

IHE Bachelor Performance Report

UNC-Pembroke

2013 - 2014

Overview of the Institution

The University of North Carolina at Pembroke (UNCP) is a master's level degree granting university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of education degrees at the bachelor's and master's levels that are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education/Department of Public Instruction. The Professional School Counseling program holds initial accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, community service, and leadership. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, and social welfare of regional, state, national and international communities. In the fall 2013 semester, the University had a total enrollment of 6,222 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,211 students in undergraduate, graduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The TEP offers a broad range of educator preparation programs, including undergraduate programs, master's degree teacher licensure programs, a school counseling program, a school administration program, and add-on licensure programs. The TEP recommends licensure for candidates in 13 programs and 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

The University of North Carolina at Pembroke is a master's level degree-granting institution and one of 17 schools that comprise the UNC system. UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as the first state-supported institution for American Indians in the nation, UNCP serves as an institution of higher education to a myriad of diverse cultures. Today, the ethnic and cultural diversity of the campus community provides students with a citizenship education to function in a 21st century global economy. Students at UNCP have access to a wide range of study abroad opportunities to expand their knowledge of diverse cultures with access to a network of 300 institutions in more than 42 countries. UNCP consistently ranks among the nation's most diverse college campuses with its minority enrollment at more than half of the overall student body. Approximately 16% of UNCP's student body is American Indian, 33% is African American, 4% is Hispanic, and 2% is Asian/Pacific Islander. The international student body enrollment includes representation

from 19 foreign countries. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 15:1 and an average class size of around 20 students. UNCP continues to maintain a significant presence among its peer institutions in areas of diversity, best value and our commitment to students in the Armed Services. The university was named to its second “military friendly” list, this time by Military Advanced Education. UNCP has been named a military friendly school by GI Jobs’ magazine for five consecutive years. U.S. News & World Report, the most viewed publisher of college guides, put UNCP in its first “Best Colleges for Veterans” publication at number 20 among Southern regional universities. UNCP was the only public regional university to make the U.S. News list. In spring 2014, U.S. News and World Report rated the MA Ed in Elementary Education program in the top 100 online graduate education programs for veterans. UNCP is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs. Also, collaborative agreements with local community colleges were developed to support the seamless transfer for those veterans interested in four-year degree programs. Students and faculty at UNCP excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In their commitment to collegiate athletics and academics, 159 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the fourth year that UNCP named more than 100 student athletes to this prestigious academic honor.

Program Areas and Levels Offered

The UNCP Teacher Education Program (TEP) offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) and a Preschool Add-On; Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children (General Curriculum), Music, Health & Physical Education, Spanish, and an AIG Add-On; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education. The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K- 12), Music Education (K-12), Physical Education (K-12), and English Education (9-12), Mathematics Education (9-12), Science Education (9- 12), Social Studies Education (9-12), and Reading Education (K-12). The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Health & Physical Education, Science, and Social Studies. Master’s level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, and Professional School Counseling.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Workshops and Speakers	On-going	100+	Provided workshops on varied topics, including teaching diverse learners, culturally responsive practices, ESL strategies, instructional planning, active learning strategies, setting up and managing a classroom, working with families, and addressing prejudice, discrimination and stereotyping in classrooms, virtual dissection, aquatic life investigations, and Geocaching for science teachers, hosted VSA festival (Very Special Arts Festival).
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland,	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school	Sandhills Region Education Consortium meetings for area Superintendents	August 2013-May 2014	14	Continued to offer programs and workshops on current issues such as school safety and mental health counseling.

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and Whiteville City	districts, and community agencies.				
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013),Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Sandhills Region Education Consortium meetings for Personnel Administrators	August 2013-May 2014	14	<p>Increased the availability of online/hybrid content and pedagogy courses</p> <p>Offered courses needed by lateral entry teachers, even if enrollments were low.</p> <p>Offered flexible scheduling of courses.</p> <p>Increased AIG add-on licensure courses offered to regional LEAs.</p>
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Recruitment and Retention of Teacher Education Students	Ongoing	100+	Campus-wide recruitment and retention plan continued implementation, open house event, and transfer days.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013),	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse	First Americans' Teacher Education Program (FATE)	Ongoing	To date, 54 new American Indian teachers produced.	US Department of Education continued funding for the FATE Program designed to recruit and retain American Indians

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Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	stakeholders, including partnership schools, school districts, and community agencies.				in Teacher Education.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Praxis II Preparation Workshops	Fall, Spring, and upon request	100+	Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers at no charge to participants.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Praxis I Preparation Workshops	Offered multiple times per semesters for each test portion, including evenings and Saturdays.	100+	Ongoing Praxis I preparation workshops for Reading, Writing and Mathematics offered for pre-service teachers and teacher assistants pursuing entry into Teacher Education Program. Offered test preparation sessions on test anxiety and mindfulness.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and	Drive-In Workshop for School Counselors	Spring Semester	70+	Daylong conference held for elementary, middle, and high school counselors. Topics focused on the

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2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	advanced levels.				multicultural spirit of counseling.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Annual School Administration Conference	Spring Semester	50+	Daylong conference held for elementary, middle, and high school, and central office administrators.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Project PREP – Partnership for the Retention of Education Professionals – a Beginning Teacher Support Program	Fall and Spring	100+	Project PREP is a partnership among UNCP and 5 area LEAs designed to provide resources and services to these districts that promote the professional growth and retention of beginning teachers.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.	Herpetology Education in Rural Places and Spaces (HERPS) Project - aimed to trigger and nurture participant interest in herpetology and a connection to the local environment, including protecting ecological habitats.	Fall 2014	10+	Students participated in science enrichment days throughout the school year and in summer camps.
LEAs: Robeson County Schools and	Collaborate on the sharing of resources	Literacy Commons	Fall and spring semesters	100+	Provided participant-

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UNCP students	between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.				centered classes, workshops, and individualized tutoring. The Literacy Commons fosters, advances, and sustains the development and continuation of literacy.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City and others across the state.	Collaborate on the sharing of resources between the University, schools, and the community	Maternal and Child Health Statewide Conference	Summer 2013	200+	Provided skill building and networking opportunities for best practices in health and well-being of the child and family.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Family Math Night	Fall 2013	50+	Modeled strategies for parents to use at home to help their children with mathematics achievement.
LEAs: Scotland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student	Family Science Night and Science Olympiad	Spring 2014	50+	Modeled strategies for parents to use at home to help their children with science achievement. Coached students

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	learning in both P-12 schools and the Teacher Education Program				in grades 3-5 to compete in the 2014 Science Olympiad.
LEAs: Robeson and Scotland	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Tutoring	Fall and Spring	50+	Provided math and science tutoring for 3 rd -5 th graders, 3 afternoons per week for 5 weeks.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	7 th Annual African American Read In, annual American Indian Read In and other Read In events	Fall and Spring	350+	Engage K-6 public school children in literacy experiences.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Teaching Fellows and Elementary Education Programs	Fall and Spring	100+	Installed walking trails at all elementary schools and supported Bak-Pak Pals program at one elementary school
LEAs: Robeson	Collaborate on the sharing of resources between the	Annual Earth Day Event with Tanglewood	Spring semester	400+	Approximately 400 elementary public school students

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	University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Elementary School (PSRC)			participated in outdoor, hands-on, environmental education activities planned and led by 30 teacher candidates.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City.	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	Workshops for visual arts teachers and retreat for art honors students	Spring semester	50+	The UNCP Art department held workshops for visual arts public school teachers, sponsored annual high school art exhibit, sponsored art honors spring retreat.
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett (new in 2013), Hoke, Lee (new in 2013), Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City.	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	4 th annual Honors Jazz Festival and other events	Fall and Spring	200+	The UNCP Music faculty judged performances, hosted regional choir, band, and jazz events, served as guest directors.
LEAs: Robeson	Collaborate on the sharing of resources between the University, schools, and the community	Future Business Leaders Conference	Spring 2014	20	Provided seminars in the areas of business, finance, and human relations.

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

Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. SBE priorities were emphasized in lectures and course assignments including working with families, assessment, diversity, multicultural literacy, collaboration, problem solving and using technology. All programs in the TEP emphasized reflective practice in the classroom, curriculum development, classroom organization and management, knowledge of exceptional and diverse learners, cultural competence in curriculum choices, and the role of a collaborative leader. TEP faculty participated in state wide institutes on implementing the Common Core and Essential Standards. A grant writing course was implemented to assist teachers with seeking NSF partnerships, technology funding, or other strategies to improve classroom performance. The School Counseling Program places emphasis on raising student achievement and supporting diverse learners. Faculty incorporated SBE priorities in graduate students' leadership projects with emphasis on family involvement, tutoring, retention of teachers, and remediation for at-risk students. Courses in the Elementary Education graduate program focus on cultural diversity, multicultural literature, technology, 21st Century learning and global initiatives.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

All middle grades and secondary candidates enroll in a course, CSC 4050 (Current Topics in Computers in Education), designed to expose the candidates to a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards, tablets, and apps for classroom use. Middle Grades and Secondary majors design lesson plans integrating such tools with content from their specialty areas. More specific courses in individual program areas, such as Mathematics education, include MAT 3050 (Using Technology to Teach Mathematics), which emphasizes the use of specialty area technology tools such as graphing calculators and dynamic geometry programs. Music Education majors have music specific technology tools, such as Finale or other music composition software, embedded in their methods courses.

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets and apps for classroom use. The electronic tablets, including iPads and iPad minis, equipped with Reading 3D apps and assessments apps that help K-6 students complete timely, informal assessments to assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-12 settings. Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create

Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel.

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

Elementary Education majors take the practice general knowledge licensure exam provided by Pearson during the first week of the ELE 3030 (Purposeful Assessment for Learning) course. After the instructor scores each student's practice exam, the instructor uses these results to inform the progression of topics in the course and to encourage remediation for students as needed including the possibility of taking additional general education courses. Additional practice tests will be given in the 2014-2015 academic year in elementary courses for the math and language arts exams. Content in Elementary Education coursework is being modified to emphasize knowledge required for the licensure exams. Two new elementary education math courses have been approved and will be implemented in the fall of 2014. New general education math coursework is in the process of being discussed and developed in conjunction with the Department of Mathematics and Computer Science. To emphasize knowledge required for the licensure exams, including reading vocabulary, modifications of content will be made within several elementary education courses.

Consideration is being given by the teacher education governing body, the Teacher Education Committee, as to whether a passing score on the general knowledge licensure exam will become a condition for admission into the elementary and special education programs.

During the 2014-2015 academic year, licensure exam 'boot camps' will be held to provide intensive test preparation in foundations of reading, mathematics, and general knowledge for all elementary and special education majors. Faculty are planning to take the tests during summer 2014 or as soon as the tests are made available. Three undergraduate UNCP students were chosen to take the test to help set cut scores.

New reading materials that were purchased in summer 2013 were used by elementary faculty to strengthen concepts such as reading foundations, research-based practices on how children acquire reading skills, connections between reading, speaking, listening and writing, print concepts and alphabetic principle, and comprehension of literature and content-based texts. Beginning fall 2014, elementary majors will be required to complete 9 credit hours of literacy including emergent, developing, and fluent readers.

Beginning fall 2013 semester, Special Education majors were required to complete 6 credit hours of reading courses to include a content area literacy course as well as a foundations in reading and language course. Also, Special Education majors were required to take courses in one of three content areas with a focus on English/Language Arts, mathematics, or science. Since Special Education majors will still be required to take the traditional Praxis 2 test, Praxis 2 test preparation workshops will continue to be held each semester.

c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

During the 2013-14 school year, the elementary education program continued to implement revisions to the curriculum that included a new assessment course, ELE 3030 (Purposeful Assessment for Learning), where students were provided opportunities to apply formative and summative assessments in classroom settings using a variety of technology based materials including Reading 3D and ClassScape. Elementary education teacher candidates also used assessment data to plan individual and group instruction in this course. Elementary education teacher candidates complete ELE 4040 and ELE 4050 (Literacy and Language Arts I and II), where students utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-6 students. Similar assignments occur in two math and science courses, ELE 4010 and ELE 4020 (Mathematics and Science I and II).

Special Education majors complete several assessment courses including SED 3110 (Assistive Technology for Students with Special Needs), SED 3050 (Assessment of Students with Mild to Moderate Disabilities), SED 4330 (Diagnosing and Remediating Mathematics Problems), and SED 4340 (Diagnosing and Remediating Reading and Writing Problems). In these courses, students utilize Reading 3D and ClassScape to gather data, plan, and carry out instruction for students in K-12 classrooms. Students also utilize assessment in field experiences in public school settings and plan appropriate instruction for individual K-12 students.

Birth-Kindergarten students complete an assessment course including ECE 4060 (Assessment Strategies and Application) where students learn to use and implement standardized and authentic screening and diagnostic assessment practices and instruments. Birth-Kindergarten students also complete 3 additional curricula courses to apply screening and diagnostic practices in public school classrooms.

Elementary Education majors who take the reading concentration and Special Education majors who select the English Language Arts content area focus are required to complete RDG 3200 (Assessment of Reading Difficulties I) and RDG 3400 (Assessment of Reading Difficulties II), which emphasizes the Reading 3-D program and informal reading assessments.

Elementary, Birth-Kindergarten, and Special Education majors utilize a variety of technology tools, such as word processing, spreadsheet, interactive Internet tools, web 2.0 tools, Smartboards and Smart Notebook applications, tablets, and apps for classroom use. The electronic tablets, including iPads and iPad minis , are equipped with Reading 3D apps and assessment apps that help K-6 students complete timely, informal assessments and assist our teacher candidates monitoring student progress. Special Education candidates use these research validated instructional technologies as assistive devices to enhance students with disabilities educational experiences in K-6 settings.

Elementary Education majors are exposed to ClassScape data to evaluate student progress, create VoiceThreads, develop Microsoft movies, create Smart Notebook and other teaching presentations and develop tables and graphs through the use of Microsoft excel.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

To meet the new standards, an integrated arts course, ELE 2030 (Arts Integration in the Elementary School), was added to the elementary education program during the 2009 revisioning process. Elementary education majors are introduced to methods, media, materials, and techniques for integrating the arts in daily classroom instruction in all K-6 content areas. Elementary education majors develop and teach standards-based lesson plans in K-6 public school settings integrating the arts. Each semester, School of Education faculty collaborate with the Mary Livermore Library and Multicultural Center to host Read-Ins where elementary education majors teach multicultural integrated arts lesson plans in K-6 local schools during African American History Month (February) and National American Indian Heritage Month (November).

Special Education majors complete courses, SED 3330 (Teaching Students who need Adaptive or Functional Curricula) SED 3340 (Instructional Strategies for Students with Mild to Moderate Disabilities), and SED 4330 (Diagnosing and Remediating Mathematics Problems) where majors learn to implement adaptations and instructional strategies focused on the integration of arts education across the curriculum.

Birth-Kindergarten majors complete three courses, ECE 4010, ECE 4020, and ECE 4030 ((Integrated Curricula and Appropriate Practices for Infants and Toddlers, Preschoolers, and Kindergartners, respectively), where majors learn to integrate the arts within the curriculum.

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	14	American Indian/Alaskan Native	34
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	28
	Hispanic	3	Hispanic	6
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	140
	Other		Other	5
	Total	51	Total	215
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	6
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	14
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	11
	Other		Other	
	Total	3	Total	33
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	14
	Other		Other	
	Total		Total	18
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	43
	Asian/Pacific Islander		Asian/Pacific Islander	10
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	74
	Hispanic	1	Hispanic	6
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	291
	Other		Other	3
	Total	35	Total	427

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)	38	18
Elementary (K-6)	16	10
Middle Grades (6-9) Language Arts	2	1
Middle Grades (6-9) Mathematics	3	0
Middle Grades (6-9) Social Studies	2	2
Middle Grades (6-9) Science	3	2
Secondary (9-12) Science	3	2
Secondary (9-12) English	4	2
Secondary (9-12) Social Studies	6	5
Special Subject Areas (K-12) Spanish	1	1
Special Subject Areas (k-12) Health & PE	6	5
Special Subject Areas (k-12) Music	1	1
Special Subject Areas (k-12) Art	1	1
ESL	1	1
AIG	149	85
Exceptional Children (K-12)	8	4
Pre-K	16	12
Total	260	152
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,164
MEAN SAT-Math	566
MEAN SAT-Verbal	567
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	530
MEAN PPST-R	180
MEAN PPST-W	175
MEAN PPST-M	180
MEAN CORE-Combined	*
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

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)	2	13	2	13
Elementary (K-6)	3	45		3
Middle Grades (6-9)		4		2
Secondary (9-12)		14		1
Special Subject Areas (K-12)		22	1	3
Exceptional Children (K-12)	1	10	1	82
Vocational Education (7-12)				
Special Service Personnel				
Total	6	108	4	104
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	34	94
Spec Ed: General Curriculum	4	*
Institution Summary	38	95

* To protect confidentiality of student records, mean scores 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	62	30	6	1	4	1
U Licensure Only	9	3	1	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	0	0	1	0	0
U Licensure Only	47	5	1	1	1	0
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	71	96	68
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Robeson Co Schs	911
Cumberland Co Schs	433
Richmond Co Schs	196
Scotland Co Schs	192
Bladen Co Schs	131
Columbus Co Schs	129
Moore Co Schs	122
Hoke Co Schs	91
Wake Co Schs	77
Whiteville City Schs	45

**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.**

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
72	12	0