

# IHE Bachelor Performance Report

## Methodist University

2007 - 2008

---

### Overview of the Institution

Methodist University is a diverse, co-educational, independent liberal arts university located in Fayetteville, North Carolina. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally educated person is sensitive to the needs and rights of others. 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 undergraduate 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 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. Methodist University is remarkable for the diversity of its student population of 2100, which includes traditional residential students, commuters of all ages, a large evening student population, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities, and international students. Methodist University is committed to helping each student grow toward wholeness physically, mentally, socially, spiritually, and academically. The University recognizes that spiritual well-being is essential to wholeness; a diverse religious life program is offered to help students along this journey. The Southern Association of Colleges and Schools accredits Methodist University. In addition, it has a cooperative program with the Defense Language Institute and, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

### Special Characteristics

The unifying theme of the Teacher Education program is the Facilitative Teacher. The goals of the Teacher Education program are 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 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 in three different assignment levels, such as kindergarten-second, third-fourth, and five-six. As a result, student

teacher candidates will have a semester of experience in their placement area prior to their culminating experience. 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).

### **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; School Social Work (k-12); and add-on certification (K-12) in Academically Gifted. Certification of Middle Grades licensure (Math, Social Studies, Science, or Language Arts), English (9-12) and Reading (K-12) are in the process of requesting Temporary Authorization.

### **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; School Social Work (k-12); and add-on certification (K-12) in Academically Gifted. Certification of Middle Grades licensure (Math, Social Studies, Science, or Language Arts), English (9-12) and Reading (K-12) are in the process of requesting Temporary Authorization.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
1. College Lakes Elementary School	Methodist University plans to conduct many of its classes at the school sites to facilitate the implementation and coordination of course work at a school site. The initial plan is to conduct Education 340, at the school site and involve both the students and the faculty in the development of the program.	Collaboration as required for the implementation of the program has begun and is in the final stages to enable the course to be offered at the school site during the coming school year.	While we anticipate the outcome to be very positive, at the conclusion of the first course, there will be an evaluation of the program by university students, university faculty, College Lakes teachers and administrators, district personnel and College Lakes Students.
1. College Lakes Elementary School (cont'd)	Methodist University Department of Education will continue to expand its collaboration with College Lakes Elementary School as a means of improving its effectiveness in meeting the needs of elementary school students. The partnership will be expanded to include several education classes and faculty in the learning and teaching of reading and writing.	Next year's anticipated program will be an extension of the present year's work. The program will include education department classes and faculty in the teaching of reading and writing to students at the elementary school.	Being cognizant of this year's evaluations, the faculty anticipates positive results in next year's implementation and evaluation
2. Hillsboro Street Alternative School	Methodist students collaborated with school faculty to improve the science skills of Hillsboro students.	Methodist teacher candidates taught a series of hands-on science lessons to improve the skills of Hillsborough	The results of the hands-science program were positive, as expressed by both the students and

<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>
	As additional support for the program, the students modeled implementation of the science kits for the faculty of Hillsboro Street School.	students. Additionally, the students modeled implementation of the science kits for the school faculty.	faculty.
3. Pauline Jones Elementary School	Pauline Jones is a low-performing school. Social work students collaborated with administrators to strengthen the reading program.	Social Work students donated "Accelerated Reading Books "for the school library. Also, they donated time in the school library to catalogue the new books. The group also donated funds to the school store. After a student has read a required number of books, they go to the school store and select a prize for their accomplishments.	Pauline Jones students, faculty and administrators voiced their approval of the program. Methodist students' understanding of reading concerns were observed and clarified through the cooperative effort. The program will continue.
3. Pauline Jones Elementary School (cont'd)	Professor Hendricks works closely with the classroom teacher to establish and implement a one-on-one schedule to meet the needs of the student	Professor Hendricks works closely with the classroom teacher to establish and implement a one-on-one schedule to meet the needs of the students.	Professor Hendricks' 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. Additionally, Professor Hendricks involved the Social Work Club in the program and members raised money to present each student with a new book.

<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>
4. Warrenwood Elementary School, Lucile Souders Elementary School, and College Lakes Elementary School	It is important to note this program is part of Trinity Christian School's 21st Century After School Program. The collaboration was organized by Dr .J. Heyward, Methodist University, and represents an extension of efforts to involve the community in growth programs when feasible	Under the leadership of Dr. J. Heywood, Methodist University, approximately fifty students from Warrenwood Elementary School, Lucile Sounders Elementary School, and College Lakes Elementary School met weekly for special tutoring to identify and strengthen their areas of need in reading and/or mathematics.	The program's success will be determined by end-of-grade test scores. However, it is important to note that the students were pleased with the program and reflected a positive attitude during the sessions. It is anticipated the special focus on individual areas of needs will give student confidence. Teachers are very supportive of the program.
4. Warrenwood Elementary School, Lucile Souders Elementary School, and College Lakes Elementary School (cont'd)	Students from the listed schools who received 1's and 2's on their end-of-grade tests in reading and/or mathematics received special tutoring to raise score responses.		Additionally, it is important to note the tutoring classes were held in a local church, a location central to the elementary schools.
5. Westarea Elementary School	Westarea Elementary School is a Pre-K through 5th grade school. Westarea Elementary School is identified as a low performing school in Cumberland County Schools and the North Carolina State Board of Education. Planned and implemented by Dr. J. Heyward, the Department held its	Education Department faculty invited all fifth graders from Westarea Elementary to a "Day on Campus." Students toured the campus, met with course professors, and had a special lunch and special gift bags of information and school supplies. Education candidates assisted with the event. The program was very	The program was very meaningful for the students. The day-long visit was very positive as expressed by the students and teacher. The visit increased their understanding of a university environment and opened their vistas to include a plan to continue their education beyond high school.

<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>third annual "Day on Campus" visit for fifth graders from our partnership school, Westarea Elementary School. The visit was preceded with an orientation at the school site and included a question and answer session on attending a university. The focus was to create an understanding of opportunities available in a college environment. Students toured the campus, met with course professors, and had a special lunch and gift bags of information and school supplies. Teacher 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 understanding of the opportunities available in a college environment.</p>	<p>meaningful for the students.</p>	
5. Westarea Elementary School	Dr. Jaunita Heyward heads the tutoring program as part of the	Dr. J. Heyward tutors students based on discussions with the classroom	Westarea teachers and administrators are very supportive

<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>
(cont'd)	partnership with Westarea Elementary School. Student study needs are discussed with the classroom teachers to determine student needs. She, herself, tutors in the program and encourages other faculty and students to tutor as well.	teachers. She also involves candidates in this special work with students.	of this special support for their students. Students respond very positively to the program.
5. Westarea Elementary School (cont'd)	Dr. Heyward implemented a tutoring program as part of the partnership with Westarea Elementary School. The priority was to enable students to perform successfully on the end of grades tests.	Students were given special study and help in anticipation of the required tests.	Although test results are not available at this time, the students and teachers are anticipating the results. One important factor is the positive attitude displayed by the students. That is, students now view the tests as something personal to them. While results are certainly important, their positive test attitude and involvement in the tests is very significant and shows their change in test attitude.

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

Dr. Michael Martin, Music Education Coordinator, worked with student choirs at Terry Sanford High School and Jack Britt High School. He will include additional schools next year. Additionally, he implemented a "Needs Assessment Survey" with Cumberland County Schools to determine how best to serve their schools. Mr. Martin guest conducted "All County Festivals." He is also forming a partnership with the Fayetteville Symphony Orchestra so that our Methodist's choirs will be able to perform a major choral/orchestral work every spring. The choral group has sung in Methodist Churches in Eureka and West End. The group's spring schedule will conclude with a concert and tour from Maryland to Fayetteville, March 4-7. Dr. Wells conducted between two and four band clinics at nine different schools. His plans include continuing and expanding his work with the schools. He contributed his time to participate in four Cape Fear Regional Theater shows, participate in church services almost weekly, and conduct two children's concerts for the Fayetteville Symphony. Dr. Benstead continued to service schools by serving on the 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. Also, she served as a judge for an oratory contest at Seabrook Elementary School. Dr. Belford Horan continued as advisor for the Methodist University Tau Xi Chapter of Kappa Delta Pi. Dr. Belford Horan continued her work and support of Kappa Delta Pi and serves in a leadership position. Within the Science Department, (1.) Dr.Fields, Dr. Zuchero, Dr. Holbrook, and Dr. Folsom served as judges and coordinators for the Science Olympiad Fair in Raleigh; (2.) Dr.Branson served as an advisor for Junior Master Gardeners and as a member of the Regional Envirathon; (3.) Dr. Dembosky served as a judge for "Invent America." In addition, Dr. Dembosky will present a science series on the local television station. The first program of his weekly series is "Spotlight on Safety: Severe Weather." The Physical Education Department faculty and students collected over 2,000 cans of food for the "Cans Across America Food Drive, raised over \$3,000 for "THINK PINK Breast Cancer Awareness," presented a Sports Clinic for Youth Leadership, held a "play Day" for Long Hill Elementary School students, sponsored a special "Military Appreciation Day" for military families, worked as volunteers for two Special Olympics, held 12 summer camps for Cumberland County and surrounding counties, collected 850 pennies for charity, six coaches served on "Conference Sports Committees," five coaches served on NCAA, and the Athletic Director served as facilitator for NCAA National Leadership Conference. Dr. J. Heyward's Faculty Service continues on section "B," Comment or Explanation.

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

Dr. Belford Horan visited recent graduates to discuss their concerns as new teachers. In addition, she shared books and other support materials to enhance their programs. Dr. J. Heyward visited graduates to discuss their concerns and assisted them in setting up their classrooms for optimum student learning. Dr. Martin, Music Department, prepared a letter for the new professionals to keep in touch with them and to determine how best to support them as new teachers. Additionally, all education department course professors supported new professionals in their first assignments, e.g., telephone calls, visits to schools, and special conferences. 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, Ms. J. Mour arranged for candidates to meet weekly and discuss current topics as they enter the profession. Topics included: Licensure Standards, PRAXIS II, The Role of Testing, Testing as Related to State Standards, The Status of No Child Left Behind, and Parent Conferences. Course professors maintained very close contact with graduates and arranged to visit classrooms and discuss problems encountered as new professionals. Dr. Heyward continued to discuss Teacher Education Programs with Teacher Assistants as she visited schools. She used the opportunity to encourage the TA's to get their degrees and seek licensure. Dr. J. Herring, Physical Education, assisted and advised students on the importance of being a teacher.

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

Dr. Yvonne Nolan, Department Chair, serves as the Lateral Entry contact for prospective Lateral Entry Teachers. She works collaboratively with Dr. David Jackson, Regional Center, to meet needs of teachers. Additionally, the Music Department, TESI Department, Physical Education Department, and the Education Department offer support for Lateral Entry Teachers. The Department of Education maintains two separate Lateral Entry Programs: (1.) Students enroll in the Methodist University Lateral Entry Program and transcripts are evaluated and all required courses are completed through Methodist University, and (2.) Potential Lateral Entry Teachers have their program requirements detailed by the Regional Center and Methodist University makes every effort to offer the courses the Regional Center has listed on the teacher's study plan. Courses are often offered as Directed Studies to support teachers. School district representatives participate in the monthly Teacher Education Meetings. In that capacity they both advise other TEC members regarding anticipated SDPI requirements and answer questions related to special programs for teachers. The information exchange offers an opportunity for Methodist's course professors to be updated on anticipated SDPI changes from a district's perspective.

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

Dr. J. Heyward presented a day-long workshop for approximately 150 Cumberland County Special Education Teachers and Teacher Assistants, "The Importance of Friendships." The Social Work Department provided follow-up support through department "Get Together" and on-going support and contact at individual schools. The Music Department, in conjunction with Cumberland County Schools Art Department, is presenting a seminar on "Technology and Assessment of Music." 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.

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

Dr. Heyward, as in the two previous school years, 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 third year, "Day at Methodist," has stimulated interest at other schools for a similar activity. She is considering ways to expand the successful program. Students in the School Social Work Program continued their work at Pauline Jones Elementary School, a priority school. They donated "Accelerated Reading Books" for the school library. Also, they donated time in the school library to catalogue the new books. The group donated funds to the school store and after a student had read a required number of books, they went to the school store and selected a prize for their accomplishments. Additionally, the club provided special services to Hillsboro Elementary School, Ramsey Street Alternative School, and Pine Forest High School. Services included tutorial services, special supplies, needed books, and funding the school's "Clothing Closet." Guided by Dr. Belford Horan, Kappa Delta Pi and the Student Education Association presented two reading programs, "Reading is Fun" and "Literacy Alive" in at risk and low performing middle schools: Hillsboro, Pine Forest, and Douglas Byrd.

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

The department recognizes the need to have candidates develop a world-wide understanding of educational concerns and student needs. Procedures are being discussed whereby candidates will have assignments in other countries to experience and understand the significance of cultural differences. Also, "Closing the Gap" remains a concern and is emphasized through course work by the faculty. As before, Dr. Heyward's membership in the African American Critical Issues Network and African American Educational Research Organization opens a shared understanding of the issues 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 are given increased emphasis to candidates during their student teaching semester. Dr. Nolan, Department Chair, shares her expertise on state concerns at monthly TEC meetings. Each new consideration is given thoughtful attention by faculty members and decisions on implementation procedures are presented and discussed.

**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 at 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.**

All first level field experience students are required to review content-specific PRAXIS Study Guides and to take their tests prior to the completion of their second field experience. Education 342 students have guided workshops on the successful completion of their PRAXIS II tests. Additionally, Mr. Herring, Physical Education, guides students in preparation for PRAXIS II, relative to physical education. He alerts students to test dates and works one-on-one with students to strengthen their test-taking confidence. Also, the Music Department will host PRAXIS I and PRAXIS II workshops for music majors and Lateral Entry Teachers, beginning second term. Dr. Belford Horan conducts PRAXIS I and PRAXIS II tutoring and advising sessions to prepare students for the tests. All department faculties take special interest in student test concerns and discuss and respond to questions relative to the tests.

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

In addition to the Admissions Portfolio, Dr. Wells and Dr. Martin, Music Department, have developed a special portfolio for prospective music students: Welcome Letter, Four Year Plan, faculty biographies, admissions and financial aid information, and a Methodist University Mouse Pad. Additionally, professors contacted every prospective student, either from personal discussions or from the Registrar's list. The course professors personally conducted tours of the campus with students who express interest in a special subject area, music for example. 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.

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

The School Social Work Program has a minority recruitment program established with Fayetteville Technical Community College. FTCC stresses the need for School Social Work students to work with FTCC students who need special understanding and assistance. Additionally, many of the School Social Work students are minority students, and this encourages other minorities to enroll in the program. The Department of Education and our Admissions Office actively encourage minority students to become teachers. The university admissions Office includes information about our Teacher Education Program in every packet of information that is sent out to potential students, and any question regarding our program is referred directly to the department. The Education Department replies personally to every letter of interest. 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. Teacher candidate's

placement in low performing schools helps school 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.

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

The Department of Education, Methodist University, recognizes the need for qualified teachers to fill positions in the next decade. This recognized need, based, on research, encourages colleges and universities to examine their roles and meet this need in their own communities. Under the leadership of Dr. J. Heyward, Professor of Education, the Methodist University Teacher Candidate Program, and the Fayetteville Technical Community College are developing an innovative program to guide needed populations from completion of the Fayetteville Technical Community College program into the Methodist University Teacher Candidate Program. The Mission Statement summary of the Methodist University Department of Education and Fayetteville Technical Community College is to guide Fayetteville Technical Community College students who have successfully completed core requirements to transition to Methodist University Teacher Candidate Program with the intent of working towards a Bachelor's Degree and licensure in Elementary Education, Special Education and other fields of education. The program objectives all support the goal of developing highly qualified classroom teachers. 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. In addition, we are still cognizant of "No Child Left Behind" and continue to review the program and support the program through our course work. Additionally, we are 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	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	31
	Other	0	Other	6
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>39</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>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>0</b>	<b>0</b>

**Comment or Explanation**

The following are summaries of Dr. J. Heyward’s community involvements: A. Submitted a proposal and was selected to make a presentation at the 40th Annual in North Carolina Teacher Education (NCTE) forum, Raleigh, “Homies, Cronies, Cliques and Ghosts.” B. Attended the North Carolina Association of Education (NCAE) conference with six student candidates in Greensboro. C. Served on the NCTE committee to read and select proposals for presentations at the fall forum annual conference in Raleigh. D. Served on the Board of Fascinate U in Fayetteville. Helped to make selections for educational exhibits and curriculum for the center. Helped to make decisions on the annual budget for the center, including hiring additional personnel. E. Passed out information to parents at the basketball game in the Crown Coliseum for Fantastic U. F. Served as a board member on the 21st Century Community Learning Center for Trinity Christian School, Fayetteville. F. Prepared and presented an environmental lesson on Protecting the Earth for “Earth Day” to approximately 25 girls scouts at Barnes Nobles Bookstore along with five teacher candidates from Methodist University. G. Served on the Cumberland County Resource and Referral Committee for the Partnership for Children and Smart Start. She discussed important issues in early childhood education. Dr. Jaunita Heyward and Ms. Wendy Vonnegut completed their leadership training at the "Institute for Community Leadership." The program consisted of seven monthly sessions during which participants received leadership training, met local leaders, and learned about opportunities for service on boards, commissions, and other avenues for volunteer service. Dr. B. Belcastre, Social Work, continued her work on the SDPI Task Force on School Social Work Job Descriptions and Educational Standards. Additionally she has completed her training to serve as an evaluator for the School Social Work Program.

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

	<b>Baccalaureate</b>
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.45
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)	0	0	0	0
Elementary (K-6)	0	20	0	0
Middle Grades (6-9)	0	3	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	5	0	0
Exceptional Children (K-12)	0	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>0</b>	<b>31</b>	<b>0</b>	<b>0</b>

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

	<b>2006 - 2007 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	5	80
Spec Ed: General Curriculum	2	*
Institution Summary	7	86
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	28	1	0	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	7	71	57
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in  
2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Cumberland County Schools	312
Harnett County Schools	36
Wake County Schools	31
Sampson County Schools	19
Hoke County Schools	17
Robeson County Schools	16
Guilford County Schools	15
Bladen County Schools	13
Moore County Schools	11
Johnston County Schools	10

**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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	2	*	2
Number of Surveys Mailed	4	4	4

### 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