

IHE Bachelor Performance Report

Brevard College

2013 - 2014

Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 650 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of North Carolina. The original purpose of the College, to give young men and women in the mountains of North Carolina an opportunity for education, has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. Currently, in 2014, Brevard College hosts a diverse student body of whom 46% are from outside of North Carolina including several foreign countries. The Teacher Education Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. Permanent State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) followed in Fall 2009. Teacher licensure is available in nine areas: K-12 Art, Music, Theatre, and Health and Physical Education; 9-12 English, Mathematics, Science, and Social Studies; and K-6 Elementary.

Special Characteristics

Brevard College is distinct among liberal arts colleges because of its strong and historical commitment to experiential education in a highly personalized learning environment. Its educators purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values. Students at Brevard College are required to complete a challenging interdisciplinary, liberal arts core curriculum that includes a freshman first year experience, an environmental perspectives course, a Humanities linked learning community, a technology literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepare them to receive a NC teacher's license and teach in their particular field of major study.

Besides the strong liberal arts focus, the Brevard College Teacher Education Program offers several special characteristics that distinguishes it from other Teacher Education Programs. The Teacher Education Program and the Wilderness Leadership and Experiential Education major (WLEE) collaborate in providing experiential learning to candidates: WLEE 220, Theory and Practice of Experiential Education is a required course for all Elementary and 9-12 licensure areas. The course work in the Teacher Education Program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply what they have learned in their college classrooms to help facilitate their activities in the

public schools. Partnering school systems provide valuable field experience for Teacher Education students. All Teacher Education students are required not only to student teach, but as early as their freshman year, to observe and complete practicums in diverse public school and after school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region.

The College also has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Because of the small size of the program, the Education faculty and Brevard College faculty and staff and community members often forge strong mentor relationships with the students, and these relationships are often maintained after graduation. Overall, Brevard College Teacher Education Program may best be described as a small, boutique program that exposes candidates to quality content and pedagogical knowledge, differentiates learning for our candidates, emphasizes experiential and project-based learning, and prepares educators to lead the next generation of learning communities in a diverse and dynamic world.

Program Areas and Levels Offered

All programs are offered at a bachelor level or for licensure-only to post-baccalaureate candidates. Licensure Programs offered include the following: 9-12 English, Mathematics, Science, Social Studies; K-12 Art, Music, Health and Physical Education, Theater; and K-6 Elementary.

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
1. External Assessment of Senior Research Papers: Transylvania County High Schools.	1.1. To help create authentic and performance based assessments in our public schools. 1.2. To make senior paper/project s, a time	1.1. Each semester, college faculty members agree to evaluate senior project research papers as part of the senior graduation project. Each	This senior research project paper assessment has been sustained since 2000-2001, over ten years. The learning community, where high school and	1.1.Each semester, over 150 high schools students are assessed in their research, literacy, and writing skills. 1.2.Five Transylvania County high	1.1. Transylvania County Schools each year has every one of their senior high school students - approximately 200 students-participate in

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	<p>intensive evaluation process, sustainable by supporting public school teachers in their evaluation of the papers.</p> <p>1.3. To create a professional learning community between high school and college English faculty in order to improve student college readiness skills and dispositions in literacy, writing, and research.</p>	<p>semester approximately 100 papers are evaluated.</p> <p>1.2. Each year college English teachers and high school teachers meet to discuss the assessment data of these papers and share teaching strategies in teaching research, writing and literacy skills.</p>	<p>college teachers meet to discuss assessment results, was started in 2004-2005 and has been on-going since.</p>	<p>school teachers and four Brevard College English teachers participated in the learning community in 2013-2014.</p>	<p>an authentic assessment of their writing and research college readiness skills.</p> <p>1.2. Senior English teachers in Transylvania County Schools and English Professors at Brevard College share information and teaching strategies in a deliberate and sustainable way that helps improve the literacy skills of students and helps them be Job or College ready. This year teachers focused on informational literacy and proper documentation of reliable sources and</p>

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					writing effective introductions and conclusions.
2. Dropout Prevention Tutoring: Brevard Middle School.	2.1. Improve Self-Esteem of Middle-School Girls. 2.2. Dropout Prevention. 2.3. Improve 21 st Century collaboration and oral skills. 2.4. Increase motivation of college-bound students.	2.1. BC's IWIL (Institute for Women in Leadership) under the leadership of the Social Studies Teacher Licensure Coordinator developed a one-on-one mentoring program for middle school girls. 2.2 Weekly afterschool programming by college role models includes team building activities and programs on body image, conflict-management, and professional presentation. 2.3. Brevard	Inaugurated (2008-2009), Project Reframed 2009-2010 and continued 2010 through 2014.	Participants in 2013-2014 included 14 Brevard College faculty/students and 12 sixth-grade girls.	Twelve sixth grade girls, identified by teachers and counselors as "at-risk," were mentored and provided experiences in acquiring 21 st century skills in collaboration, leadership, and conflict-management.

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		College hosts field trips to local non-profits such as The Haven and Free Rein.			
3. Environmental Education Workshops/Classes: Brevard and Pisgah Elementary Schools and Brevard Academy in Transylvania County.	3.1. Help engage and excite elementary school students in the Science Standard Course of Study. 3.2. Help teach basic competency goals of the curriculum; i.e., 4th grade competency goal 2: "The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals."	Approximately 10 individual workshops corresponding to Science Standards were requested by public school teachers and designed and delivered by Brevard College faculty and students to elementary students and teachers during the two weeks before Earth Day.	April 2014. This is the 12th continuous year of the environmental education classes.	Ten Brevard College Science and Teacher Licensure Students and three BC Science Teachers facilitated environmental education for nine difference elementary teachers and around 250 elementary students.	In 2013-2014, around 250 public school elementary students were engaged in quality environmental education to differentiate and enrich Science instruction in the TCS public schools.
4. General	4.1. Help	4.1. Science,	On-going	Over five	4.1. Science

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Instructional and Assessment Support: Transylvania Public Schools: Brevard High School, Rosman High School, Brevard Middle School, and Rosman Middle School.	public school teachers support 21st Century and Performance-Based Assessment Experiences for their students. 4.2. Help provide authentic learning experiences for public school students.	Math, and Education Faculty members were judges for individual school and/or regional science and math fairs, giving students and teachers feedback on the projects. 4.2 One English faculty member was a judge for senior projects, giving students feedback on their communication skills. 4.3. One Music professor gave a jazz performance at local middle schools to increase students' appreciation	since 2004: 4.1. Participation as judges and evaluators for this project-based learning is on-going and happens each year. Different faculty members devote their time and expertise as individual schedules allow during the semester. 4.2. Individual faculty members, particularly in the Arts, provide master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught	Brevard College faculty members and 8 teacher licensure students participated in the 2013--2014 school year. Over 90 students were served and approximately 10 Science, Math, English and Music public school teachers were involved in the projects and master classes	and Math Project-Based learning and the Senior Graduation Project are frequent, on-going, and sustainable learning experiences in Transylvania County Schools, partly because of this partnership and volunteer work by Brevard College faculty and students. 4.2. Transylvania County teachers receive assistance in performance assessment and TCS students receive more experiential education experiences.

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		<p>in the Arts and Music.</p> <p>4.4. Three art faculty and four art licensure students mentor art students in senior projects and judge /host the annual High School Art competition.</p>	<p>annually, the number changes each year, depending on the schedules of the Institution of Higher Education faculty and public school teachers.</p>		
<p>5. Student Mentoring Program of Teacher Identified At-Risk Students: Brevard Elementary School and Davidson River School and Rosman Elementary School.</p>	<p>5.1. Support academic and social and emotional growth of elementary students and secondary students at an alternative school setting.</p> <p>5.2. Develop “at risk” students’ ability to persist.</p> <p>5.3. Support struggling students through weekly contact with college</p>	<p>5.1.EDU 305 (Fall) and EDU 205 (Spring) students visited weekly with mentees during work or recreation periods and created journals for communicating to improve writing skills and helped with reading and math skills.</p> <p>5.2: End of semester parties with craft centers,</p>	Both Fall and Spring 2013-14.	Around 40 college students and 40 at-risk students in the public schools.	<p>5.1. Modeled healthy mentor relationships.</p> <p>5.2. Supported students to persevere, and develop a work ethic, grit, and growth-mind set.</p>

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	mentors. 5.4. Develop positive outlook related to school achievement and success. 5.5. Develop teacher candidates' ability to coach and mentor with growth-mind set and perseverance in mind as part of EDU 305 and EDU 205.	PE games, music, and campus tours by mentors with discussions about college life.			
6. Collaboration with TEACCH to Offer Autism Spectrum Disorder Workshop: Transylvania County Schools and larger Brevard/Hendersonville Community.	6.1. To help teachers and parents develop strategies to work with students with Autism Spectrum Disorder (ASD).	6.1. BC Sponsored and organized a three hour workshop presented by experts from TEACCH about working with students with ASD.	April 2014.	This is the third year Brevard College has hosted this workshop. More than five parents and teachers from local schools and preschool programs attended the seminar.	6.1. Parents, Teachers, and future teachers developed empathy and awareness through simulation of challenges experienced by people with ASD. 6.2. Teachers and parents learned best-practice strategies for helping ASD

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					students.
7. STEM Partnership Transylvania County Schools Brevard Elementary	7.1. Develop public school teachers and students' knowledge of STEM and Engineering Design Process. 7.2. Develop teacher candidates' understanding of curriculum design and STEM as part of EDU 318 and EDU 316.	7.1. 4 th grade team of public school teachers at Brevard Elementary met with college professors to determine goals and needs. 7.2. BC students led STEM-based lessons using Bridge Building Theme. 7.3. Organized fieldtrip to DuPont Forest to meet with engineers of newly constructed pedestrian bridge.	September 26 – December 1 2013	Four 4 th grade classes with approximately 80 elementary students.	4.1. Through modeling experiential learning, classroom teachers were re-inspired to utilize students' curiosity. 4.2. Students gained knowledge about technology, role of engineers, design process, and found joy in hands-on, experiential learning.
8. Reading Grant Partnership with Rise and Shine , an after-school program that serves public school students in all Transylvania County Schools.	8.1. To provide a balanced literacy program for 50 students in grades K-12. 8.2. To improve the	8.1. Teacher candidates organized and delivered guided reading instruction. 8.2. Teacher candidates led enrichment	Grant written and received in 2012-13; reading instruction and enrichment will begin 2013-2014 school year.	Fall 2013: Ten college students helped teach six reading groups weekly to approximate 50 young students.	Assessment will include pre-post testing on reading levels using Lexile testing material and software. Academic

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	literacy proficiency of all students enrolled. 8.3. To help close the achievement gap for under-represented students, and 8.4. To provide high quality afterschool instruction to students.	groups related to non-fiction texts and math support. 8.3. Sponsored Diversity Awareness Road Show on winter holidays from other cultures.		Spring 2014: 6 college students running 8 reading groups.	progress in the public schools will be measured formally and informally at several intervals throughout the school year. (Data will not be completely collected and analyzed until the summer, but 50 students are being served.)
9. Education Differentiation and Enrichment for High School Special Education Students: Brevard High School EC Program.	9.1. Provide opportunity for high functioning Exceptional Education students to come interview college students.	9.1. Hosted visit to campus, provided time for EC students to interview college students about their journey or odysseys.	February 2014	Twelve Brevard High School EC Students.	Twelve EC students were provided authentic assignment to obtain and improve job and life skills.
10. Professional Support for School Improvement: Evergreen Charter School and Pisgah Forest Elementary School	10.1. Provide Educational Support to Public Schools.	10.1. BC faculty participation in summer 2-day retreat for fall school wide strategic planning retreat. 10.2. Two	2013-14 School Year.	Two faculty members in the Education Program.	10.1. Connecting higher education, teacher preparation to local exemplary schools to inform both

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		faculty members attended monthly School Improvement meetings. 10.3. One faculty presented self-regulation behavior strategies to SIT task force.			organizations of best practices.
11. Brevard College Library Sources and Staff Shared with Public Schools: All Transylvania County School Students and community tutors for special education students.	11.1. Research Support. 11.2. Literacy Support (BC Library houses the Orton-Gillingham curriculum used to help tutors who work with students in our public schools with severe dyslexia.)	11.1. Research databases are shared and staff provides mentoring to seniors working on graduation research papers, 11.2. Young Adult Literature and Children's literature is shared with elementary and middle school students.	On-going from 2012.	Four library staff members and over 100 community students and families served during 2013-2014 school year.	11.1. Improved research and information literacy skills. 11.2. More reading by children. 11.3 Good will in the community.
12. Math Professional	12.1. To plan and deliver	Summer Teacher	Spring 2014 to Sum	One Mathematic	Project will help give

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Development: Project LEAD, Math Teachers across NC.	workshops to secondary teachers on implementing State Standards in Mathematics.	Institute, 2014.	2014: Funded three years.	and Education Professor from BC and faculty from UNCG and Meredith.	quality professional development to secondary mathematics teachers across the State.
13. Supervision of Weekly Newspaper Column called “Everyday Education” in local newspaper by Director of Teacher Education: Transylvania County Schools.	13.1. To better inform parents and community members about issues in their local schools.	Every week a column appears in the <i>Transylvania Times</i> to inform parents: Topics have included Common Core, 21 st Century Knowledge, Skills, and Dispositions, Homework Policies, Project-Based Learning, and Growth-Mind Set.	Began in August 2012 and on-going...	Writers include Director of Teacher Education, Elementary Education Professor, School Psychologist, Elementary Teacher, Superintendent of Schools, High School teacher, and one K-12 Informational Technology specialist. Readers include the whole county, hopefully.	The column has received many letters from readers and kept alive a dialogue in the community about important school issues including curriculum, policies, and technology issues. 21 st Century teaching is about community and family involvement in our public schools.
14. Partner in Writing/Obtaining an \$7478.00 Collaborative United Way Grant for Literacy and Digital Enrichment for At-Risk Students	14.1. To improve college readiness for Rise and Shine scholars in terms of	14.1. Guided Reading Instruction. 14.2. Enrichment of literacy through technology	Fall to Spring 2014-15.	Approximately 12 BC Students, 2 Education Faculty and 5 Staff members of Rise and Shine and 50	Assessment of grant will include both pre and post literacy and digital information surveys on

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in Rise and Shine After-School Program: Program will serve around 50 public school students, most who are reading below grade average.	reading skills and digital literacy.	tools; for example, college students will use iPads to show students how to create digital stories and iMovies.		at-risk public school students.	students' knowledge and skills in reading and digital literacy and quantitative data on improved reading scores. This formative and summative assessment will take place in Fall/Spring 2015.

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

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 methods classes in each licensure area must address the goal of helping students integrate technology into their content knowledge pedagogy. Students in EDU 205, 21st Century Teacher and Learners, and EDU 340, Secondary and K-12 Methods, learn about the TPAC and SAMR models of technology instruction. Beginning in Fall 2013, every teacher licensure student was required to take EDU 304: Teaching in the Digital Age. The description of this new class reads as follows: "Students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies

that have merit for effective classroom use, as well as good instructional design in the technology-rich learning environment.”

In Fall 2013, all senior teacher licensure students in Methods as well as faculty in the Teacher Licensure Program participated in an 1:1 initiative, Brevard College’s iPad Professional Learning Community. As a result of participating in this professional learning community, participants developed a framework for evaluating tablet devices and mobile apps for instruction, classroom management, and assessment; developed an understanding of best practices in identifying and selecting technology-based resources for classroom use; learned knowledge, skills, and work processes representative of an innovative professional in a global and digital society; and designed and implemented learning experiences that are reflective of the experiential model of teaching and learning that is indicative of the mission of Brevard College.

Currently in 2014, Brevard College is participating with both public and private IHE Teacher Education Programs in Western North Carolina to develop a proposal for external grant funding to help us build our capacity to prepare our preservice teachers to work in 1:1 teaching environments.

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.*

Candidates are required to take four courses that build knowledge and develop skills for teaching reading. These include EDU 313 Methods in Teaching of Reading, EDU 320 Children's Literature, EDU 303 Exceptional Learners, and EDU 314 Methods in Language Arts. Each of these courses help candidates understand the foundational skills involved in reading instruction per the National Reading Panel and requires candidates to examine deeply the reading standards described in the Common Core. Each course also contains five to eight school based observations in local public school classrooms. Candidates are matched with master teachers and expected to collaboratively plan and teach at least two lessons. In EDU 313, candidates tutor one student struggling as a reader at a local afternoon program. Each candidate is also expected to create small group reading instructional plans that differentiate and support diverse readers. Observing a session with a local Speech and Language teacher helps our candidates better understand what early intervention in primary grades can do to support students' phonemic awareness. In EDU 320, candidates developed a deep understanding about different genres and strategies for engaging students in books including author studies, literature circles, and book talks. This class also helps students learn how to read deeply, find evidence in the text, and notice the author's craft, all aspects of the new Common Core. In EDU 303, Exceptional Learners, candidates spend several class periods learning about reading disabilities by engaging in

virtual simulations and meeting local experts and parents of children with reading disabilities to develop awareness, empathy, and basic knowledge about their future role and responsibility with using appropriate interventions, modifications and accommodations. Finally, in EDU 314 students learn about the research supporting reading and writing instruction in a workshop format with targeted lessons on grammar, spelling, and vocabulary development. Students learn how to design a functional writing center and implement formative assessments and conferences to support writer's development, acknowledging the reciprocal nature of reading and writing.

As for teaching mathematics, our candidates take nine hours of math content (MAT 141 Probability and Statistics, MAT 200 Discrete Mathematics, and MAT 210 Math for Elementary Teachers) as well as EDU 316 Methods in Teaching Math in the Elementary School. Our instructors rely on materials that support the National Council of Teachers of Mathematics and the Common Core. Emphasis is placed on candidates experiencing how to both solve and communicate solutions to partners, in math journals, and with a whole class formats, not just memorizing solutions. Admittedly, our candidates were schooled in the methods of algorithms and memorization without much emphasis on place value knowledge and number sense. As we prepare the candidates for the new standards, we also seek to model inquiry and constructivist practices in order to build their confidence and also develop their teaching tool box. Candidates are matched with master teachers at a local elementary school and participate in a professional learning community book group related to misconceptions in math instruction.

Both reading and math course work reflect the new Common Core standards and guide our candidates to develop their own style of pedagogy which is based on scientifically-based instruction. Time is spent examining different curriculum models and assessment systems and how to implement such models. We want our candidates to know that differentiation is not a choice, but a requirement, in today's classrooms. Our education faculty members are using the NC Foundations of Reading/General Curriculum test guides and topic summaries to examine the relationship between the assessment and course content and to notice alignment and what areas are not adequately covered. Our program's performance-based evidences for certification are excellent opportunities to highlight candidates' proficiency with math content, and we are considering adding in-depth content knowledge in phonics as an alternate focus. Our faculty members use the MTEL sample tests in a mock testing session to ensure our candidates' familiarity with the testing genre. The Elementary Coordinator disseminates sample tests to other faculty so they can examine these high stakes documents and reflect on what areas of course content or pedagogy need adjusting. In Spring 2014, the elementary program hosted informational and instructional test prep sessions to support candidates.

- 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.**

Elementary candidates are exposed to the concepts of formative and summative assessment early on in our program when they receive constructive formative feedback on lessons and disposition check lists. Our candidates learn about different examples of curriculum-based assessments. Our candidates create project-based unit plans that include formative and summative assessments. During EDU 313: Methods of Reading, our candidates observe master classroom teachers completing mCLASS 3D reading assessments and beginning in Fall 2013 our candidates used recently acquired IPADS to complete mock benchmark assessments. Progress monitoring software may be different in each county or system; therefore, we attempt to examine a variety including AIMS WEB and other benchmarking tools; we do know that mCLASS is a statewide initiative and so a respectable amount of time is dedicated to building candidates' familiarity with this assessment tool. We also know that upper elementary teachers need to be familiar with the online writing assessment system as well as the possibility of performance-based Measures of Student Learning.

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

Integration is a critical skill when teaching, especially in elementary school. Candidates are expected to find ways to integrate arts instruction in our Science and Social Studies Methods class. A full day observing at one of our partner schools, an expeditionary learning charter school, demonstrates to our candidates ways to collaborate with the school's art and music teacher to enhance and enrich the curriculum. Candidates are then expected to develop unit plans that incorporate aspects of art instruction. EDU 314 Methods in Teaching of Elementary Language Arts and the Arts is a required class for all elementary majors and prepares students to use interdisciplinary strategies for classroom engagement with an emphasis on Art across the curriculum. As of Fall 2014, each elementary education candidate will take an additional course in Visual Arts in their Program of Study to help prepare them with content knowledge to use for future integration of Arts in their curriculum planning.

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	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	19
	Other	Other	2
	Total	7	21
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	1
	Other	Other	
	Total	2	1
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		
Brevard College did not work with any lateral entry or provisionally licensed teachers during the 2013-14 academic year. There is little need for lateral entry in public schools in Western North Carolina at this time.		

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

	Baccalaureate
MEAN SAT Total	1,171
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	530
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	181
MEAN CORE-Combined	N/A
MEAN CORE-R	*
MEAN CORE-W	*
MEAN CORE-M	*
MEAN GPA	3.50
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)				
Elementary (K-6)		4		
Middle Grades (6-9)				
Secondary (9-12)		4		
Special Subject Areas (K-12)	1	2		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	10		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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	9	1	1	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						
We had no U Licensure Only Candidates this semester. Some students enter the program as sophomores, some as juniors, depending upon Praxis 1 completion. All enter at least one semester before student teaching.						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	7	100	43
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
Transylvania Co Schs	12
Henderson Co Schs	10
Buncombe Co Schs	6

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
2	9	1