

William Carey University Overview of the University and the School of Education

School of Education



The School of Education Family

PART I: INTRODUCTION

Overview of William Carey University

History of the University

William Carey University claims two proud predecessors as it looks forward to a future of continued growth and development. The first of these was founded in 1906 as a private, coeducational institution known as South Mississippi College. With the legendary South Mississippi educator W. I. Thames as its president, the college quickly gained a reputation for a strong faculty, especially in art, music, history, and home economics. After a fire destroyed the immense administration building, including classrooms, library, and a 1500-seat auditorium, the young institution was forced to close. In 1911, W. S. F. Tatum, wealthy lumberman and Methodist layman, acquired the property and offered it as a gift to the Baptists. He set two conditions: successful operation of a Christian school for girls for five years and an enrollment of at least one hundred students the first year. The property consisted of two surviving frame buildings and ten acres of cut-over land. A corporation was organized to own and control the college with nine trustees chosen from Baptist churches in Hattiesburg. In September, 1911, the school opened again with a new name, Mississippi Woman's College, under the leadership of President W. W. Rivers. In November, 1911, the debt-free college was offered to the Mississippi Baptist Convention and was accepted. The growth of Mississippi Woman's College was a source of pride for Mississippi Baptists. Under the leadership of President J. L. Johnson, Jr., from 1912 to 1932, a splendid new administration building was completed in 1914 and named Tatum Court in honor of the college's major benefactor. New brick dormitories were added (Ross and Johnson Halls) as well as an infirmary and a model home, which was used as a laboratory for domestic science classes.

During this period, the campus expanded to 40 acres. The college did not measure its progress simply with physical achievements. An early objective of Mississippi Woman's College was to train intelligent, concerned citizens who could establish Christian homes. Curricula and activities were designed with this primary objective in mind. By 1925 college stationery boldly proclaimed on its letterhead, "Mississippi Woman's College: The School with a Mission." The student body dedicated itself to the mission of the college. Such dedication accounts for Mississippi Woman's College becoming known by the late 1920s as one of the South's outstanding Christian colleges for women. Continued growth and an emphasis on missions characterized the presidency of W. E. Holcomb from 1932 to 1940.

When the exigencies of the depression era forced the college to close in 1940, its facilities became available for use as army officers' housing for nearby Camp Shelby. In 1946 Mississippi Woman's College re-opened and underwent major renovations. Dr. I. E. Rouse was elected president in 1946 and served until 1956. In 1953 the Mississippi Baptist Convention voted to move the college into coeducational

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status after more than four decades of admitting only female students. This vote necessitated a new name for the 13th institution. In 1954 the board of trustees selected the name of William Carey College in honor of the eighteenth century English cobbler-linguist whose decades of missionary activity in India earned him international recognition as the “Father of Modern Missions.”

Under the leadership of Dr. J. Ralph Noonkester, who was elected president of the college in 1956, William Carey College enjoyed significant growth. In 14 years, a total of 14 new buildings rose on the Hattiesburg campus. The college attracted national attention with baseball, basketball, and tennis teams, the traveling chorale, the theatre performance groups, scientific honor societies, student mission efforts (one of the nation’s leading colleges in number of mission volunteers), and pre-medical activities (frequently a leader in percentage of acceptances to medical school). Dr. Noonkester served as president from 1956 to 1989.

In 1968 William Carey entered a new dimension when it announced a merger with the prestigious Mather School of Nursing in New Orleans. Still another dimension opened for William Carey in 1976 when the college purchased the Gulf Coast Military Academy campus in Gulfport. Known as William Carey College on the Coast, the 20-acre Gulfport campus offers selected undergraduate and graduate degrees.

In November of 1989, the board of trustees elected Dr. James W. Edwards the seventh president of William Carey College. Dr. Edwards served until 1997. Dr. Larry Kennedy was appointed interim president in 1997 and, following a nationwide search, was appointed president in 1998. Since 1998 the physical facilities on the Hattiesburg and Gulfport campuses have undergone major repair and renovation. The New Orleans nursing program was relocated to the New Orleans Baptist Theological Seminary campus in 1998. The Fail/Asbury School of Nursing Building was completed in January 2002, the first new building on the Hattiesburg campus in 25 years. Two soccer fields and an intramural field were dedicated in 2004. The Lorena Roseberry Smith Hall, housing education department programs, was completed in 2004 also.

Donnell Hall was completed in 2006 to house the Center for the Life and Work of William Carey. A new baseball/softball complex was also completed in 2006. Enrollment figures have reached the highest levels in the college’s history. On the New Orleans campus, a new nursing building affords new learning opportunities. Also dedicated in 2006 were Milton Wheeler Field and the restored Chain Garden. The former Bentley-Pope House was named the Donna Duck Wheeler Alumni House.

In 2006, the board of trustees voted to change the name to William Carey University to honor its growth and enhance its potential in an increasingly global environment. The university is organized into the following academic units: the School of Arts, Humanities, and Sciences; the School of Business; the School of Education; the School of Psychology and Counseling; the Owen and Elizabeth

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Cooper School of Missions and Biblical Studies; the Donald and Frances Winters School of Music; and the Joseph and Nancy Fail School of Nursing.

At the untimely death of Dr. Kennedy in September 2006, Dr. Tommy King was appointed acting president; in February 2007, he was named the ninth president of the university. In 2007 these dedications took place on the Hattiesburg campus: Heritage Plaza, honoring Mississippi Women's College alumnae; the Joseph and Nancy Fail Softball Field; and the Larry W. Kennedy Complex. Two new resident halls were completed in fall 2007.

The dramatic developments over the years demonstrate that William Carey University has accepted William Carey's challenging motto:

“Expect great things from God; attempt great things for God.”

William Carey University Mission

The mission of William Carey University is to provide liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The University collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake – William Carey.

Expanded Statement Institutional Plan Goals 2006-2007

1. Attain excellence in academic programs to promote student learning
2. Promote Christian development and social responsibility
3. Strengthen ties with Baptist churches, associations, and conventions
4. Provide an environment that supports student learning
5. Strengthen organizational and operational effectiveness
6. Strengthen financial resources

University Characteristics

William Carey University with its three campuses (Hattiesburg, Gulf Coast, and New Orleans) has a total student population of 2,755. There are 1,019 graduate students and 1,736 undergraduate students enrolled at William Carey University as of fall 2007. The University has ten departments organized into seven schools: Ralph and Naomi Noonkester School of Arts and Letters, School of Natural and Behavioral Sciences, School of Business, School of Education, Owen and Elizabeth Cooper School of Missions and Biblical Studies, Donald and Frances Winters School of Music, and Joseph and Nancy Fail School of Nursing. Other special programs include the Center for Creative Scholars, Bachelor of General Studies, Keesler Center, Foreign Study, Student Support Services, and Servicemember Opportunity University. Table A describes the University's faculty profile.

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Table A. University Faculty Members

	Full Time			Part Time			Total		
	05-06	06-07	FA07	05-06	06-07	FA07	05-06	06-07	FA07
Total Number of Instructional Faculty	125	127	130	129	148	69	254	275	199
Total Number who are Members of Minority Groups	6	5	5	9	10	8	15	15	13
Total Number	131	132	135	138	158	77	269	290	212

Table B is a diversity profile of the University undergraduate enrollment from 2003-2006 both part-time and full-time. In 2006, of the 448 male undergraduates, 20.5% are ethnicities other than white, non-Hispanic. Of the 1,201 female undergraduates, 33.1% are ethnicities other than white, non-Hispanic.

Table B. Comparison of University Undergraduate Enrollment 2006-2003

	<i>Undergraduate Students</i>							
	Full-Time				Part-Time			
	2006	2005	2004	2003	2006	2005	2004	2003
Men								
<i>International</i>	18	12	20	18	0	0	0	0
<i>Black, non-Hispanic</i>	63	64	73	69	13	11	22	19
<i>American Indian or Alaska Native</i>	3	5	2	1	0	0	0	1
<i>Asian or Pacific Islander</i>	2	4	4	1	1	1	1	0
<i>Hispanic</i>	6	10	10	9	1	0	1	3
<i>White, non-Hispanic</i>	299	311	325	342	39	29	37	61
<i>Race/ethnicity unknown</i>	2	2	2	3	1	1	1	0
Men Total	393	408	436	443	55	42	62	84
Women								
<i>International</i>	17	10	13	12	0	0	0	0
<i>Black, non-Hispanic</i>	274	262	416	366	97	65	119	94
<i>American Indian or Alaska Native</i>	3	3	7	6	2	1	0	1
<i>Asian or Pacific Islander</i>	6	3	10	3	1	3	2	3
<i>Hispanic</i>	10	10	19	20	4	1	9	6
<i>White, non-Hispanic</i>	690	671	668	629	83	69	83	84
<i>Race/ethnicity unknown</i>	11	6	7	9	3	2	2	2
Women Total	1011	965	1140	1045	190	141	215	190

William Carey University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor, master, and specialist degrees. The Winters School of Music is an accredited institutional member of the National Association of Schools of Music. The music therapy program is accredited by the American Music Therapy Association. The Fall School of Nursing is accredited by the National League for Nursing Accrediting Commission, by the board of trustees, Institutions of Higher Learning of the State of Mississippi, and approved in New Orleans by the Louisiana State Board of Nursing.

Institutional Effectiveness

In an effort to engage in an ongoing quest for quality, the university maintains a comprehensive system of planning and evaluation in all major aspects of the institution. The Statement of Purpose for the university is used as the foundation for the evaluation. A variety of assessment methods are used, and the results are implemented to improve both the education programs and support activities. Educational quality is determined by how effectively the institution achieves its established goals. The results of the university's assessment procedures are incorporated annually into the university's planning processes in order to achieve continual improvement in programs and services.

Nondiscrimination/Disclaimer

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, William Carey University does not discriminate on the basis of race, color, national or ethnic origin, age or disability in admissions or in the administration of its education policies, programs, and activities. In compliance with Title IX of the Education Amendments of 1972, the university does not discriminate on the basis of gender in the administration of its educational policies, programs and activities. The Vice President of Academic Affairs has been designated as the responsible employee to coordinate efforts to carry out responsibilities and direct the investigation of complaints relating to discrimination.

Overview of the School of Education

Unit Mission

The mission of the School of Education at William Carey University is to prepare caring teachers within a Christian environment. Learners are encouraged to read their highest potential as reflective decision makers nurtured through a strong liberal arts curriculum, through content instruction in specialty areas, through pedagogical studies, and through significant preservice experiences that prepare effective teachers for an increasingly diverse and technological world.

Unit Characteristics

The School of Education is led by Dean Patricia Ward. Enrollment figures for Fall 2007 include 377 undergraduate students and 674 graduate students. Table C describes the Hattiesburg and Gulf Coast student populations in 2006 and 2007. In the School of Education from 2006 to 2007, there has been an increase of 100 graduate students and 7 undergraduate students.

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Table C. School of Education Population

	Hattiesburg Campus		Gulf Coast Campus	
	Fall 2006	Fall 2007	Fall 2006	Fall 2007
Undergraduate	307	300	63	77
Graduate	399	455	175	219
Total	706	755	238	296

There are two departments:

- Department of Health, Physical Education, Recreation and Coaching (Dr. Benjamin Waddle, Chair) and
- Department of Education (Dr. Barry Morris, Chair).

The purpose of these departments is to provide professional training and study that will prepare the preservice student to pursue a career in the field of education. This training is characterized by course content, field assignments, practica, and clinical experiences. The departments are responsible for the development of undergraduate and graduate curricula in (1) elementary education, (2) secondary education, (3) physical education, and (4) other add-on certification areas (Mild and Moderate Disabilities K-12; Reading K-12) and for supervision and preparation of teachers with majors in those areas. The School of Education provides support to other schools offering teacher preparation majors in Art Education K-12, Biology Education 7-12, Mathematics Education 7-12, Music Education K-12, Social Studies Education 7-12, and Speech Communication 7-12. The School of Education is housed in Fairchild Hall and the Lorena Roseberry Smith Hall.

School Personnel Programs

Table D lists the full range of licensure programs currently active at William Carey University's School of Education. The "Number of Students" column lists those students who completed licensure requirements (alternate route) or graduation requirements (undergraduate and graduate). In 2006 William Carey University produced more alternate route licensed teachers than any other university in the state. See following page for Table D.

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Table D. Education Students completing licensure requirements in 2006

Program Name	Award Level	Program Level	Number of Students	Agency or Association Reviewing Program	Program Review Submitted	Current Status
Art Education K-12	B.A.	ITP	0	State	Yes	Approved
Biology – 7-12	B.S.	ITP	2	State	Yes	Approved
Elementary Education	B.S.	ITP	93	State	Yes	Approved
English 7-12	B.S.	ITP	5	State	Yes	Approved
Social Studies 7-12	B.S.	ITP	2	State	Yes	Approved
Mathematics Education 7-12	B.S.	ITP	3	State	Yes	Approved
MAT Elementary Education 4-8	M.Ed. M.A.T.	ADV	66	State	Yes	Approved
MAT Secondary Mathematics	M.Ed. M.A.T.	ADV	11	State	Yes	Approved
MAT Secondary English	M.Ed. M.A.T.	ADV	17	State	Yes	Approved
MAT Secondary Biology	M.Ed. M.A.T.	ADV	9	State	Yes	Approved
MAT Secondary Music	M.Ed. M.A.T.	ADV	1	State	Yes	Approved
MAT Secondary Social Studies	M.Ed. M.A.T.	ADV	17	State	Yes	Approved
MAT Secondary Physical Educ	M.Ed. M.A.T.	ADV	24	State	Yes	Approved
MAT Secondary Art	M.Ed. M.A.T.	ADV	3	State	Yes	Approved
MAT Secondary Home Econ	M.Ed. M.A.T.	ADV	1	State	Yes	Approved
MAT Secondary Spanish	M.Ed. M.A.T.	ADV	2	State	Yes	Approved
Music Education K-12	B.M.	ITP	2	State	Yes	Approved
Physical Education K-12	B.S.	ITP	1	State	Yes	Approved
Reading	M.Ed.	ADV	0	State	Yes	Approved
Special Education, Mild and Moderate Disabilities	M.Ed.	ADV	9	State	Yes	Approved
Specialist in Elementary Education	Ed.S.	ADV	3	State	Yes	Approved
Speech Communication	B.S.	ITP	0	State	Yes	Approved

The School of Education Memberships in Professional Organizations

The School of Education is a member of MACTE – The Mississippi Association of Colleges of Teacher Education, AACTE – American Association of Colleges of Teacher Education, NCATE, SACS – Southern Association of Colleges and Schools, and the Southern Baptist Association of Colleges and Schools. The faculty hold memberships in Association of Childhood Education International, Association of Supervision and Curriculum Development, Phi Delta Kappa Pine Belt Chapter, Pine Belt Reading Association, International Reading Association, Mississippi Professional Educators, Mississippi Association of Educators, Mississippi Reading Association, National Middle School Association, and National Education Association.

Mississippi Annual Process Review (2004-2007)

The Mississippi Department of Education Annual Process and Performance Review evaluates the entire program across majors assessing in nine Process Standards and two Performance Standards. There was an abbreviated review in 2005-2006 due to the impact of Hurricane Katrina on universities and school districts. Table E documents the audit team's results. See next page for Table E.

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Table E. Mississippi Annual Process Review

Audit Categories	2004-2005	2006-2007
Process Standards		
Standard 1 Candidacy Admission Requirements –Core Curriculum	Standard Met with no recommendations	Standard Met with no recommendations
Standard 2 Candidacy Admission Requirements – School of Education	Standard Met with no recommendations	Standard Met with no recommendations
Standard 3 Candidates shall complete a teacher education program accredited by NCATE or state-approved guidelines.	Standard Met with no recommendations	Standard Met with no recommendations
Standard 4 Candidates shall have field experiences and clinical practice.	Standard Met with no recommendations	Standard Met with no recommendations
Standard 5 Candidates shall successfully complete a teacher education program that incorporates State or National standards, as approved by the commission.	Standard Met with one recommendation to update the bibliographies in the syllabi.	Standard Met with no recommendations
Standard 6 Candidates shall be required to have the requisite hours in their program of study.	Standard Met with no recommendations	Standard Met with no recommendations
Standard 7 The annual AACTE/NCATE report or the state equivalent shall be provided to the Mississippi Department of Education by October 1 of each year.	Standard Met with no recommendations	Standard Met with no recommendations
Standard 8 Candidates shall be enrolled in programs where there is collaboration between the Teacher Education program and School Partners.	Standard Met with no recommendations	Standard Met with no recommendations
Standard 9 Candidates shall be able to manage a classroom.	Standard Met with no recommendations	Standard Met with no recommendations
Performance Standards		
Standard 1 Eighty percent of all teacher education graduates from an institution over a three year period shall score at or above the proficiency level on the Praxis II (Principles of Learning and Teaching and the subject area test).	Standard Met with no recommendations	Standard Met with no recommendations
<p>Standard 2 Teacher Education Annual Performance Report</p> <p>The Mississippi Department of Education (MDE) and the Institutions of Higher Learning (IHL) shall issue an annual Teacher Education Performance Report. One component of the report shall consist of a job satisfaction survey sent to all school districts asking them to rate the job performance of their first year teachers. Programs not receiving a satisfactory rating of eighty percent over a three-year period from the total returns shall prepare a plan of improvement. Plans must be approved by the Licensure Commission.</p>	<p>Standard Met with no recommendations</p> <p>WCU had a 96% overall rating for teacher performance by first year teachers graduating from our institution.</p>	Standard Met with no recommendations

Changes and New Initiatives since the 2000 Institutional Review

William Carey University has had a substantive change which took place in August of 2006 when it changed its status from college to university. As William Carey University, no major program changes are envisioned immediately, but within the five-year plan, the Board of Trustees with the Vice Presidents and Deans will establish a coordinated program analysis as the seven schools have moved to University status. In Fall 2007 the School of Arts and Sciences was divided into the Ralph and Naomi Noonkester School of Arts and Letters and the School of Natural and Behavioral Sciences.

In the spring and summer of 2006, the university administration initiated an exploratory relationship with International Education in China. As part of this initiative, Carey students and faculty spent six weeks in China working with an ESL project in partnership with a Chinese university. It is projected that this relationship will develop into a partnership sharing students and faculty members between institutions. These international partnerships are also being explored in Europe. The School of Education will serve these new international populations through professional activities and possible graduate school offerings.

The rebuilding of the Carey on the Coast campus after Katrina has been a major undertaking eclipsing all other initiatives in 2005-2007. The catastrophic damage forced administration, faculty, and students off the campus and into a local church and high school. Rebuilding the infrastructure has been a massive drain on the financial resources of the institution. The loss of the entire student nursing population with the closing of our New Orleans campus created additional pressures. The institution managed to complete the fiscal year without serious financial damage and is planning to develop a new forty acre campus inland from the coast. Construction on this \$20,000,000 project will begin in spring 2008. The New Orleans Nursing school was reopened this past year and has regained 50% of its student enrollment. The School of Education has recovered from all student population losses related to Katrina and has had a record enrollment of 1066 in the spring of 2007. Current enrollment is 1044 for fall 2007. These enrollment records have surpassed the pre-Katrina enrollment figures for education. This is due to the powerful commitment of our education faculty to rebuilding the School of Education's programs after Katrina's disastrous effects.

Future Directions

State Superintendent Hank Bounds' challenge to Mississippi institutions of higher learning to dramatically increase educator preparation programs has fueled the engine for expanded programs on our campuses. The School of Education is committed to providing powerful learning experiences to a wider range of teacher candidates. The initiative includes expanding undergraduate and graduate alternate route admission significantly.

International Education has become an important University initiative. Our future planning will focus on programs to attract international students from Asia and

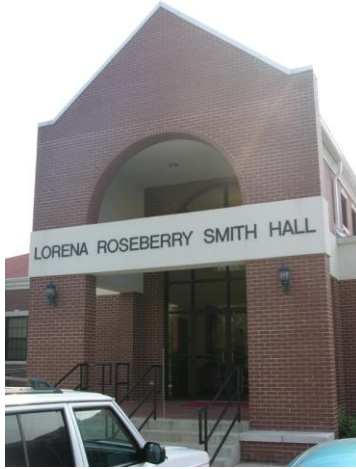
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Europe. These students primarily will be served by graduate programs. Distance Education will improve our overall marketability. While recognizing the importance of providing online courses, our professors understand the necessity for developing teacher dispositions necessary for successful teaching. These dispositions require a hands-on approach to the learning experiences. Distance Education courses will be designed to provide a quality learning community for the communication of theory without sacrificing the value of best practice modeling.

With the unveiling of the Blue Ribbon Commission recommendations, our faculty is retooling to initiate the audit of existing programs based on commission standards and the invention of new program designs to expand the effectiveness of teacher education delivery at William Carey University. Our faculty is confident that attention to the commission's recommendations will build program quality. All program initiatives are now focused on implementing the commission's programs by January 2009.



Creativity



Vision

