faculty were positively affected by the experience of working with exceptional needs children. The experience reinforced the skills and dispositions needed in the delivery of educational services that teach decision-making techniques, which lead to healthy choices and responsible actions. Teacher candidates reflect upon these experiences as they complete their year-long internship (methods and student teaching) in the public schools.</p>
<p>Livingstone College's teacher education unit has formal collaborative plans with Hurley Elementary, Milbridge Elementary, West Rowan High, and Isenberg Elementary. In addition, a collaborative plan is crafted with Salisbury - Rowan Community Action Agency. Inc. - Head Start.</p>	<p>The administrators of the Head Start Program voiced concern to the education faculty regarding the federal mandate for Head Start staff to become Highly Qualified. The Head Start administrators expressed a need for affordable educational opportunities.</p>	<p>The education faculty and the Head Start administrators met to discuss various options that might be feasible and agreed upon evening classes in block format in cohorts based upon prior education. They also agreed that Head Start would provide classroom space in exchange for reduced tuition costs. It was also agreed that the classes would be available to the centers in the five-county area, which are supervised by the Salisbury-based agency. The education faculty, in conjunction with the Continuing Education / Evening Division Director presented a plan to the VP of Academic Affairs and VP of Operation to reduce the cost of tuition to make College more affordable for Head Start staff. The education faculty, in conjunction with Continuing Education Evening Division provided information/ recruiting session in all five counties.</p>	<p>The College has agreed to allow the Head Start teachers to have a tuition reduction, because some of the classes will require in-class observation and internships and will thus not require on-campus space for the cohort. The education faculty is working on an Administration for Children and Families funding request specifically designed for HBCUs and Head Start programs to partner in providing educational opportunities leading to the Baccalaureate degree. To date, 90 persons have expressed interest and over 25 applications from the Head Start population have been received by the College.</p>

Livingstone College's education unit has formal collaborative plans with Hurley Elementary, Isenberg Elementary, Millbridge Elementary, and North Rowan High School.	The LEA experienced an increase in alcohol and drug abuse among the student population. In addition, it was noted that a large population of students were experiencing reading comprehension problems, written expression problems, verbal articulation, attention deficit disorders, and clinical overweight problems.	In an effort to address reading comprehension problems, written expression problems, and attention deficit disorders, the teacher candidate engaged small-group reading instruction, free-writing, read alouds, buddy reading, and teacher conferencing. As such, students became more comfortable with reading engagement and appeared to embrace print more readily.	All students passed the post-test and their reflections indicated an increased awareness about being impaired and driving. The police were so impressed by the video that they requested a copy for their awareness training during prom time
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B. Brief Summary of faculty service to the public schools.

Faculty in the Department of Early Childhood, Elementary, and Secondary Education were involved in public schools this year. Teaching Faculty conducted workshops for school personnel on behavior and classroom management. Brochures were disseminated to district schools for consultant services in school-wide or individual or school wide consultation services. Teaching faculty consulted with a cooperating teacher in the supervision, assessment and re-training of a student teacher, isolating faulty teaching strategies, teaching appropriate strategies, and supervising the implementation of the effective teaching strategies. Under the guidance of faculty in the Department and through the supervision of the classroom teachers, education majors participated in observation activities and limited classroom participation. Faculty assisted in creating interest and involvement in activities that strengthen participation of local school students, and teaching faculty assisted with the NASA Robotics for middle grade students. The Physical Education and Sports Management Department continues to provide services to local schools and to sponsor Special Olympics activities. Classes from Physical Education and Sports Management continue to provide special activities such as dance instruction or playground activities for the schools. Teacher education faculty participated in workshops and presented research findings on home-to-school reading strategies at a partnering school. Students are exposed to role models whose primary concern is to increase the number of minority mathematicians and scientists.

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

Efforts to support beginning teachers begin with performance-based advisement, a concept that holds both the advisor and the candidate responsible for understanding and completing all requirements in the teacher preparation program. Performance based advisement focuses on what the college student and eventually teacher candidate knows and is able to do. Portfolio assessment, internships, field experience, work samples and other tools and artifacts become critical to the advisement process. Both the candidate and advisor must sign the official plan of study, which includes all of the benchmarks that must be met prior to completing the student teaching experience. The candidate actually starts during the freshman year through the freshman orientation experience where the guiding conceptual framework is that of serving, leading, and engaging. Throughout matriculation at Livingstone and during the first three years of teaching the college promotes the concept of performance-based advisement with the vision of increasing the number of National Board Certified teachers (three years after graduation). While enrolled in senior-level methods courses and student teaching, the candidate must participate in workshops to prepare for licensure. The workshops orient the candidate to the test-taking format and simulate the experience of the licensure exam. During student teaching, candidates participate in resume writing activities, career fairs for teachers, and test preparation activities for licensure. The Director of Student Teaching and other faculty members met with the principal in the Rowan-Salisbury School District to determine areas of strengths and weaknesses of beginning teachers from Livingstone College. The data collected from these visits will be used in the formative assessment of the program. After graduation, the beginning teachers are encouraged to keep in contact through the use of e-mail, letters, telephone calls, and

visits to the campus. A survey is sent to candidates and principals at the end of the first and third year of employment to assess the candidate's knowledge, skills, and dispositions.

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

Livingstone College offers accelerated classes for non-traditional candidates who hold degrees but who are not currently licensed to teach. These lateral entry teachers serve in local school districts in their discipline and are obligated to complete classes leading licensure. Evening and Saturday courses are offered for the convenience of these candidates. The accelerated classes are offered on the Livingstone College campus; as well, as at a designated site within the Charlotte-Mecklenburg School District. The Regional Assessment Center in Charlotte provides initial assessment for most enrollees in the program. Approximately, fifty different lateral entry teachers were enrolled in one or more of the seven classes that were offered.

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

Livingstone College faculty readily provided scaffolding, technological resources, support, advisement, formal and informal career opportunity discourse to career teachers.

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

The Visual Arts - Performing Arts Repertoire (VAPAR) Grant, funded by the Philip Morris Foundation, enabled the College to develop and sponsor activities for students (ages 10 - 14) in children's theater, photography, music and dance. In addition to these special initiative programs, the Career Services program, through the community services projects required of all students at Livingstone College, provides assistance to classroom teachers and directly to students having problems. As participants in the service learning program, Livingstone students serve as tutors, assist students in managing their classroom behaviors, help students stay on task, listen to students read aloud, shadow targeted students to help them stay focused. Faculty from the Physical Education Department continue to teach soccer classes at South Rowan Middle School and provide other services to schools each year.

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

The Division of Education, Social Work, Psychology, and Sport Management is committed to educating citizens for the 21st century who are sound decision-makers, critical thinkers, and technologically savvy. The Division continues to emphasize the relationship between parental involvement in academic success and requires education majors to develop a School and Community Portfolio. New education faculty were hired during the 2008-2009 academic school year. Education faculty participated and/or presented in workshops involving technology, licensure, distance education, and advising. Education majors are required to register to vote, and many participated in get the vote out activities. Other education majors participated in AIDs awareness seminars. Student Affairs provided debt management seminars for students as well as counseling services. Livingstone also invited school administrators and faculty to participate in the annual portfolio presentations of student teachers.

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

The number of students taking Praxis I decreased during the 2008-2009 academic year. In an effort to help student pass Praxis I, special tutorial assistance is offered to students in the areas of mathematics, reading and writing. Concerning Praxis II, 100% of the student candidates passed. Faculty attended conferences and participated in workshops to enhance Blackboard applications. Professional development was emphasized during the 2008-2009 year. The College sponsored two weeks of professional development workshops for all Livingstone faculty; teaching education faculty conducted the workshops to include Instructional Strategies, Planning, Cross-curricula Basics, Reading in the Content Area, and the Integrated Curriculum. The institution was involved in the CIAA sponsored career fair, which provided opportunities for students to network, interview, and submit resumes for jobs, internships, summer opportunities, and graduate schools. Livingstone

students continue to earn 10 clock hours per semester for community service activities. Livingstone continues to emphasize the use of technology to improve instructional planning and delivery. Candidates are required to make oral presentations in which they discuss their electronic portfolios prior to graduation. Increasing the passage rate of candidates on Praxis I and Praxis II are persistent goals.

Supplemental Information (Optional)

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

Several measures are in place to improve candidate performance on the PRAXIS I examination. Special assistance in Mathematics, Reading, and Writing are offered. Elementary Education majors are mandated to participate in PRAXIS I practice sessions. Candidates are required to take EDU 410 Preparation for Licensure, while enrolled in the methods block, and take PRAXIS II during the semester prior to student teaching. In addition, candidates are provided one-on-one tutoring by the appropriate specialty area faculty in preparation for the Specialty area tests. Concerning Praxis II, the teacher candidate required to take the test, took it and passed.

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

A new recruitment effort, arranged through the offices of Alumni Affairs and Admissions, was implemented. Faculty and pipeline students formally and informally recruited students into teacher education. The Department of Elementary and Secondary Education recruited majors during Open House. Undecided majors were recruited prior to monthly education meeting and during informal/social interaction. Special recruitment efforts were successfully made to recruit Rowan - Cabarrus Community College Associate Degree students into teacher education, through our Continuing Education Division.

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

The unit will continue its recruitment and retention initiatives aimed at increasing student diversity. The most effective strategy for increasing ethnic and gender diversity has been the recruitment of classroom assistant teachers who have completed the community college two-year degree program. The unit is now also focusing on the recruitment of students from Head Start; the initial efforts have generated much interest.

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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Total	0	Total	5
	Other	0	Other	0
	Total	0	Total	5
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0

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

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of 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	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.48
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)	0	1	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	1	0	0
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	.	N/A
Physical Ed	.	N/A
Institution Summary	0	N/A
* 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	4	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	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.

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	2	100	50
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	62
Rowan-Salisbury Schools	44
Forsyth County Schools	14
Gaston County Schools	11
Guilford County Schools	10
Wake County Schools	8
Cleveland County Schools	7
Cumberland County Schools	7
Union County Public Schools	6
Cabarrus County Schools	5
Durham Public Schools	5
Moore County Schools	5
Rockingham 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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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
4	0	0