IHE Bachelor Performance Report
Peace College
2008 - 2009

Overview of the Institution

Peace College is a liberal arts undergraduate institution for women that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college. By 1969, Peace no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, Peace was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at Peace. The Education major provides courses leading to dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. The Peace Passport, the Peace College Liberal Education Program, has as a primary objective, the development of leadership skills in its graduates. This objective provides an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. Peace is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. Peace has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public Schools. Peace is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 713 students and a faculty of 84, Peace has a small student-teacher ratio.

Special Characteristics

The Education Division offers a major that satisfies requirements for licensure in both Elementary Education K-6 and Special Education: General Curriculum K-12. Candidates move through this program in cohorts of approximately 20. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Regular meetings of the Peace Education Advisory Council ensure communication between the two agencies. A unique feature of this program is the College Liaison position. A faculty member employed by the WCPSS who spends 70% of her time in the Peace College Education Program and serves as Elementary Education Coordinator. The College Liaison and the Assistant Superintendent of Human Resources collaboratively assign all of the field placements. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants and other working adults who desire to become licensed teachers. The Licensure-Only Evening Program allows candidates who have a baccalaureate degree from an accredited institution and a 2.5 GPA to continue their employment and attend classes on Tuesday and Thursday evenings. Financial assistance is available through the Wake County tuition reimbursement program, the Legislative Tuition Grants, and the Teach-Up Scholarship Program. Additional financial assistance is available for candidates desiring to be Special Education Teachers. These candidates may be eligible for loan forgiveness after they have taught for three years in a high-needs special education area. Peace College offers two options for students interested in teaching. 1. Degree-seeking candidates who select the Education Major complete the program with dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12). 2. Candidates who enter the program with a Baccalaureate degree take courses in the evening to earn dual licensure in Elementary Education (K-6) and Special Education: General Curriculum (K-12). Both programs are cohort-based. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants who desire to become licensed teachers. The Licensure-Only Evening Program allows Licensure-Only candidates to continue their positions and attend classes on Tuesday and Thursday evenings. Financial incentives are available through the Wake County tuition reimbursement program, the legislative tuition grant and the Teach-Up Scholarship Program. Additional financial assistance is available for candidates desiring to be Special Education teachers. They may be eligible for loan forgivenenss after they have taught in a high-need special education area for three years.

Program Areas and Levels Offered

The Peace College Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major results in A-level licensure in Elementary Education, K-6 and Special Education: General Curriculum, K-12.

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
Activities reflected in this report are responding to priorities and requests from the Wake County Public School System. Peace College has a formal, signed, collaborative plan with the Wake County Public School System that includes the following partner schools: Apex Middle, Daniels Middle, East Garner Elementary, Heritage Elementary, Heritage Middle, Leesville Elementary, Leesville Middle, Millbrook Elementary, Partnership Elementary, and Wiley Elementary. Other schools were identified for field experience sites during the 2008-09 school year to accommodate special education placements not available in Partner Schools, and to provide placements in their home schools for student teachers currently employed by the Wake County Public Schools who are pursuing licensure in the Peace College Program. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.	Priorities collaboratively identified by Wake County Public School System and Peace College include: 1. Provide Candidates with skill in teamwork collaboration and use of data to improve student achievement in 21st century skills in classrooms.	1. Activities include: 1a. Assignments requiring teamwork are made in the following courses: Instructional Technology (EDU 450) and Elementary Science Methods (EDU 305) with instructions to share materials and products with collaborating teachers in WCPSS. 1b. The use of data to improve instruction is required in course work. Data are used to assist faculties as they interpret information on their Public School Report Card.	1. Outcomes of Collaborative Activities: a. Candidates created electronic games and compiled internet resources addressing the use of technology in the classroom. They shared these resources with fellow candidates and educators in public schools in which they were placed. Candidates also worked in collaborative groups to research children's health issues. Research and materials were posted on a class wiki and made available to colleagues. 1b. A faculty member provided assistance to a partner school principal studying school data and collaboratively wrote an article, Using Data, Changing Teaching, which was published in Educational Leadership, December 2008.
Activities reflected in this report are responding to priorities and requests from the Wake County Public School System. Peace College has a formal, signed, collaborative plan with the Wake County	2. Improve recruitment of teachers licensed in Special Education.	2a. Recruitment activities have attracted Teacher Assistants who are pursuing licensure in Special Education to the Peace College Licensure Only Program. > Peace faculty members	2a. Outcomes of recruitment activities have included: > Two of the 2008 completers are currently employed as full-time teachers in Wake County Special Education

Public School System that includes the following partner schools: Apex Middle, Daniels Middle, East Garner Elementary, Heritage Elementary, Heritage Middle, Leesville Elementary, Leesville Middle, Millbrook Elementary, Partnership Elementary, and Wiley Elementary. Other schools were identified for field experience sites during the 2008-09 school year to accommodate special education placements not available in Partner Schools, and to provide placements in their home schools for student teachers currently employed by the Wake County Public Schools who are pursuing licensure in the Peace College Program. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.		provided information on the Licensure Only program at Wake County Lateral Entry Fair. > Peace faculty shared Licensure Only information with WCPSS Teacher Assistants on the Teach-Up Grant. > Peace faculty developed a television segment that describes the Education program; it was shared on a local TV channel and can be used for further recruitment. > A Peace faculty member spoke to the Wake County Delta Kappa Gamma Professional Organization to share information on the Education Program. > Licensure Only advertisements were shared in local newspapers and on radio spots. > The Peace Teacher Education Club hosted NC Teacher of the Year, Cindi Riggsbee, as their keynote speaker. Students from other colleges in the area were invited. All heard a motivational speech on the Education Profession. 2b. A faculty member presented information sessions to Teacher Cadet groups in three high schools. 2c. A faculty member presented the Peace College program to a minority mentoring group in WCPSS.	classrooms. Two candidates are employed as Licensure Only Special Education teachers in Wake County. > The collaborative partnership between the Wake County Public School System and Peace College continues to recruit Teacher Assistants into the Licensure Only Program. This year, 12 Teacher Assistants are program candidates and three are scheduled to complete the program in May 09. All are seeking employment as teachers in Wake County Public Schools. 2b. A total of 43 Teacher Cadets participated in three information sessions at Sanderson (16) and Green Hope (15) High Schools and Carroll Middle School (12). These students plan to pursue careers in education. 2c. Thirty prospective minority mentors participated in the informational session.
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were identified for field experience sites during the 2008-09 school year to accommodate special education placements not available in Partner Schools, and to provide placements in their home schools for student teachers currently employed by the Wake County Public Schools who are pursuing licensure in the Peace College Program. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.		develop a diversity profile for their classrooms and to show in unit, lesson, and class management plans how the diverse needs of students are being addressed.	division. 3c. All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.
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			Advisory Council met four times during the 2008-2009 academic year for the purpose of providing input on major policy decisions and approving candidate applications. 4e. Two new Wake County administrators were added to the Advisory Council: David Neter, Chief Business Officer, WCPSS, and Stephen Gainey, Asst. Superintendent, Human Resources, WCPSS. 4f. Two recently retired (Mr. Maurice Boswell and Ms. Jonibel Willis) WCPSS adminstrators were retained on the Board.
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Hope Charter School Collaboration	Initial discussions are underway to identify elements of a collaboration agreement.	1a. Multiple telephone conversations between the Director at Peace and the Principal at Hope Charter have taken place; 1b. A faculty member visited the campus.	1. Initial discussions have resulted in scheduling a follow-up meeting in early fall 2009.

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

Faculty service to public schools is based on a signed, collaborative agreement between Wake County and Peace College. This agreement was initiated in 2005 and was updated on April 8, 2009 to include 21st century skills as priorities. On-going priorities are: improve recruitment of teachers licensed in special education; improve teacher retention by providing candidates with field-based experiences under the supervision of mentor teachers and by building a sense of community with WCPSS during their undergraduate training; give experienced teachers professional development and leadership opportunities; improve student achievement by training teachers who are prepared to be licensed in both elementary and special education. An additional priority was added by the current superintendent and addresses 21st century goals. This priority is to develop in teacher candidates skills in the following areas: teamwork, collaboration, and use of data to improve student achievement. Pursuant to fulfillment of these priorities, faculty members have provided service to the public schools in the following ways: providing training for teachers of diverse student populations to pursue National

Board Certification; arranging to allow Peace candidates to complete WCPSS professional development training; providing mentor training for K-5 teachers and thus allowing these teachers to assume leadership roles; developing/leading special education professional development for K-5 teachers; providing professional information and recruiting Teacher Cadets in local high schools; working with candidates in cohorts, providing training in cooperative learning and use of data from the North Carolina Public School Report Card to improve student achievement.

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

A component of the Peace College Education major is a commitment to candidates to provide assistance during their first three years of teaching. Our first candidates completed licensure requirements in May, 2008 and most were offered early contracts by the Wake County Public School System. Faculty members have maintained contact with these completers through e-mail, visits, and meetings on campus to identify needs of these beginning teachers. Completers understand that they have Peace College faculty members as a support system and they can continue to contact the college for assistance. Data on numbers of graduates who request assistance is shared with the Director who maintains records.

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

Entry requirements for the Peace College evening program Licensure Only teachers include an undergraduate degree from an accredited institution with a minimum 2.5 GPA. Pre-requisite courses for Licensure Only teachers are waived. The program includes 52 hours of class and field work. Lateral Entry teachers are allowed to complete one of two student teaching requirements in their own classroom. Field experience requirements are modified based on previous or current appropriate experiences. Completion of the program results in dual licensure in Elementary Education, K-6 and Special Education: General Curriculum K-12. Because of the severe shortage of special education teachers, two of our candidates have been employed in Wake County as Lateral Entry Teachers while completing licensure requirements. These two Lateral Entry teachers are continuing to receive on-site consultative and technical assistance from Peace College faculty members.

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

A number of areas of support have been provided for career teachers. At the request of the principal of a partner school, a faculty member developed and led a Professional Learning Community of 14 teachers for the purpose of encouraging these teachers to pursue National Board Certification. Eight of these teachers earned National Board Certification in November 2008. A Peace College faculty member is providing support for the remaining six teachers who are working to resubmit their applications in 2009. At the request of a principal of a partner school, Peace College faculty members developed and presented staff development in special education and math strategies for classroom teachers. Training in the use of data from the NC Public School Report Card was provided for faculty at their request. An article, Using Data, Changing Teaching, written by the principal and a faculty member, was published in Educational Leadership in December 2008.

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

Based on ethnic composition and socio-economic factors, two partner schools, Millbrook Elementary and East Garner Elementary, are designated as at-risk schools. The National Board Certification Training and the Special Education staff development described above in Section D were presented to the Millbrook Elementary School faculty. The Special Education strategies staff development described above is also being planned for East Garner Elementary School. Hope Charter School, an at-risk school, has requested to become a partner school and discussions are currently underway to solidify that partnership.

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

The Peace Education Program is addressing State Board of Education priorities in a number of ways. 1. Globally Competitive Students: All Peace candidates are required to have a Cross Cultural experience to satisfy graduation requirements. This can include study abroad, mission trips, second language mastery, or projects emphasizing another culture. In addition, diversity is infused in the program. Candidates are required to address

diversity in the classroom in lesson plans, instructional strategies and classroom management plans, and to utilize diverse elements present in the classroom to maximize student achievement. 2. Leadership by 21st Century Professionals: The Peace Education Program is guided by the Five Core Propositions of the National Board for Professional Teaching Standards. Candidates work collaboratively with student teacher supervisors, many of whom are National Board Certified or are working toward this certification. Student teachers participate with School Improvement teams during their field experiences. Leadership is identified in the Conceptual Framework, is infused in the program, and is assessed by partner and clinical teachers, college supervisors, and the candidates themselves, using the Teacher Roles Rating Scale. 3. Healthy and Responsible Public School Students: Peace Education candidates are influenced by the tenets of the Conceptual Framework that emphasize leadership, learning, collaboration, facilitation, relevance, rigor, and relationships. These dispositions help to ensure that their classroom instruction will promote health and responsibility among public school students. Graduates' own growth in the roles of leader, learner, collaborator, and facilitator help to ensure they will model those roles for students in the public schools. The Peace Program requires a methods course in healthful living to ensure that completers have competencies in teaching healthful living. 4. Innovation in Public Schools: Peace College Education faculty members encourage the development of Professional Learning Communities through the cohort model for delivery of instruction. Faculty members also provide Professional Learning Community staff development in partner public schools at the request of school administrators. Staff development sessions address the incorporation of new technologies, software, and innovative, research-based teaching strategies. 5. 21st Century Systems: The Peace Education Division collaborates with Wake County's priority in developing candidates' skill in teamwork, collaboration, and utilization of data in making instructional decisions. Peace College candidates also receive instruction in use of technology in delivering instruction and in assisting students to utilize technology to maximize their own learning. Candidates apply this knowledge throughout their curriculum using technology laboratories located in dorms and classroom buildings throughout campus. They are required to use technology as they prepare and submit their own assignments and as they plan and deliver instruction in their assigned classrooms.

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

Peace education faculty members placed special emphasis on planning for Re-visioning the program. Public School Partners including field experience supervisors provided ideas for educating students for the 21st century with major emphasis on producing capable users of technology, teamwork, collaboration and the utilization of data to make instructional decisions. All Education majors now have access to LiveText and portfolio assignments are being submitted in this format. Courses are being integrated and field experiences are being revised.

Supplemental Information (Optional)

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

The Peace Education Division offers a two-day preparation session for students preparing to take Praxis I. Additionally, the Peace Education Division offers a one semester hour preparation course for each of the two Praxis II tests required for licensure in Elementary Education and Special Education: General Curriculum. Twenty students participated in each of these courses. Praxis preparation toolkits and other materials are available for check-out from the Educations offices by candidates.

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

Potential degree-seeking candidates are provided with information on the Education Program during Visitation Days and Open House sessions through the academic year. The Licensure Only Program was developed as an incentive for adult learners to continue working and attend classes in the evenings and on the weekends. Licensure Only candidates are recruited through media (newspapers, television and radio) as well as job fairs, literature, and information seminars in the Wake County Schools.

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

Scholarships are available for minority candidates. Descriptive information on the program is shared with audiences that contain minority representation in the hope that some minorities will find the program attractive. In addition, special efforts were made to recruit and employ a faculty member of color who began teaching in the program in the fall of 2008. A statement encouraging minority applications was included in the advertisement for the position and applicants were offered opportunities for doing applied research. Faculty development funds have been used to support applied research efforts, such as the currently-funded one to identify ways to recruit minority candidates into the program. The Education Division makes available work study opportunities for students who may be currently pursuing a different major. One of three work study students is a person of color who serves as a research assistant. This provides a minority presence among the ranks of the faculty, staff, and candidates. Additionally, men are permitted to enroll in the evening Education Program. Currently, there are two males attending with a third to start in the Fall. Minority students regisered in the program include four African Americans, one Hispanic, one Asian and one Middle Easterner.

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

The dual licensure program, with cross-cultural experience, is unique in North Carolina. Training in special education enhances the candidates' abilities to serve the needs of all elementary students. Elementary training provides special education teachers with a broad perspective of the regular curriculum. Both regular and special education teachers benefit from the cross cultural experience. The collaboration initiative between Peace College and WCPSS is an innovative approach to implementing a new program.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		**Female**	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	**0**	**Total**	**22**
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	**0**	**Total**	**0**
Part Time				
	Male		**Female**	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0

	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	**0**	**Total**	**0**
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	Total	**0**	**Total**	**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)	2	2
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	2	2
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		
Our numbers of candidates appear higher because the same group is receiving two areas of licensure.		

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	176
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.18
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	**PC**	**LC**	**PC**	**LC**
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	4	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	4	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	10	100
Spec Ed: General Curriculum	11	100
Institution Summary	21	100
* 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	3	0	0	0	0
U Licensure Only	0	2	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	11	82	55
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

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	4