

IHE Bachelor Performance Report

Mid-Atlantic Christian University

2012 - 2013

Overview of the Institution

Mid-Atlantic Christian University(MACU) is a private, coeducational, faith-based institution. Its history is with the Stone-Cambell churches. Its 20-acre riverfront campus is equipped with ten major buildings. It is only a few blocks from downtown, with a state community college, a state university, a public library, and the regional hospital located within a mile and a half of campus. Established in 1948 MACU's mission is to impact the world by transforming ordinary people into extraordinary Christian leaders.

In this, its 65TH year of operation, the university has had only three chief executive officers, three chief academic officers, and four chief student life officers. MACU is a faith-based, Stone-Cambell institution formerly named Roanoke Bible College.

The majority of students are residents of North Carolina (60.9%) and Virginia (24.6%), with 15 other states represented, and many foreign countries. Admissions is contingent on meeting criteria (high school rank, GPA, and SAT/ACT scores). MACU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certified, associate, and baccalaureate degrees.

At MACU, students can earn a bachelor's degree in biblical studies, youth and family studies, Christian arts and science, counseling, entrepreneurial leadership, and elementary education. In addition the school has recently been approved for online education.

The four-year degree programs, the B.A. and the B.S., require at a minimum 120 semester hours of credit. The principal difference between the B.A. and the B.S. degrees is that the B.A. requires the study of a foreign language. In keeping with the mission of MACU every four-year degree program in the School of Undergraduate Studies requires a major in Bible and Theology.

For the past several years Mid-Atlantic Christian University has had a shared vision to offer a major in elementary education which would result in students being able to obtain a North Carolina teaching license. Because teaching is a service occupation it is a perfect fit to be offered at a service-oriented university. In preparing our program, rigorous study and "real-world" experiences have been created to ensure that our students are proficient in the North Carolina Professional Teaching Standards of leadership, diversity, content knowledge, facilitation, and reflection as part of the overall mission of the university to impact the world through the development of extraordinary Christian leaders.

In February 2012 the university was approved by the North Carolina State Board of Education to offer an elementary teacher education program. At present we have twenty students who have declared Elementary Education their major. We have five students who have been accepted into the Elementary Education Licensure Program having earned a 2.5 GPA or better and having fulfilled the requirements for Praxis I.

Special Characteristics

Because the program for elementary education is part of the Mid-Atlantic Christian University's Department of Marketplace Ministries, this mission statement also has played a significant role in the design of the major in elementary education.

The mission of the Department of Marketplace Ministry is to provide students with an educational experience that integrates faith, biblical knowledge, and skills training necessary to become leaders and innovators in both faith-based institutions and secular organizations. The goal is to provide education and experiences that will help students develop a heart's desire to serve individuals, families, and communities where they work in a way that will impact the world for Christ.

Looking at both the university and the department missions the desire to train teachers for extraordinary leader service is evident. Therefore, teacher candidates completing the elementary education program at MACU graduate with, not only the knowledge and skills necessary to lead the educational world of the 21st century, but also with a "heart's desire to serve the students, families, and communities" where they teach.

With our program approval students who complete the Elementary Education Major and licensure program at MACU are eligible for K-6 licensure through the state of North Carolina. Graduation requirements at MACU also require education majors to complete a second major in Biblical Studies. As prescribed by the state and national teachers' licensing and accrediting agencies, including the North Carolina Department of Public Instruction and the National Council of Accreditation of Teacher Education (NCATE) evidences of teacher candidates' knowledge, skills, and dispositions are collected for review. These assessment-of-mastery evidences are embedded in the coursework designed to measure candidates' knowledge, skills and dispositions. Such assessments/evidences are collected in electronic, student portfolios which include rubric-scored artifacts and any other information that will demonstrate that the students are highly qualified teacher candidates. As an added benefit of the electronic portfolio the appropriate evidences can be use to create a professional folio for job seekers. A cover letter and vitae complete the professional part of the portfolio. This is a service MACU provides for our education graduates.

Program Areas and Levels Offered

Mid-Atlantic Christian University offers one program area for teacher licensure. That program is Elementary Education, K-6 This is at the A Level.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs

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

Our service to public schools is often connected to our students completing service hours. Our Elementary Education students regularly tutor at one of the low-performing schools in the area.

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

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

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

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

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

a. All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23) MACU teacher candidates take a course called Instructional Technology. During this class students work with a smart board, document reader, web sites, videos, real-time science technology using the web, and many other technologies. This course not only teaches how to use the technologies but also requires candidates to write lesson plans that integrate technology as instructional tools at various grade levels. These lessons are also taught and evaluated. While doing many of the field experiences the candidates are required to integrate technology in each of the lessons that they teach with both mentors and MACU professors providing feedback.

b. Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)

Teacher candidates are required to take two upper-level courses in teaching reading. During the first course students learn basic terminologies, read literature and research, observe reading classes in public schools, and develop skills in how to create assessments to evaluate student progress in reading. In the second course students use the assessment tools developed in the first course with at least one student. Candidates assess, evaluate results and develop lesson plans that help the students become better readers. They then tutor the student(s) under the direction of the mentor and the MACU professor. This practical experience is invaluable to these candidates who will soon be inservice teachers. Students are also required to integrate language arts objectives with other content in all lesson plans.

All teacher candidates are required to take a “Teaching Math & Science” course in which they learn to teach from objectives and to use hands-on, discovery methods which enhance higher order thinking skills. They are required to create and teach lessons under the direction of the professor. During the Partnership field experience semester, candidates create units for all core content. Lesson plans are developed to match the core curriculum and the essential curriculum. Many field experiences give opportunities to teach math using technology and integrating other subjects such as language arts into the lessons being taught.

c. Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations.

(SB724) Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.

Because we will not have any students ready to take the new licensure test until 2015, the focus to this point has been to create a program that will train candidates to be highly qualified teachers. This direction will not change. However the focus with our next graduates will provide opportunities for the candidates to understand what will be expected of them in order to get the teaching license. All materials that are available to the university concerning the changes in the Praxis series will be shared. Any changes in the Elementary Education Licensure Program will be made as needed to ensure success for all candidates.

d. Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)

Assessment data is used to drive instruction. Therefore, the backwards design method is taught in every education course here at MACU. Teacher candidates have had many opportunities to design formative assessments which guide instruction. During the work on the Teacher Work Sample candidates are required to work on formative assessments to guide instruction and do pre- and post- assessments (summative) to provide data on impact on learning. Each lesson designed throughout the program includes experiences in designing formative and summative assessment both technology-based and non-technology based.

In moving forward our intent is to train candidates on various technology-based assessment systems. One of these will be the mCLASS®:Reading 3D™ used in the schools where MACU teacher candidates do their field experiences.

e. Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)

MACU teacher candidates are required to take an “Arts in the Classroom” course. This course explores how to use visual arts, music, drama, and dance/movement to teach language arts/reading, math, social studies, and science. The integration of the arts as instructional strategies adds richness to learning. These arts often add the “aha” moments in children’s learning experiences. Candidates are required to create a portfolio of lessons using each of the arts to teach content at grades K-6. These are taught while being monitored by the professor of the course.

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

Supplemental Information (Optional)

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

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

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

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	5
	Other	Other	
	Total	Total	5
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	
MEAN SAT-Math	
MEAN SAT-Verbal	
MEAN ACT Composite	
MEAN ACT-Math	
MEAN ACT-English	
MEAN PPST-R	
MEAN PPST-W	
MEAN PPST-M	
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	
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)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total				
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education		
Institution Summary		
* 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		5				
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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution			
Bachelor	State			

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Wilson County Schools	
Johnston County Schools	
Wake County Schools	
Nash-Rocky Mount Schools	
Wayne County Public Schools	
Franklin County Schools	
Edgecombe County Schools	
Granville County Schools	
Pitt County Schools	
Craven County Schools	

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 several factors affecting responses, survey results will not be reported at the institutional level 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
1		4