



Lenoir-Rhyne College
Traditional Report AY 2017-18
North Carolina



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

625 7th Ave NE

CITY

Hickory

STATE

North Carolina

ZIP

28601

SALUTATION

Dr.

FIRST NAME

Hank

LAST NAME

Weddington

PHONE

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EMAIL

Hank.Weddington@lr.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary Education	No	
Health & Physical Education	No	
Middle Grades Education	No	
Music Education	No	
Secondary Education - licensure	No	
Spanish Education	No	

Total number of teacher preparation programs: 6

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://w.taskstream.com/ts/a.wiley/SOEAdmissions>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Specific admissions requirements for the School of Education can be found at: <https://w.taskstream.com/ts/a.wiley/SOEAdmissions>

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.5

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.5

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.4

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.5

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	3
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	13

Please provide any additional information about or descriptions of the supervised clinical experiences:

Information on the student-teaching experience at Lenoir-Rhyne University may be found at <https://www.lr.edu/elementary-education-degree>.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="43"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="10"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="33"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="0"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

0

Asian

0

Black or African American

1

Native Hawaiian or Other Pacific Islander

0

White

32

Two or more races

0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="8"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="3"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	2
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<input type="text" value="13"/>
2016-17	<input type="text" value="30"/>
2015-16	<input type="text" value="26"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

1. Lenoir-Rhyne continues to recruit and incentivize teacher education majors through the provision of the LR Teaching Scholars program. This program provides generous scholarships and enrichment experiences to highly qualified and committed students pursuing teacher licensure through their programs of study. STEM majors are targeted for this scholarship as a means of increasing these high-needs fields. 2. The NC General Assembly is currently considering the expansion of the NC Teaching Fellows program to additional campuses. This program provides scholarships to students pursuing licensure in high-need fields, including STEM fields. The scholarship is available to undergraduate and graduate students in return for required service to the state. Lenoir-Rhyne is poised to be a selected campus for the potential expansion given that it was a host campus for the original Teaching Fellows program before its dissolution and given that we have continued to provide a self-supported teacher education scholarship program since the original state program was ended. 3. Lenoir-Rhyne is currently working with local community colleges to create new teacher pathways through transfer articulations and through early college high school programs. The state has provided new flexibility in the Associate of Arts degree parameters

allowing us to create AA programs specifically designed for students who wish to transfer into university educator preparation programs. Lenoir-Rhyne provides Teaching Scholars awards to exceptional transfer students. We believe this new partnership will grow a health pipeline of teachers for our community. 4. In 2018, the NC General Assembly, passed legislation ending what was the state's lateral entry teacher licensure program. A new Residency License program has taken its place. The new legislation will require that all unlicensed individuals hired to teach in NC public school must affiliate with a state approved educator preparation program as opposed to working with a regional alternative licensure center. This presents a unique opportunity for universities to create programs designed to support these potential students. Lenoir-Rhyne has developed a fully-online, competency based residency licensure program which is competitively priced and designed for working adults. We expect to attract a number of new students including those in STEM teaching areas. 5. The NC School for Science and Math (high school) is opening a new campus approximately 15 miles from Lenoir-Rhyne. We are currently working to build a partnership with this school and create pathways for students who may want to complete a teacher licensure program.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

4

9. Provide any additional comments, exceptions and explanations below:

Lenoir-Rhyne will continue with all of the initiatives above. We accepted 38 new Teaching Scholars in Fall 2018 and we are encouraging students to pursue STEM - related teacher licensure areas. Four of the incoming freshman Scholars have selected math education and we are expecting at least 2 other non-Scholars pursuing this program. We currently have 60 applicants for the 2019 Teaching Scholars cohort and will again encourage Scholars to consider STEM related fields as a primary or secondary licensure area. Lenoir-Rhyne University is also planning to apply to become a site for the NC Teaching Fellows program. This competitive scholarship program targets only students who agree to work in high-need teaching fields - math, science, and special education. The NC General Assembly is considering the expansion of this program to additional campuses beginning next year. Lenoir-Rhyne is on the list for consideration. A final new initiative is the targeting of Residency license teachers currently serving in NC Public Schools who need to complete course and clinical requirements to meet licensure requirements. The residency license provides a unique opportunity for EPP's to attract and prepare a significant number of new STEM teachers for the field. Lenoir-Rhyne has reached out to middle and high schools across the state to recruit students for our fully online MA in Teaching program as well as our newly designed, fully online, competency-based, non-licensure residency program..

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

3

12. Provide any additional comments, exceptions and explanations below:

Lenoir-Rhyne will continue with all of the initiatives above. We accepted 38 new Teaching Scholars in Fall 2018 and we are encouraging students to pursue STEM - related teacher licensure areas. Four of the incoming freshman Scholars have selected math education and we are expecting at least 2 other non-Scholars pursuing this program. We currently have 60 applicants for the 2019 Teaching Scholars cohort and will again encourage Scholars to consider STEM related fields as a primary or secondary licensure area. Lenoir-Rhyne University is also planning to apply to become a site for the NC Teaching Fellows program. This competitive scholarship program targets only students who agree to work in high-need teaching fields - math, science, and special education. The NC General Assembly is considering the expansion of this program to additional campuses beginning next year. Lenoir-

Rhyme is on the list for consideration. A final new initiative is the targeting of Residency license teachers currently serving in NC Public Schools who need to complete course and clinical requirements to meet licensure requirements. The residency license provides a unique opportunity for EPP's to attract and prepare a significant number of new STEM teachers for the field. Lenoir-Rhyme has reached out to middle and high schools across the state to recruit students for our fully online MA in Teaching program as well as our newly designed, fully online, competency-based, non-licensure residency program..

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

1. Lenoir-Rhyme continues to recruit and incentivize teacher education majors through the provision of the LR Teaching Scholars program. This program provides generous scholarships and enrichment experiences to highly qualified and committed students pursuing teacher licensure through their programs of study. STEM majors are targeted for this scholarship as a means of increasing these high-needs fields. 2. The NC General Assembly is currently considering the expansion of the NC Teaching Fellows program to additional campuses. This program provides scholarships to students pursuing licensure in high-need fields, including STEM fields. The scholarship is available to undergraduate and graduate students in return for required service to the state. Lenoir-Rhyme is poised to be a selected campus for the potential expansion given that it was a host campus for the original Teaching Fellows program before its dissolution and given that we have continued to provide a self-supported teacher education scholarship program since the original state program was ended. 3. Lenoir-Rhyme is currently working with local community colleges to create new teacher pathways through transfer articulations and through early college high school programs. The state has provided new flexibility in the Associate of Arts degree parameters allowing us to create AA programs specifically designed for students who wish to transfer into university educator preparation programs. Lenoir-Rhyme provides Teaching Scholars awards to exceptional transfer students. We believe this new partnership will grow a health pipeline of teachers for our community. 4. In 2018, the NC General Assembly, passed legislation ending what was the state's lateral entry teacher licensure program. A new Residency License program has taken its place. The new legislation will require that all unlicensed individuals hired to teach in NC public school must affiliate with a state approved educator preparation program as opposed to working with a regional alternative licensure center. This presents a unique opportunity for universities to create programs designed to support these potential students. Lenoir-Rhyme has developed a fully-online, competency

based residency licensure program which is competitively priced and designed for working adults. We expect to attract a number of new students including those in STEM teaching areas. 5. The NC School for Science and Math (high school) is opening a new campus approximately 15 miles from Lenoir-Rhyne. We are currently working to build a partnership with this school and create pathways for students who may want to complete a teacher licensure program.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

4

9. Provide any additional comments, exceptions and explanations below:

Lenoir-Rhyne will continue with all of the initiatives above. We accepted 38 new Teaching Scholars in Fall 2018 and we are encouraging students to pursue STEM - related teacher licensure areas. Four of the incoming freshman Scholars have selected math education and we are expecting at least 2 other non-Scholars pursuing this program. We currently have 60 applicants for the 2019 Teaching Scholars cohort and will again encourage Scholars to consider STEM related fields as a primary or secondary licensure area. Lenoir-Rhyne University is also planning to apply to become a site for the NC Teaching Fellows program. This competitive scholarship program targets only students who agree to work in high-need teaching fields - math, science, and special education. The NC General Assembly is considering the expansion of this program to additional campuses beginning next year. Lenoir-Rhyne is on the list for consideration. A final new initiative is the targeting of Residency license teachers currently serving in NC Public Schools who need to complete course and clinical requirements to meet licensure requirements. The residency license provides a unique opportunity for EPP's to attract and prepare a significant number of new STEM teachers for the field. Lenoir-Rhyne has reached out to middle and high schools across the state to recruit students for our fully online MA in Teaching program as well as our newly designed, fully online, competency-based, non-licensure residency program..

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

3

12. Provide any additional comments, exceptions and explanations below:

Lenoir-Rhyne will continue with all of the initiatives above. We accepted 38 new Teaching Scholars in Fall 2018 and we are encouraging students to pursue STEM - related teacher licensure areas. Four of the incoming freshman Scholars have selected math education and we are expecting at least 2 other non-Scholars pursuing this program. We currently have 60 applicants for the 2019 Teaching Scholars cohort and will again encourage Scholars to consider STEM related fields as a primary or secondary licensure area. Lenoir-Rhyne University is also planning to apply to become a site for the NC Teaching Fellows program. This competitive scholarship program targets only students who agree to work in high-need teaching fields - math, science, and special education. The NC General Assembly is considering the expansion of this program to additional campuses beginning next year. Lenoir-Rhyne is on the list for consideration. A final new initiative is the targeting of Residency license teachers currently serving in NC Public Schools who need to complete course and clinical requirements to meet licensure requirements. The residency license provides a unique opportunity for EPP's to attract and prepare a significant number of new STEM teachers for the field. Lenoir-Rhyne has reached out to middle and high schools across the state to recruit students for our fully online MA in Teaching program as well as our newly designed, fully online, competency-based, non-licensure residency program..

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(\\$205\(a\)\(1\)\(A\)\(ii\). \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

9. Provide any additional comments, exceptions and explanations below:

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

12. Provide any additional comments, exceptions and explanations below:

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Instruction in the methods courses is specifically designed to address the needs of special populations and address the specific requirements of the planned course of study for North Carolina schools. This includes explicit topics in the syllabi for instruction of students for whom English is a second language, special needs students including those with disabilities, cultural and/or economically disadvantaged, and those in both urban and rural high needs areas. While the program at Lenoir-Rhyne does not have a stand-alone special education program, elementary level teachers are prepared in a blended program that will permit them to test for the special education license in a parallel effort with the elementary preparation. Confirmed by PRAXIS scores, continuing results show that these efforts are effective in allowing us to offer these assurances. During the 2013-14 academic year, the School of Education revised the Middle Grades curriculum to include 4 new courses focused upon differentiation strategies and working with special needs populations. Also, during the 2013-14 academic year, the School of Education offered a new course on second language learning and teaching strategies for all elementary majors. The courses above were revised again during 2014-15 to better meet the needs of students. In 2016-17, Lenoir-Rhyne added a minor in special education to provide Elementary and Middle Grades candidates with an opportunity to gain additional training in effectively differentiating curriculum and serving exceptional children's populations within the general classroom. A new course which addresses teaching strategies for English Language Learners was also made a part of the education curriculum for all levels. In addition to this focus on special education Lenoir-Rhyne requires that all education majors work closely with the School Improvement team at their clinical placement sites to identify the schools' goals and to contribute to reaching these goals. All candidates must develop a project which addresses a goal within the School Improvement Plan and present this to the faculty at their clinical site. Also, with the addition of edTPA as a program requirement, students must prove competency in the areas of differentiating curriculum for a wide variety of learners through a performance based measure. To date, Lenoir-Rhyne has a 100% pass rate for this assessment. During 2016-17, the state of NC reviewed all of Lenoir-Rhyne's teacher preparation programs to ensure that we were in compliance with all of the assurances above as well as additional state assurances. All programs were successfully reaffirmed and approved for continuance. Beginning in 2018, Lenoir-Rhyne began a partnership with Hickory Public Schools to create a Literacy Center at a local, high need, elementary school, Southwest Primary. Southwest is a Title I school with a diverse student body, including a significant population of English Language Learners. The school is dual-immersion Spanish and English. The Literacy Center provides tutoring services for tier 2 interventions as a support for the core curriculum at the school. LR students and faculty provide tutoring and assessment service in collaboration with school system personnel and local non-profit agencies. We plan to expand these services to students throughout the district. The Center also provides a clinical classroom for LR's teacher education courses, allowing candidates to work with students from a wide variety of backgrounds.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	8			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	7			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	9			
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	7			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2017-18	6			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2016-17	8			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2015-16	7			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2016-17	1			

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	10	10	100
All program completers, 2016-17	20	18	90
All program completers, 2015-16	26	19	73

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State
 NCATE
 TEAC
 CAEP
 Other specify:

North Carolina DPI

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In our required Technology in the Classroom course, education students learn to: •develop and sustain a personal learning network for continual professional growth •design a website for communicating with students, parents, and other stakeholders •understand and apply the TPACK (technological pedagogical content knowledge) framework within their content areas •identify and reflect on applications of technology tools in classrooms •create a multimedia presentation to teach integration of a technology tool •utilize Web 2.0 tools and identify their applications for teaching and learning Additionally, faculty within the School of Education participate in ongoing technology professional development to learn how to better utilize technology within their areas of expertise. All education students develop an understanding of state, national, and international technology standards for students as well as how those standards can be aligned to content standards and effective pedagogy. Students examine, critique, and create learning experiences designed to help students meet content standards through technology. Technology is used as a tool for differentiating instruction and providing students with multiple avenues for accessing content and demonstrating their understanding. In other foundational coursework, education students gain experience assessing students using software- and web-based programs in order to identify student strengths and needs. Students then design and implement interventions and support targeted at identified learning needs, and they progress monitor to track student growth. The School of Education has also houses a graduate program in Online Teaching and Instructional Design. Both graduate and undergraduate students are allowed to take courses within this program to enhance their knowledge and skills regarding educational technology and best practices for online teaching. Lenoir-

Rhyne is currently preparing Elementary Education students in blended learning settings to prepare them for online and face to face settings. In the fall of 2018, the School of Education faculty participated in a STNA survey to assess their skills and comfort in digital learning competencies. This data will be used by the state to create professional development modules to enhance faculty competency in teaching candidates to effectively use technology as a part of instruction in the classroom.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Lenoir-Rhyne University requires several courses intended to address the three skill areas listed above. Students complete assignments that document the candidates' ability to plan, teach and participate in each of the experiences listed. The courses Adaptation, Accommodation & Differentiation (EDU 373), Classroom Management (SED 252), and every methods course taught in the School of Education includes assignments pertaining to the various types of disabilities and how to teach all students effectively in an inclusive environment; Special Education Assessment & Planning (SED 361), as well as the secondary-only general methods course include assignments related to how IEP teams work within school community; Assignments related to ESL concepts are part of every methods course embedded within every program for the preparation of professional educators. In 2016, the School of Education added a new course requirement, EDU 219 which addresses second language acquisition and regular classroom teacher supports for ELL. Many of the general education candidates elect to test for and receive the Special Education General Curriculum teaching license. During 2015, the School of Education revised its Middle Grades Education program to include the same special education preparation that our Elementary teachers have received. We believe that this will strengthen the preparation of these new teachers as they enter heterogeneous classrooms and must differentiate for all learners. In 2013-14 the Middle Grades curricula was revised to include 4 new courses designed to help general education teachers prepare to meet the needs of students with special needs within their classrooms. In 2016-17 the Elementary Education and Middle Grades Education programs were revised again to meet new state standards and align with edTPA - an assessment of pedagogical performance. While making these revisions, the School of Education created a minor in Special Education that all education majors are encouraged to pursue.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Many general education candidates test for and earn the special education license, but there is no special education program, per se. The success of our elementary education candidates in testing for and qualifying for the add-on license in special education is testimony to the high quality of the skills and knowledge in special education information that Lenoir Rhyne delivers to its general education students.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

During the 2017-18 academic year, Lenoir-Rhyne University underwent a full state review of all teacher licensure programs. At the conclusion of this review, all of Lenoir-Rhyne University's teacher education programs were reaffirmed and remain in good standing with the state. In 2018, Lenoir-Rhyne University joined the Association for Advancing Quality in Educator Preparation (AQEP). Our initial accreditation review will occur in Fall 2020.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **43**.

Number of program completers from Section I: Program Information, Program Completers is **13**.

For a total enrollment of **56**.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Hank Weddington

TITLE:

Dean, College of Education & Human Services

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Monica Campbell

TITLE:

Chair, School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	43	43	0.00%
Male Enrollment	11	10	-9.09%
Female Enrollment	32	33	3.13%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	3	1	-66.67%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	40	32	-20.00%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	600	600	0.00%
Average number of clock hours required for mentoring	3	3	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	1	-83.33%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4	3	-25.00%
Number of students in supervised clinical experience during this academic year	30	13	-56.67%
Total completers for current academic year	30	13	-56.67%
Total completers for prior academic year	26	30	15.38%
Total completers for second prior academic year	32	26	-18.75%