

# IHE Bachelor Performance Report

## Wingate University

### 2008 - 2009

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#### Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College in Suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years additional programs have been added: M.A.E.D in Physical Education (2006), MAED and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), and Ed.D. in Educational Leadership (2008). Enrollments in the Metro College have steadily increased.

#### Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and professional organizations and projects reflects our commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching program, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in

seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate’s Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

**Program Areas and Levels Offered**

Wingate’s Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master’s level licensure).

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
South Piedmont Community College	Need to provide accessibility to quality teacher education programs to to underserved populations.	Students who complete prerequisite and general education courses at the community college are admitted as a cohort to the Wingate’s teacher education program. Classes are offered at the adult degree completion tuition rate and are scheduled to meet the unique needs of the nontraditional candidates. These candidates are able to complete their degree requirements in two years.	The present cohort includes eight students who will complete degree requirements in May or August of 2010.
Charlotte Mecklenburg Schools, Cabarrus County Schools, Southwest Region School District for Educational Leadership Internships	Consultation on discipline plan, development of a plan for on-going inservice, training program for prospective administrators.	Provided on-going consultation support for new teachers in the establishment of positive classroom discipline plans, met with superintendents and assistant superintendents for curriculum instruction and teacher committees, designed and developed a principal training program to address the new standards.	Reports of fewer problems, increased awareness of current trends in school discipline, and productive relationships with key leaders in the field of education.

Union County LEA - Quality Leadership Council	Need for collaboration and partnership among the LEA, the university, and business/industry interests for the improvement of instruction in local schools	Representatives from the Union County LEA, Wingate University, and business/industry serve on the Quality Leadership Council. This group meets regularly to develop and implement strategies to improve instruction in area schools. A major annual initiative of this group is to offer extensive professional development workshops to all teachers in the county.	A large proportion of Union County's teachers have participated in QLC's applied Professional development programs. Faculty provided leadership in workshop sessions.
Union County Middle Schools - New Century Scholars	Need to increase graduation rates and to promote college attendance for at-risk students	New Century Scholars is an initiative of the Job-ready Partnership, a cooperative effort of business and educational interests including the Quality Leadership Council (on which university representatives serve), business/community leaders, and South Piedmont Community colleges) to provide extensive mentoring and support for selected at-risk middle school students throughout their secondary years. Upon graduation, the students receive two years full tuition at a SPCC. New Century Scholars targets 10 students at each of Union County Public Schools middle schools	The program began in Fall 2001 and presented its first scholarships in 2007 as the first class of student graduates. It has continued to present scholarships in the succeeding years.
Union County - Teacher Education Committee	Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools	Public School teachers and administrators serve as voting members of Wingate's Teacher Education Committee and serve on its subcommittees. This year's committee consisted of Union County Public Schools represented by central office personnel and teachers, undergraduate and graduate teacher education students, teacher education faculty, and specialty area faculty.	Public school personnel have been significantly involved in the decisions of the committee, including curriculum revisioning.
Union County Schools -SPARK	Quality instruction in Physical Education	School of Sport Sciences coordinated with Union County Public Schools to provide professional development in the SPARK curriculum for physical education teachers	Several area teachers participated in professional development.

Articulation Agreements: Union County Public Schools, Gaston County Public Schools, Anson County Public Schools, Stanly County Schools, Mecklenburg Public Schools, Montgomery County Schools, Richmond County Schools, Scotland County Public Schools	Utilize LEAs for student teaching placements, field experience placements and internships.	Established relationships with school districts in order to provide diverse learning experiences for teacher education and educational leadership students. In addition, provide opportunities for faculty to be involved in community outreach and professional development.	Varied learning experiences and application of knowledge for student teachers and educational leadership internships.
Wingate Elementary School: Adopt a School Program	Provide resources and instructional support to at-risk and underserved populations	Provided needed school supplies and literacy materials for at-risk students. Campus interaction for reading activities. Faculty members volunteered to read to students in an organized bookshare.	Numerous students received school supplies. All third-grade students received literacy materials. Students at all grade levels participated in the book share.
Program advisory committees - Union County and Charlotte Mecklenburg public schools, numerous personnel	Need for continuous assessment and revision of teacher education programs and alignment with needs of public schools	Faculty met regularly with committees to evaluate and revision programs in each of the licensure areas. Suggestions from committees were considered and applied as appropriate.	As of July 1, 2009 all programs will present a blueprint of their revised programs. Curriculum revision will be ongoing.
Partner Schools: New Salem Elementary, Wingate Elementary, Porter Ridge Middle, Porter Ridge High	Need to establish closer collaboration with public schools in program evaluation, revisioning, and delivery	Faculty met with school administrators and faculty to share program goals, elicit input on revisioning, and develop strategies for greater involvement of partner schools in program delivery (Example: Redesigning field experiences to allow partner schools greater responsibility in candidates' activities and evaluation).	This year successful partnerships were established with four schools, representing elementary, middle, and secondary levels. Plans are to partner with at least four more schools next year, with the goal of increasing the variety and diversity of participation.

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

Teacher education faculty served on teams for evaluating programs and promoting student literacy, providing student health and wellness seminars and provided tutoring services. A science faculty member conducted classes at two area high schools, library personnel provided research and technology instruction for high school students, and education faculty members taught guided reading lessons and conducted storytelling at elementary schools. Faculty members are actively involved in field experiences and student teaching experiences, making multiple classroom visits to schools in a wide geographical region including Union, Charlotte-Mecklenburg, Anson counties. Education faculty directed teacher education candidates in projects which provided assistance to struggling readers. Teacher candidates in Reading Foundations and Content Area Reading tutor and coach k-12 students and assist with instruction at area elementary, middle and high schools. One faculty member serves on the board of directors and provides curriculum consulting for a charter school in Charlotte. Faculty members from Sports Sciences brought local teachers to campus for a professional development seminar and coordinated the local Cup-Stacking Tournament. Faculty from our Music Department presented numerous clinics, conducted performances (including the NC Music Educators Convention), and served as adjudicators on many occasions for public school competitions, as well as hosting and assisting with coordination of High School and Middle School Choral Festivals. Faculty from all academic areas served as judges for the annual Shakespeare

Recitation Contest and which hosts middle and high school students from across the region. Math faculty hosts the regional Math contest for area high schools, in which 16 schools participated this year. Science faculty hosted local AP chemistry students for laboratory classes and conducted science demonstrations and technology classes at local schools. The university offered a two-week Reproductive Biology summer science program for high school students. Arts faculty judged various arts competitions and provided art and curriculum consulting to a charter school, and assisted students with art projects at a local middle school. The Theater Department collaborates with local school districts to present quality children's productions at the Batte Center on Wingate's campus.

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

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include conducting visits to recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and continuing licensure. Elementary education candidates seeking traditional initial licensure attended PRAXIS II preparation workshops conducted on Wingate's campus by an education professor, and individual preparation assistance was provided to several candidates in other licensure areas. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Beginning teachers shared their first-year experiences with field experience students and with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The physical education department offered a workshop for new teachers in which veteran teachers and student teachers provided guidance and mentoring. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to support beginning teachers. This year the Curriculum Materials Center was moved from the library to the Burris Classroom building, nearer to the education offices and classrooms. Each year, students who received their undergraduate degrees from Wingate have returned to continue graduate study in our programs. The professional development workshops and support Wingate provides are open to all teachers, whether beginning or career.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include consulting with administrators and conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is specifically designed to serve k-6 alternative/lateral entry teachers. Courses are offered at our satellite campus in the evenings and summers in a two-year rotating sequence. Many MAT candidates were employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Metro Campus. The Dean of Education and at least one other faculty member provided analysis of transcripts and program advising for lateral entry candidates. Wingate continues to expand its schedule of late afternoon/evening and summer classes to accommodate the needs of teachers. Several lateral entry teachers attended PRAXIS II preparation workshops conducted by an education professor; individual assistance was provided to others. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg and Union County schools. Professional development opportunities offered for beginning teachers were open to lateral entry teachers as well. Wingate collaborates with South Piedmont

Community College in 2 + 2, an alternative entry program. The program will graduate 8 teacher candidates in 2010.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's Master of Arts in Education Degree programs in Elementary Education and in Physical Education continue to serve the professional development needs of career teachers for advanced degrees and continuing education credits. Wingate University provided professional development opportunities, including programs such as Project Wild and Project SPARK, and workshops in art methods and classroom management. Career teachers served as adjunct faculty in music methods, mathematics methods, and science. Career faculty grow professionally by serving as host teachers for field experiences, cooperating teachers, and adjunct faculty, and through collaborative projects such as peer coaching. Education faculty assist teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Staff development is offered to career educators through Wingate's involvement with the Quality Leadership Council. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics. Career teachers now have greater opportunities for professional development and leadership through our School partnerships. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center are available to all Union County teachers. Education faculty and are active leaders and presenters in local chapters of professional organizations such as Union-Monroe Reading Association, Delta Kappa Gamma International Society, Phi Delta Kappa, and Kappa Delta Pi. Teacher Education and Arts and Sciences faculty contribute to the professional development of career teachers by serving as presenters at the various state, regional, and national professional associations of public educators.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives, preservice and inservice staff development for teachers, and providing services and resources to at-risk students. The Student North Carolina Association of Educators (SNCAE), our student professional education organization, annually adopts low-performing schools and conducts service projects to benefit the schools. In order to better prepare our graduates to serve the needs of low-performing schools, field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at local elementaries, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. Education candidates in Adaptive Physical Education work with students in the Special Population Class at Rock Rest Elementary School. A Wingate representative served on the Quality Leadership Council which collaborated with other agencies to provide mentoring for at-risk middle school students. Much of the faculty involvement with public schools was in low-performing and at-risk schools, including Forest Hills, Monroe, and South Stanly High School, Wingate, Rock Rest, and Peachland-Polkton, Elementary Schools.

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

Wingate University has made substantial progress in response to SBE's directive to transfer licensure of AIG programs from LEA's to IHE'S. At least 20 teachers have completed licensure since the program's inception. Another priority of the SBE was the recruitment and retention of teachers. Wingate collaborated with South Piedmont Community College to develop a 2+2 articulation agreement making it easier for community college students to transfer to the Teacher Education Program at Wingate. The program will graduate 8 candidates in 2010. Other efforts to recruit and retain teachers are connected with our work with lateral entry teachers. Initiatives are described more fully in Section D, and included training, support, and mentoring through targeted observations and feedback regarding specific instructional concerns and research and resource assistance. The M.A.T. Program fulfills the demand for well-prepared alternative entry teachers and enrollment has continued to be high. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through flexible course scheduling, through our participation in a regional consortium of higher education institutions (the CAEC), and through collaboration with the area Alternative Licensing Center. Several lateral entry teachers

participated in PRAXIS II Preparation workshops and several individual preparation sessions. Wingate continued efforts to close the achievement gap by working with local low-performing or priority schools, particularly those with a large ethnic and/or language minority population. Specific activities are detailed in other sections of this report. Highlights of those activities include our candidates and student educators association "adopting" schools for tutoring, service, literacy awareness, and fundraising activities. Revisioning of education programs throughout the state was a priority this year. All revised programs address the 21st Century Schools, globally competitive students, and healthy and responsible students. Specifics are further discussed in Section H.

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

Wingate continued its emphasis on institutional and program assessment and improvement through participation in the university's curriculum reform initiative and through the continued implementation of the Quality Enhancement Plan. The Thayer School of Education is continuing to update its electronic database for storage and management of candidate information and assessment. To enhance candidates' technological competence, student teaching and masters program portfolios are electronically submitted and assessed through TaskStream. In addition each program within Wingate University has designated courses in which the requirements for technology knowledge and skills are presented. In the area of Physical Education, the exit exam requirement has been modified to include a research project and presentation. The recruitment of a new faculty member was successful after a year of searching and another faculty hire is soon expected. Students receive a monthly newsletter which keeps them informed of deadlines, policies, and news. The department's website has been updated and necessary forms are available online. The revisioning process underway this year involved coordinators from across the campus and included the arts and sciences faculty. Successful public school partnerships were established that provided significant involvement in the decisions for the newly revised blueprints for all programs and for their continued involvement in program assessment and delivery. The State Board of Education initiatives were addressed in this process.

**Supplemental Information (Optional)**

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

Passing Praxis I scores are a requirement for admission to the teacher education program. Freshman students who initially declare education as a major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in the Foundations of Education and Educational Psychology classes. Students are referred to ETS's test preparation website during academic advisement and upon request, and students may utilize additional study materials from the School of Education office. Wingate's library provides a database with practice tests for Praxis I that is available to all students. Students who do not pass the PRAXIS I can receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students aware of campus resources, tutoring, and study group options. The Academic Resource Center offers tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and assists those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. Praxis I preparation is being offered as part of the ARC's tutoring program. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; Teacher Education faculty members provided PRAXIS II preparation sessions and individual preparation assistance to elementary education student teachers and to local lateral entry teachers. To help ensure that candidates meet PRAXIS II requirements for licensure, Wingate requires that all student teachers provide evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual score analysis and remediation assistance and are encouraged to retake the test at the next administration after remediation.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate in admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, or Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Each semester, Education faculty members and candidates meet prospective students in the Majors Marketplace, where they present information regarding program areas and answer students' questions. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring an education major are, when possible, assigned to academic advisors who are on the teacher education faculty and upper level students provide mentoring for beginning students. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. Wingate hosts a number of music festival a year on its campus and uses the time the students are with us to recruit them into music and education. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The Annual Math Contest, to which all area schools are invited, is utilized as an event to allow time for sponsor interaction and recruitment of potential candidates to the area of mathematics and education. The Metro Campus office publicizes our programs and distributes recruitment materials to local school districts which include Union, Mecklenburg, Lincoln, Stanly, Cabarrus, and Iredell counties as well as in Kannapolis and Mooresville cities. Local schools have been a source of long-range recruitment; education faculty have spoken to elementary, middle, and high school students about teaching as a career choice.

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

Wingate University has an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by the Office of Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted to follow up on interests. The School continues to collaborate with other university departments to develop the Diversity Plan, which includes such efforts as partnering with other area institutions to offer recruitment fairs. The graduate education advisory board and Teacher Education Committee consist of minority educators with diverse backgrounds. Wingate University faculty taught classes during the fall and spring in underserved and minority schools, including Monroe High and Forest Hills High Schools in Union County, as well as South Stanley High School. More minority candidates are obtaining licensure through the nontraditional programs such as the SPCC 2 + 2 and MAT programs. We identify and use minority educators as clinical faculty.

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

In response to increased emphasis on international education and global perspectives, the School of Education initiated a Field Experience in London program. Seven candidates and one faculty member participated in the program this year, and the program will be extended to other candidates and faculty in the future. Professors have incorporated into courses new technology applications, such as course management software and TaskStream. The new Doctor of Education in Educational Leadership program began this year. The student teaching semester has been revised to reflect more integration of components and to more deeply involve faculty from across programs in support and mentoring.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	58
	Other	1	Other	0
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>60</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
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.**

	<b>Baccalaureate</b>
MEAN SAT Total	1192
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.27
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	12	0	0
Middle Grades (6-9)	0	2	0	0
Secondary (9-12)	0	4	0	0
Special Subject Areas (K-12)	0	5	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	23	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	.	N/A
Elementary Education	10	100
English	.	N/A
MG-Math	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Reading (bachelor)	.	N/A
Social Studies (9-12)	.	N/A
Institution Summary	10	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1	6	13	3	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	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.**

<b>2007-2008</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Institution	29	90	45
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**

<b>LEA</b>	<b>Number of Teachers</b>
Union County Public Schools	279
Charlotte-Mecklenburg Schools	78
Stanly County Schools	71
Anson County Schools	56
Cabarrus County Schools	22
Gaston County Schools	14
Richmond County Schools	14
Rowan-Salisbury Schools	14
Guilford County Schools	13
Davidson County Schools	9
Iredell-Statesville Schools	9

**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

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
8	8	15