

# **IHE Bachelor Performance Report**

## **Methodist University**

**2006 - 2007**

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### **Overview of the Institution**

Methodist University is a diverse, co-educational, independent liberal arts university located in Fayetteville, North Carolina. The academic area has six components: Reeves School of Business; School of Arts and Humanities; School of Science and Human Development; School of Public Affairs; School of Information and Technology; and School of Graduate Studies. The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the under graduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The student population of approximately 2100 includes not only traditional and residential students, but commuters of all ages: a large evening and weekend college contingent, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities and international students. The university is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools.

### **Special Characteristics**

The goals of the Teacher Education program are that graduates will demonstrate content knowledge, appropriate pedagogical skills, incorporate the appropriate technology in the classroom, teach in diverse environments, and understand the specific needs of diverse populations. The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI) and Southern Association of Colleges and Schools (SACS). The unifying theme of the program is the Facilitative Teacher. The model focuses on the importance of both the cognitive and affective domains in the learning process. As part of the requirements for the field experiences, students are required to complete three semesters of work with each assignment at a different grade-level. This means that students in a K-12 licensure program such as Music, will be assigned to an elementary school, a middle school and a high school. Candidates in the Elementary Program, (K-6) will complete a semester's work in three different assignment levels, such as grades kindergarten-second, third-fourth, and five-six. As a result, student teacher candidates will already have had a semester of experience in their placement area prior to their culminating experience.

## **Program Areas and Levels Offered**

The university is committed to meeting the need for well-trained and dedicated teachers. The mission of the Teacher Education Program is to produce graduates who will demonstrate content knowledge and pedagogical skills to serve as effective teachers. The unifying theme for all the education programs is the development of facilitative teachers who understand and value the process of learning. Facilitative teachers are Knowledgeable, communicative, attentive, and understanding. The Teacher Education Program, accredited by the North Carolina Department of Education and the National Council for the Accreditation of Teacher Education, offers teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Physical Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in Social Studies and Mathematics; and add-on certification (K-12) in Academically Gifted. Certification of Middle Grades licensure (Math, Social Studies, Science, or Language Arts), School Social Work, Secondary English, TESL, and K-12 Reading are pending based on requests for temporary authorization.

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Westarea Elementary School, Cumberland County Schools. Westarea Elementary School is a Pre-K through 5th grade school. Last year Westarea Elementary was deemed a low performing school by Cumberland County Schools and the North Carolina State Board of Education.</p>	<p>At he beginning of each semester, Ms. Allie Hill, Principal, Ms. Mary Lawrence, Literacy Coach, and Ms. Darlene Thompson, Mathematics Coordinator, provided orientation for our candidates to prepare them for their 15-20 hours of individual tutoring in each class. Methodist University students used teaching methods studied in their course work to aid Westarea students to become better readers. The teaching experience was very valuable for Methodist University students, because the work enabled them to experience a concentrated immersion into a diverse population of students. It is important to review the demographics to fully understand the school: 470 students,4 Asian, 402 African American, 30 white,</p>	<p>Methodist University students used teaching methods studied in their course work to aid Westarea students to become better readers. The teaching experience was very valuable for Methodist University students, because the work enabled them to experience a concentrated immersion into a diverse population of students. The focus was to improve student reading as a means to improve their work in all curriculum areas.</p>	<p>The teaching experience was very valuable and successful for Methodist University students, because the work enabled them to experience a concentrated immersion into a diverse population of students. Additionally, they were able to implement the teaching of reading to a diverse population and discuss the student's progress with the classroom teacher. The teacher candidates anticipate their work will result in increased reading scores for their students.</p>

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	18 Hispanics, 2 Native American, and 7 Multi-racial. The focus was to improve student reading as a means to improve their work in all curriculum areas.		
Ms. Betty Neal Parsons and the musical group, "One Spirit," were invited to perform for elementary, middle schools and high schools in Cumberland County.	In addition to taking music to students, Mrs. Betty Neal Parsons met with school teachers prior to the presentation so that the presentation would support the classroom focus, for example, Black History Month and patriotic themes for February.	Mrs. Betty Neal Parsons met with teachers prior to the performances of "One Spirit." The meetings enabled her to select material that enhanced the in school curriculum. "One Spirit" members had input in the selection of material.	The "One Spirit" musical presentations were successful and contributed meaningful input and support of the ongoing school curriculum. The meetings of Mrs. Parsons and the classroom teachers prior to the presentations gave meaning, information, and understanding of the music program.
Westarea Elementary School, Cumberland County Schools	Create an understanding of opportunities available in a college environment.	Education Department faculty Invited all fifth graders from Westarea Elementary to a "Day on Campus." Students toured the campus, met with course professors, had a special lunch and special gift bags of information and school supplies. Education candidates assisted with the event.	The program was very meaningful for the students. The day-long visit was very positive as expressed by the students and increased their understanding of a university environment and opened their vistas to include an advanced education.

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Westarea Elementary School, Cumberland County Schools	Work with teachers to implement professional information to support their school's program. For this program, the focus was on second grade teachers and their students.	A workshop was conducted for all second grade teachers at Westarea Elementary School on, "The Importance of Friendship in the Classroom." Dr. Heyward instructed teachers on how to administer a sociogram and gave them materials to help them implement sociograms in their classrooms. In addition, Dr. Heyward included a workbook of lessons for teachers to use in their classrooms, "Interventions Against Bullying in the Classroom."	The out come of the workshop was very positive and supported the second grade teachers and their concerns about student relationships in their school. Dr. Heyward worked closely with the principal in the format of the presentation.
Hillsborough Elementary School, Cumberland County Schools	Professor G. Hendricks, School Social Work, meets weekly, one-on-one, with an at risk student.	Professor Hendricks works closely with the classroom teacher to establish and implement a schedule to meet the needs of the student.	Professor Hendricks's one-on-one with the student was very meaningful for the student and established a rapport of trust which in turn has given a positive focus to the student's needs.
Hillsboro Elementary School, Cumberland County Schools	Working closely with the principal, Professor Hendricks and the Social Work Club provide clothing assistance for	The Social Work Partnership found that students had a need for clothing assistance. Although they are moving ahead in the	The Social Work Club focused on the needs of the "whole child" and although they understand that students need help with

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	students in the school.	collection of a variety of clothing, for their first clothing assistance activity they had a very successful "Sock Drive."	academics, the club members also understand the need for at risk students to have clothing to meet their needs. It is hard for students who don't have a warm jacket to feel comfortable on a cold day.
Alpha Academy, Cumberland County	Mrs. G. Puester established an agreement with the Alpha Academy to focus on strengthening the reading skills of students in grades kindergarten through five.	Teacher candidates worked with classroom teachers in the planning, assessing, and remediation of individual students in either a one-on-one or in small groups.	Alpha Academy teachers expressed their appreciation for the program. They felt that the additional student support, both the one-on-one student support and the group student support, were very helpful and strengthened their reading program.
Max Abbott Middle School, Cumberland County Educational Foundation	Under the direction of Mary Hayes, Remediation Program Coordinator, Methodist University education students worked with Max Abbott students one-on-one to diagnose and remediate their reading problems.	Methodist University education students, building their backgrounds in diagnoses and remediation of reading disabilities, served as a tutor over the semester for each middle school student in the reading program.	The university's education students were a very positive addition to the Max Abbott Middle School reading program. Their one-on-one work under the Coordinator of the Reading Program, Mary Hayes, was considered very successful.
Westarea Elementary School, Cumberland County Schools	Methodist University's Teacher Candidates were assigned up to	Student Teacher Candidates, working under the guidance of	Westarea Elementary teachers found the assistance very

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	twenty hours of tutoring in assigned classes. Each day for five weeks the candidates worked in assigned classes and tutored students to improve their reading skills.	the classroom teacher, worked with individual students to improve reading skills and developed links on how to solve problems.	valuable and students enjoyed the rapport they established with their student teacher candidates. Westarea teachers voiced their approval of the program. For the university candidates, they expressed their appreciation for the experience and agreed it gave them a "hands on" understanding of different reading concerns.
E.E. Smith High School, Cumberland County Schools: A Low performing School.	Social Work course professor volunteered twice a week to assist E.E. Smith high school students with their individual program needs	The curriculum areas assigned to the course professor, although determined by the school improvement committee, were discussed carefully with the course professor to assure that the work sessions were meaningful and successful for the student.	The assigned curriculum areas varied according to the needs of the students. Because the work was directed to remediate curriculum areas for the individual students, it is anticipated that the work with students will result in greater achievement and understanding of their course assignments.

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

Dr. Benstead was a part of a United States Department of Education review team to evaluate discretionary grant applications for the Title III Program, Strengthening Institutions. Dr. Benstead will be a part of the team to review grants to strength Hispanic Institutions. Dr. Belford-Horan continued as advisor for the Methodist University Tau Xi Chapter of Kappa Delta Pi. Also Dr. Belford-Horan continued her work and support of Kappa Delta Pi and serves in a leadership position. Program support was given by Dr. Herring of the physical education program in which he assisted in obtaining acoustical tiles for the gymnasium at College Lakes Elementary School. At Howard Hall Elementary he worked with staff to provide a paved outdoor space for student use. Mrs. G. Puester, planned add coordinated volunteers to provide upkeep for the McNair Butterfly Garden: weeded, mulched, and planted new plants. Also, Mrs. Puester planned and coordinated "Science Day" for McNair Elementary School and "Dolphin Day" at Devers Elementary School. The programs involved planning and coordinating activities and displays for 650-700 students, pre-school through fourth grade. Military units brought displays and various civilian organizations provided educational programs for students throughout the day. Professor Hendricks works weekly with a middle school at risk student. He is working with the student on academic and social skills. Also, Professor Hendricks was a participant in a "WOMAC Social Work Open House (Fort Bragg)" and was a member of the "Family and Youth Conference" at Fayetteville State University. Dr. P. Batten, Science Department, served as 1.) Board Member of Johnston County Education Foundation, 2.) Secretary and member of the Advisory Council, North Johnston High School, 3.) Advisory Council member, Glendale-Kenly Elementary School, Johnston County Schools, 4.) Member of the Curriculum Committee meeting, Fike High School, Johnston County Schools and as a 5.) Volunteer at "Show Case of the Stars." Ms. Mour served as a judge for a Woodman of the World Oratory Contest. Dr. Linda Sue Barnes, Science Department, shared desirable and undesirable characteristics of daylilies at the Cape Fear Botanical Garden. Under the leadership of Mr. B. Mcevoy, Athletic Director, physical education students were involved in many volunteer/Community service activities during the school year, 2006-2007. The activities included: Cans Across the Conference Food Drive; Operation Play Day where elementary school students participated in athletic events; Take a Kid to a Game(food, fun); Military Appreciation Day (food, fun, and games) for children of military personnel; Two basketball clinics for Fayetteville Christian School; Elementary Reading Program (athletes went to schools and read to students); Special Olympics, our athletes served as volunteers; Adopt a Highway (Women's basketball team members participated); American Heart Association (volunteers from the Physical Education Department); Fayetteville Chamber of Conference Coffee, cheer leaders performed; Longhill Elementary Soccer Clinic ; Athletes volunteered to coach Recreation League Youth Soccer; Youth Soccer Camp; Conducted over ten summer sports camps for students ages six-eighteen; and Volunteered for child abuse program. "Break the Chain."

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

The traditional Fayetteville State University and Methodist University Candidates' luncheons were held both fall and spring semesters to foster camaraderie and dialogue regarding professionalism. As in the past, presentations focused on the relevant concerns of new teacher candidates. Additionally, Methodist University candidates met in weekly seminars designed to give them information and support as they entered the profession. Topics included: No Child Left Behind, Testing as Related to State Standards, and Parent Conferences. Course professors maintain very close contact with graduates and arrange to visit classrooms, and discuss problems encountered. Dr. Heyward, makes a point of discussing Teacher Education Programs with Teacher Assistants as she visits schools. She uses the opportunity to encourage the TA's to get their degrees and seek licensure. Dr. J. Herring, Physical Education, assists and advises students who are not in the Physical Education Program on the importance of being a teacher. Also, presently, he is advising a 2000-2001 graduate on obtaining licensure. Mrs. Betty Neal Parsons, Music Department, visited a recent graduate's school to evaluate his Choral Performance. The purpose was to support the graduate and make suggestions on ways to improve his performance.

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

In addition to our ongoing support of the Lateral Entry Program, Dr. Heyward had a special conference with Dr. David Jackson, Director of the Regional Center, to determine ways in which Methodist University could further serve Lateral Entry Teachers. As a result of their meeting, a special on-line program will be developed during the 2007-2008 school year to facilitate the Lateral Entry Program. Dr. Jackson will advertise the availability of the course. Also, Dr. G. Benstead serves as the Lateral Entry contact for prospective Lateral Entry Teachers. She also maintains close contact with Dr. David Jackson. The Department of Education maintains two separate Lateral Entry Programs: (1.) Students enroll in the Methodist University Lateral Entry Program in which their transcripts are evaluated and all required courses are completed through Methodist University, or (2.) Potential Lateral Entry Teachers have their program requirements detailed by the Regional Center. Methodist University makes every effort to offer the courses that the Regional Center has listed on the teacher's study plan. As previously, the courses are offered as a Directed Study Program to meet the individual needs of the prospective teachers. Methodist University students who decide to enter the Lateral Entry Program receive complete support and advisement as they go through the Regional Center Program. For example, Dr. Lewis Walston, Mathematics Department, is working very closely with a Lateral Entry Teacher on teaching methods. The Department of Education also provides special seminars on various areas of teacher licensure to enable the prospective teachers to pass relevant PRAXIS II tests.

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

Dr. Nolan and Ms. J. Mour presented two staff development workshops for Special Education teachers and their Teacher Assistants at Ann Chestnut Middle School. Dr. Nolan's topic was "Behavior Management" and Ms. Mour followed with "Stress Management." At a later date, Dr. Heyward presented, "Motivation, Where DO We Begin?" There were approximately 150 Special Education Teachers and their Teacher Assistants in attendance. Ms. E. Ninestein, Mathematics Department, presented special programs to school mathematics clubs in the area. Her topics included, "Fibonacci, Phi and the Pentagram: Mathematics in the De Vinci Code" and "Venn Diagrams for Arbitrarily Many Sets." She is currently planning to present, "The Bizarre Story Behind the Solution of the Cubic Equation" and "Harriot's Algebra and Native Carolinians: A Connection?" To initiate an interest in mathematics and presentations, Ms. Ninestein wrote a letter to each principal in Cumberland County Schools offering to share her expertise with mathematics clubs. Dr. J. Herring, Physical Education, planned and supervised a Field Day for students at a local elementary school. He also was involved in Special Olympics Competition held on the campus of Methodist University. He shared his expertise in the securing of sound panels (acoustical tiles) for College Lakes Elementary. Additionally, Dr. Herring shared his expertise and energy at Howard Hall Elementary to provide and install a paved outdoor space for the physical education program. Dr. Heyward presented a special program about her recent trip to Africa for 130 sixth grade students and their teachers at Ovehill Middle School, Harnett County. She shared experiences from her recent trip to Africa: pictures, artifacts, wore authentic attire, and answered students questions about the education of the children in Kenya. Mrs. G. Puester provided guidance to the Alpha Academy's second and third grade teachers weekly from March through the end of the year(2006). Mrs. Puester taught a demonstration lesson in each classroom weekly and modeled different writing activities for the Alpha Academy teachers who then implemented the lessons in their own classrooms.

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

Dr. Heyward arranged for her Teacher Candidates to work with students at Westarea Elementary School who were having difficulty with their reading. Under the guidance of the classroom teacher, the candidates tutored the students in order to raise their reading levels. Also, Dr. Heyward organized a special program for fifth grade students at Westarea Elementary School. The all-day program provided the students and their teachers a special day at Methodist University in which they toured the campus, met professors, had an opportunity to ask all kinds of questions, and enjoyed a lunch in the school cafeteria. This is the second year that Dr. Heyward has sponsored the "Day at Methodist for the students. Additionally, she presented "Closing the Achievement Gaps" to Middle Grade Literacy Teachers. Dr. Heyward continued her involvement in the Quality Leadership Committee at T.C. Berrien School. A member of the Social Work

Department volunteered two evenings a week to assist E.E. Smith High School Students in areas determined by the school improvement committee.

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

Closing the Gap remains a concern for and was emphasized by the faculty. As before, Dr. Heyward's membership in the African American Critical Issues Network and African American Educational Research Organization opened a shared understanding of the issue and ways to increase student achievement. Again diversity remains a companion priority and is viewed as a concern. These dual concerns continue to be woven through all education courses and were given increased emphasis to candidates during their student teaching semester. Dr. Heyward arranged for candidates to increase awareness of student's diverse needs by assigning them to schools such as Westarea where student diversity is an integral part of the school's population.

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

"Why is there Gap?" The faculty continued to emphasize the learning gap that exists for minority students our schools. Closing the Gap remains a concern and was emphasized by the faculty. Again, diversity remains a companion priority and is viewed as a concern. These dual concerns continue to be woven through all education courses and were given increased emphasis to candidates during their student teaching semester. As submitted earlier, Dr. Heyward arranged for candidates to increase awareness of student's diverse needs by assigning them to schools such as Westarea where student diversity is an integral part of the school's population.

**Supplemental Information (Optional)**

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

The PRAXIS I pass rates for candidates continued to be very positive. However, during a department review of the current test-taking procedures, and the test-apprehension experienced by some students, the faculty felt it was essential for candidates to complete PRAXIS I Pre-Test during their first level of Field Experience, Education 142. As a result, candidates are now required to complete an online preparation test as part of their course requirements. Additionally, candidates attend a "PRAXIS I Information and Answer Forum" regarding the test and discuss any questions or concerns they have regarding the test. As previously, faculty members make every effort to respond to questions and meet with students one-on-one regarding their questions. For example, Dr. J. Herring, Physical Education Department, works one-on-one with students who need additional support in passing PRAXIS I and also works with them on the online practice test.

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

Under the leadership of Ms. J. Mour, Director of Field Experiences and Student Teachers, we continued to offer the "Teacher Cadet Program." Ms. Mour teaches the credit course at the students' school site and students are assigned to observe at a school in a subject of their interest: mathematics, physical education, elementary education, for example. Dr. Hendricks, our president, is very supportive of the program and a \$1,000 stipend is available to students who attend Methodist University after completing the course. Dr. J. Heyward regularly invites fifth graders from Westarea Elementary School to spend a day on our campus. The fifth graders meet students from the education program, visit classroom, talk with course professors, have a special lunch, and take a bag of "goodies" with them, for example, pencils, notebooks, and key chains. Word of Dr. Heyward's program has spread and she has had a request from another district asking if their fifth graders can also attend the special day. She realizes the importance of the program and is planning to extend the invitation list. "one Spirit" the musical group under the leadership of Mrs. Betty Neal Parsons, Music Department, is always recruiting as the group sings in many community areas, such as churches, Community Centers, Retirement Homes and schools. As part of the performance, students and Mrs. Parsons find they are talking about the music program, activities, and the value of attending Methodist University. During this last school year they carried the message to North Carolina, Delaware, and Virginia.

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

Social Work faculty participated in the "First Annual Family and Youth Conference." The conference was held at Fayetteville State University and was designed to recruit young adults into college. They also participated in the "Annual Cumberland County Schools Orientation for Human Service Professionals." The focus of the conference was to increase positive outcomes for students by increasing community stake holders knowledge of Cumberland County School's programs, services, and personnel. Admissions Office includes information about our Teacher Education Program in every packet of information that is sent out and any question regarding our program is referred directly to our department. The Department of Education and our Admissions Office actively encourage minority students to become teachers. Dr. Heyward's special visitation day for fifth graders is designed to open doors and extend options for students. The Parent-Student Orientation Day is an opportunity to discuss the Teacher Education Program and answer questions regarding our curriculum. It is important to note that our Teacher Cadet Program (discussed earlier) is one avenue which encourages minority students to enter The Teacher Education Program. Also, we know that when our Teacher Candidates are placed in a school, that their presence generates an interest in being a teacher. Additionally, we have focused on placing our candidates in low performing schools to help students relate to candidates and see teaching as an option. Also, our range of teacher licensures is such that our program supports a wide range of student interests for example, School Social Work. "One Spirit," the schools music group, serves

to actively recruit minorities. The present composition of the group encourages other to want to join. The present group of ten consists three Caucasians, one native American, and six African Americans. Presently, "One Spirit" has recruited three African Americans and four Caucasians have been recruited for the coming school year.

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

In addition to maintaining our on-going progress, the Education Department continues to consider adding a Master's Degree Program. We are in the early discussion and needs assessment period. Also, are still cognizant of the importance of "No Child Left Behind" and continue to review the program and consider ways we can support the program through our course work. Additionally, we are always focused on the changes implemented by the State School Board to assure that our Teacher Education Program is in compliance.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	17
	Other	1	Other	3
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>29</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

**B. Lateral Entry/Provisionally Licensed Teachers**  
**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	1	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>1</b>
<b>Comment or Explanation</b>		
<p>Under the leadership of Mr. B. Mcevoy, Athletic Director, physical education students were involved in many volunteer/Community service activities during the school year, 2006-2007. The activities included: Cans Across the Conference Food Drive; Operation Play Day where elementary school students participated in athletic events; Take a Kid to a Game(food, fun); Military Appreciation Day (food, fun, and games) for children of military personnel; Two basketball clinics for Fayetteville Christian School; Elementary Reading Program (athletes went to schools and read to students); Special Olympics, our athletes served as volunteers; Adopt a Highway (Women's basketball team members participated); American Heart Association (volunteers from the Physical Education Department); Fayetteville Chamber of Conference Coffee, cheer leaders performed; Longhill Elementary Soccer Clinic ; Athletes volunteered to coach Recreation League Youth Soccer; Youth Soccer Camp; Conducted over ten summer sports camps for students ages six-eighteen; and Volunteered for child abuse program. "Break the Chain."</p>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.44
Comment or Explanation	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	1		
Middle Grades (6-9)				
Secondary (9-12)	1			
Special Subject Areas (K-12)				
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	9	100
Spec Ed: General Curriculum	1	*
Institution Summary	10	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	18	1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	20	95	55
Bachelor	State	3,909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Cumberland County Schools	311
Harnett County Schools	36
Wake County Schools	27
Sampson County Schools	19
Robeson County Schools	16
Guilford County Schools	15
Hoke County Schools	15
Bladen County Schools	13
Johnston County Schools	12
New Hanover County Schools	9

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.88	3.83	3.00
preparation to effectively manage the classroom.	3.88	3.83	2.86
preparation to use technology to enhance learning.	4.00	3.50	3.43
preparation to address the needs of diverse learners.	3.88	3.50	2.86
preparation to deliver curriculum content through a variety of instructional approaches.	4.00	3.83	3.29
Number of Surveys Received	8	6	7
Number of Surveys Mailed	12	12	12

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
6	7	1