

IHE Bachelor Performance Report Methodist College 2008 - 2009

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 compliment 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, with three other campuses, and is a member of the North Carolina Southeastern Consortium for International Education.

Special Characteristics

The goals of the Teacher Education program are that graduates will demonstrate content knowledge, have the appropriate pedagogical skills, incorporate the appropriate technology in the classroom, teach in diverse environments, and understand the specific needs of diverse populations. The unifying theme of the Teacher Education program is the development of professional educators as facilitative teachers who understand and value the process of learning. The Facilitative Teacher model focuses on the importance of both the cognitive and affective domains in the learning process. Facilitative teachers are knowledgeable, communicative, attentive and understanding. As part of the requirements for the field experiences, candidates 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 fifth-sixth. 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 Teacher Education Program, accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction offers the Bachelor of Arts and the Bachelor of Science degree with teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Middle Grades (candidates must choose two concentrations from Mathematics, Social Studies, Science, or Language Arts); Physical Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in Social Studies; Mathematics; and School Social Work (K-12); and add-on certification (K-12) in Academically Gifted and Teaching English as a Second Language. The Teacher Education Program offers a Licensure Only and Lateral Entry programs.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
1. College Lakes Elementary School	The primary purpose of the partnership between Methodist University and College Lakes Elementary School is to enhance the learning and the teaching of reading and writing, hereafter referred to as literacy. Improved skills in literacy will enhance students' learning in all content areas. The Partnership will be engaged in activities which will: develop avenues to promote best practices in the teaching of literacy; establish procedures to ensure that university faculty, public school teachers, teacher candidates, and administrators continually exchange ideas regarding the learning and teaching of literacy; recognize the work of the Partnership and ensure the results are disseminated to all; encourage collaborative grant writing; recognize the changing cultural climate and support the needs of diverse learners in the educational community; and the application of classroom theory in practice by teacher candidates' real world classroom experiences.	Teacher candidates assessed elementary students identified by their classroom teacher as having weak literacy skills, determined their area of weakness and then devised and taught a series of integrated, interactive, pre-approved lessons to remediate these weaknesses. Candidates encouraged family interaction and participation in the education of their children. The education course, Integrating the Arts, conducted many of its classes at the school site and candidates provided students with lessons across the curriculum that integrated the arts and literacy.	Formative and summative assessments performed indicate that the methods and strategies employed by MU teacher candidates were effective in enhancing positive student learning outcomes in the area of literacy. Review of the partnership conducted with MU faculty, Sheldon Harvey (Principal, and several teachers at College Lakes Elementary, indicated that the partnership was highly successful and that it will be continued next year.
Hillsboro Street Alternative School	The partnership with Hillsboro was to enhance the learning and the teaching of science to students in an alternative setting. This provided an opportunity for Methodist Teacher	MU teacher candidates taught a series of hands-on science lessons to increase the science skills of students. While teaching their lessons, candidates were required to describe how they would	Pre and post tests conducted indicated that the science lessons taught by MU candidates had a positive effect on student learning outcomes. The principal and teachers at Hillsboro and the MU faculty agree that the priorities of

	Education candidates to teach in a diverse setting and employ best practices in teaching science and employ positive behavior support strategies. The partnership provided professional expertise and assistance in the area of Science Teaching by modeling the integration of science and literacy for thematic teaching across the curriculum and provided the school with access to "Hands On" Kit Lessons and "Hands On" Process Lessons.	address behavior/emotional issues and were encouraged to use positive behavior support. Kappa Delta Pi students and officers visited Hillsboro Elementary in the spring semester to read and distribute children's books purchased with the grant money for Reading is Fundamental.	the partnership had been met and that it will continue next year.
Ireland Middle School	The partnership with Ireland Middle School was to increase student interest in, and knowledge of literacy/science and math by involving students in a Literacy/Science and Math Fair.	Collaborating with the administration and faculty of Ireland Middle School, MU teacher candidates who were members of Kappa Delta Pi and the Student Educators Association established a Literacy/Science and Math Fair at Ireland Middle School funded by a KDP Reading is Fundamental Grant.	The fair was very successful. Students, faculty and administration at Ireland Middle School were pleased with the amount of student participation and that it increased student interest in math and science.
Pauline Jones Elementary School	School Social Work faculty and candidates collaborated with school administrators and faculty to strengthen the reading program.	MU faculty and candidates provide assistance for the Pauline Jones Backpack Buddy program, Library helpers to help shelve books, etc and provide personal items for students. They 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. The School Social Work faculty, in collaboration with the administration at Pauline Jones, applied for a Project for Peace grant. The goal was to do a "Cultural Explosion" with PJ students. This included taking 10 students from Pauline Jones to DC to view and dialogue over the peace monuments.	The Principal and the School Social Worker from Pauline Jones presented the School Social Work Department with a plaque for participating in the Reading Rocks Walk. Although they did not receive the Project for Peace grant, the Pauline Jones students, faculty, and administrators and the MU Faculty determined the partnership to be successful and that it did strengthen the school's reading program and will continue next year.

Pine Forest Middle School and Pine Forest High School	As part of the partnership with these two schools, Professor George Hendricks, School Social Work Program Coordinator, established a mentoring program whereby at risk students receive one-on-one mentoring.	Professor Hendricks worked closely with the classroom teachers to identify at risk students and then establish and implement a one-on-one schedule to meet the needs of the students.	Professor Hendricks' one-on-one with the students was very meaningful for the students and established a rapport of trust which in turn has given a positive focus to the students' needs.
Pine Forest Middle School	This partnership between the Physical Education Program and PFMS focused on increasing the physical and health skills of students with disabilities.	John Herring and several Physical Education candidates started a bowling program for students with disabilities that culminated in a trip to the bowling alley.	The bowling program was highly successful in that students increased physical activity, learned an authentic leisure skill, and although not measurable, the students had fun.
Westarea Elementary School	The focus of the partnership was to improve student reading as a means to improve their work in all curriculum areas. The partnership would allow Methodist University students to use teaching methods studied in their course work to aid Westarea Elementary students to become better readers.	Prior to working with the elementary students, the teacher candidates met with the school's principal and staff members to discuss the diverse population of the school. To improve the reading skills of the second grade students, Methodist University's Teacher Candidates were assigned up to twenty hours of tutoring in assigned classes. Candidates, under the guidance of the classroom teacher, worked with individual students to improve reading skills and develop links on how to solve problems. Candidates worked in assigned classes and tutored students to improve their reading skills.	Pre and post tests administered by the classroom teacher indicated that students had increased their reading skills. EOG results are not available at the time of this writing but will be included in next year's IHE report. Although not part of the partnership, MU teacher candidates said the teaching experience was very valuable to them because the work gave them an opportunity to work with a diverse student population. Westarea Elementary teachers found the assistance very valuable and their students said they 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.
Westarea Elementary School (continued)	The focus of this portion of the partnership was to implement a tutoring program in order to enable students to perform successfully on the EOGs.	MU Education faculty discussed student study needs with the classroom teacher. Once the students and their needs were identified the faculty and volunteer teacher candidate provided the student with study and test taking strategies in anticipation of the required tests.	Although EOG test results are not available at the time of this writing, it is evident from anecdotal reports that students responded positively to the program and appear to display a more positive attitude toward the EOG testing.

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

Dr. Michael Martin, Music Education Coordinator, hosted the NCMEA Choral Workshop for eight high schools from Cumberland, Harnett, and Robeson Counties. The CMENC sponsored "The Singing Body" for area high school teachers, high school students and MU students with presenters from North Carolina and Pennsylvania. Sixty teachers and students of the Cumberland County School District and Methodist University attended. Members of CMENC volunteered to help with the holiday presentation at Pine Forest MS. He continued his work with student choirs at Terry Sanford High School and Jack Britt High School. The collegiate chapter did an instrument demonstration for Pre-K students at the Childcare Center located at Fayetteville Technical Community College in April. During the 2008-09 school year Dr. Larry Wells taught for the Terry Sanford High School marching band camp. In addition to working with the Terry Sanford band, he gave over 20 clinics at various high schools throughout the region. Along with clinics, Dr. Wells served as the clinician for the annual Southeastern District Middle School Band Festival at Scotland High School. Dr. Benstead continued to provide service to the P-12 schools by serving on the United States Department of Education review team to evaluate discretionary grant applications for the Title III Program, Strengthening Institutions. She also served as a judge for the Woodsman of the World Speech Contest at Seabrook Elementary K-5 School in Cumberland County. Dr. Belford Horan served as a judge for St. Patrick's School Science Fair. Dr. Belford Horan collaborated frequently with Cumberland County and Fort Bragg Schools to provide teacher education candidates the opportunity to observe authentic science lessons taught within the classroom setting and in turn provided classroom teachers with the latest research based teaching strategies, techniques and materials. Faculty within the Science Department were highly involved with the K-12 schools. Some of the activities included: biology presentation to the elementary students at Southern Wake Montessori School, serving as a proctor for the 3-5 EOG testing in Wake County schools, judging science fairs, and coaching science teams. The Physical Education Department faculty provided resources, web addresses, grant information, etc. for health and physical education teachers. The department loaned equipment to Montclair Elementary School for their Field Day. Faculty and candidates participated in Field Day at College Lakes Elementary and at several other schools. Mr. John Herring Physical Education Department chair and a licensure seeking teacher candidate started a bowling program for students with disabilities at Pine Forest MS that culminated in a trip to the bowling alley.

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

Methodist University Education Program to support beginning teachers is a collaborative effort among Education and Content area faculty. At the first TEC meeting new teacher placements are discussed. The members of the TEC discuss and develop a plan of who will support beginning teachers. For example, all education department course professors supported new professionals in their first assignments, via telephone calls, emails, visits to schools, and special conferences. While supervising or observing teacher candidates in Field assignments or Student Teaching, faculty will often discuss a new teacher's performance with the site principal, or if the opportunity arises, visit them in their classroom. Dr. Nolan visited recent graduates to discuss their concerns as new teachers. Dr. Belford Horan shares books and other support materials to enhance their programs. Dr. Heyward visits graduates to discuss their concerns and assists them in setting up their classrooms for optimum student learning. Dr. Martin, Music Department, prepares a letter for the new professionals to keep in touch with them and to determine how best to support them as new 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. The luncheon guests include the cooperating teachers, university faculty, and school district representatives. At the fall luncheon, Michael Murray, a recent graduate from the Methodist University Teacher Education Program, spoke. He is currently a Middle Grade teacher at Pine Forest Junior High. Sharley Ditmore, a first year third grade teacher at College Lakes Elementary, was the guest speaker at the spring luncheon. Both speakers provided an inspiring message that included advice for graduating candidates on what to expect in their first few years of teaching.

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, TESL 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 and discuss the needs of, and provide assistance to, lateral entry teachers.

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

MU provides opportunities for career teachers, by offering free education courses and offers them continuing education units as an incentive for becoming a cooperative teacher for Field Experience and Student Teacher candidates. The university encourages career teachers to earn add-on licensure in the Gifted Education and Teaching English as a Second Language add-on programs. In order to make these programs more accessible to working teachers, classes for these programs are offered on the weekends, at night and during the summer. Mrs. Vickie Erben has conducted informal workshops and one-on-one assistance to teachers to increase their skills to teach literacy across the curriculum. Dr. Nolan has worked with teachers to provide them with positive behavior support strategies to increase positive behavior within the classroom setting. Mr. John Herring, Physical Education, provides the schools with equipment, provides grant opportunity information, interpretation of policies, journal articles, and other information. Additionally, student teacher candidates have a "special project" that they develop during student teaching and leave with the school, like an activity booklet, database for the inventory of all equipment, or the bowling program. The Physical Education Department offers six different online (major) courses including "refresher" courses such as WEL 203 Foundations of Physical Education (no longer offered, but was offered last summer and fall), WEL 218 Principles and Concepts of Fitness and Nutrition, PXS 240 Human Nutrition, PXS 300 Personal & Community Health, PXS 306 Adapted Physical Education and Exercise for Special Populations, and PXS 400 Organization and Administration. We plan on offering more online courses on a predictable, rotational basis. Each year the Social Work department hosts a gathering for program alumni. In 2009, the gathering had over 50 social workers (at least 5 school social workers). This provides faculty members to support the work being done in the field and to encourage our graduates to continue to work in school social work.

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

The Methodist University Teacher Education Program has continually strived to provide assistance to schools identified as low-performing. The unit has established partnerships with several schools: College Lakes, Hillsboro, Pauline Jones and Westarea Elementary. Each school receives specific assistance from MU Teacher candidates and faculty as specified in the partnership agreements. Teacher candidates assist by tutoring individual students, preparing lessons, helping to monitor students and working closely with the cooperating teachers in other capacities. The Social Work Department has an ongoing partnership with Pauline Jones Elementary School. Pauline Jones is a school that has a high percentage of minority students, a 99% free and reduced lunch rate and was a school that recently had a North Carolina assistance team. The Department provides monetary assistance, student volunteers, and assistance with backpacks and other items that are useful to the students. The coordination of the assistance is led by the School Social Worker who is a graduate of Methodist University. 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. The Physical Education Department in conjunction with the Education Department makes a concerted effort to place students in low-performing at-risk and/or priority schools. This provides students at the schools with more in-depth one-on-one instruction. Next year 2010-11, they will have Pedagogy I, II, and III classes in the school, 1, 2, and 3 days per week, respectively in addition to their field experiences. Ped 1 students will serve as TA's for the Ped II and Ped III students.

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

In order to meet the new North Carolina Professional Teaching Standards that reflect the Framework for 21st Century Learning, the North Carolina State Board of Education approved a new program approval process. This

new process requires institutions of higher learning to submit proposals for all teacher licensure programs indicating how they have been re-visioned to meet the new standards by July 1, 2009. This re-visioning has been the focus of the Education Department this academic year. Department meetings, regular monthly meetings, were held bi-monthly to ensure that the re-visioning of the Education Program would be successfully completed. The mission and goals of the Education Program were reviewed, discussed and revised to meet the new mandated standards and to meet the needs of 21st century learners. Dr. Nolan and Ms. Mour attend the monthly North Carolina Independent Colleges and Universities Deans and Chairs meeting and then disseminate the information at the monthly Teacher Education Committee meeting. Each new consideration is given thoughtful attention by faculty members and decisions on implementation procedures are presented and discussed. For example, outcome based curricula is a priority for the SBE, in that light the Physical Education Department will develop an achievement based curriculum at Nick Jeralds MS for physical education beginning this fall. Preliminary discussions with the department chair have already been held. School district representatives participate in the monthly Teacher Education Meetings. In that capacity they both advise other TEC members regarding anticipated SBE 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 SBE priorities and changes from a district's perspective. School Social Work in North Carolina is currently undergoing significant revisions. The Chair of the Department met with Dr. Kathy Sullivan at the SBE to discuss changes in the area of School Social Work. One priority of the SBE is to increase program diversity. The Department is currently revising their entire curriculum in the area of diversity for the Council on Social Work Education.

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

The Education Department this year focused on re-visioning the Methodist University Teacher Education Program. Department meetings, regular monthly meetings, were held bi-monthly to ensure that the re-visioning of the Education Program would be successfully completed. The mission and goals of the Education Program were reviewed, discussed and revised to meet the new DPI mandated standards and to meet the needs of 21st century learners. The following are a sample of the results of discussions during the Education Departmental meetings. The focus of MU licensure areas were determined as follows: To use an integrated approach; to focus on differentiating instruction; to focus on assessment and evidences; and using technology these evidences must be embedded into the program; to clearly addresses how this will be done and what evidence will be used; to focus on teaching 21st century students to think and to process; to focus on including a strong literacy component for ALL content areas; to focus on emphasizing NCSCOS for all content areas; to include more collaboration (e.g. MAT 106 and EDU402 being co-taught); to include a diversity course offered by SSW; to include EDU/SPE course for testing and assessment required for all content areas; and to ensure we address new evaluation forms for teachers in our courses. Teacher Education Committee (TEC) meetings were held on a monthly basis. These meetings differ from department meetings in that they include faculty members who are responsible for licensure areas, such as art or music. Additionally, representative members from surrounding school districts attend the meetings and provide insight into state and local educational activities. The meetings are followed by a luncheon that extends the opportunity for additional meaningful discussions and the sharing of ideas. The major issues addressed by the committee during the year include the following: voting to accept the new mission and goals for the Education Program; relay of information concerning policy changes and updates from the North Carolina Department of Public Instruction; collaboration among content areas, K-12 representatives, students, and the education department faculty to create a Revisioned Education Program; student representatives shared reports on how/what peers envision for a new Teacher Education Program; and school representatives shared their list of what and/or how the P-12 public will envision a new Teacher Education Program.

Supplemental Information (Optional)

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

PRAXIS I study guides and an electronic practice test were purchased and are housed at the MU Library. All first level field experience teachers are required to take the PRAXIS I practice test, provide evidence of the results and discuss the results with course professor. A plan of study is devised to address areas of weakness.

Candidates are then required to take the PRAXIS I test prior to the completion of their second field experience. PRAXIS II content area specific test guides were purchased and also housed in the library. Field Experience III candidates 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. The Music Department hosts PRAXIS I and PRAXIS II workshops for music majors and Lateral Entry Teachers. All department faculty take special interest in student test concerns and discuss and respond to questions relative to the tests and support, materials, web sites and study groups.

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

To recruit students into professional education programs leading to licensure, the Education Department in conjunction with the MU Admissions office and with the approval of the University President implemented a scholarship program. This scholarship is an incentive for students to declare education or licensure programs as their major. The scholarship is also used as an incentive to retain candidates, by providing scholarship funds for students having met the established criteria. The University has designed a new recruitment program that requires the Department Chair to send letters to students who are considering applying to MU. These letters are designed to explain the program, provide students with a four year graduation plan and provide a personal point of contact. Once a student has applied to MU, each department chair or program coordinator will send out a Welcome Letter. Methodist University faculty meet with prospective students and their parents on their tour of campus/recruiting visit. The Parent-Student Orientation barbeque and the freshmen banquet are opportunities to discuss the Teacher Education Program and answer questions regarding our curriculum. The University has also implemented a new advisor program, whereby the Department Chair and other specified faculty within the departments are assigned incoming freshmen. The advisor develops the schedule, contacts the incoming student and discusses the program and provides support to the student throughout their transition. Students who are undecided about a major are also contacted and provided with program information. The Education Department, through the Student Education Association, sponsors a booth at the beginning of the school year to recruit students not only into the organization but into the teaching profession. To recruit students into the Physical Education major the department added two faculty members and a one semester hour PXS 203 Introduction to Physical Education course which outlines all licensure requirements. In the Music Education Department, Dr. Wells and Dr. Martin have developed a special portfolio for prospective music students. Dr. Heyward and several Education majors and members of the Student Educators Association plan to go to the school to speak to students at Westarea Elementary school regarding the importance and advantages of attending a University. The Social Work Program has a recruitment board that it uses to recruit at the Department of Social Services, NASW conferences and other conferences around the area.

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

The Department of Education and the MU Admissions Office actively encourage minority students to become teachers. The university Admissions Office includes information about the Teacher Education Program in every packet of information that is sent out to potential students, and any question regarding the program is referred directly to the department chair. The Education Department replies personally to every letter of interest. Faculty members speak with and encourage minorities to become teachers while visiting schools and through interaction with students from the military who are making transitions. The Social Work Program encourages all students to enter the School Social Work field. Minority male role models are currently needed in the NC Public Schools. The Department discusses the opportunities available in School Social Work to this population through advising sessions. The department has made presentations to the athletic teams at Methodist. This is a productive way to recruit minority students into the School Social Work Program. Each faculty member has been assigned a sport to talk about on a regular basis. A good selling point for School Social Work is the dual role of Social Work and coaching a school sport. A lot of our student-athletes like the coaching/social work combination. 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. Dr.

Heyward's University Day for fifth graders at Westarea Elementary school is designed to open doors and extend options for students. Teacher candidates are placed in low performing schools and in schools where student diversity is an integral part of the school's population. This helps school students relate to candidates and see teaching as an option. Also, the range of teacher licensures is such that the program supports a wide range of student interests for example, School Social Work. The Education and licensure program faculty continue to emphasize that the learning gap exists for minority students at our schools and partnerships developed with these schools is a priority and a concentrated effort to help in closing the gap.

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 continue to be 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 and will fully develop the program once the re-visioning of the current Education Program is completed. The Education Program faculty and Chick-Fil-A formed a partnership to provide a reading program for children, families and/or and their caretakers. The management at Chick-Fil-A was very excited and appreciative to have candidates from MU reading to the students. The candidates were required to prepare a lesson plan to include the story and the activity that would be presented. The lesson plan was then reviewed and approved by a faculty member. Presentations of these lessons were often supervised by faculty members. Those at Chick-Fil-A were able to see what type of instruction was being done at MU. As a result, this endeavor was successful in including MU students, staff, and faculty in the partnership as well as promoting and fostering relationships between the college and the community.

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	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	29
	Other	0	Other	0
	Total	16	Total	32
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
	Total	0	Total	0
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
	Total	0	Total	0
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
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.21
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	8	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	6	4	0	0
Exceptional Children (K-12)	1	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	4	2	0	0
Total	14	18	0	0
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Art	.	N/A
Elementary Education	19	95
MG-Lang Arts	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Spec Ed: General Curriculum	3	*
Institution Summary	22	95
* 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	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	29	97	72
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Cumberland County Schools	318
Harnett County Schools	38
Wake County Schools	32
Hoke County Schools	19
Robeson County Schools	17
Sampson County Schools	17
Guilford County Schools	14
Bladen County Schools	11
Moore County Schools	10
Duplin County Schools	8
Lee County Schools	8
New Hanover County Schools	8
Onslow County Schools	8
Richmond County Schools	8

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
0	0	0