

# **IHE Performance Reports**

**2007-08**



**Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction**



## PREFACE

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This is the tenth IHE Performance Report issued by the State of North Carolina. Separate reports are being issued for undergraduate programs, graduate programs, and school administration programs. Every effort has been made to ensure the accuracy of the data reported.

Reports on individual institutions are available on the Department of Public Instruction website at <http://www.ncpublicschools.org/ihe/reports/>. As appropriate, separate reports on undergraduate programs, graduate programs, and school administration programs are included for each institution.

A definition of the terms used is contained at the end of this section of the Summary Report.

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## TEACHER EDUCATION IN NORTH CAROLINA

### An Overview

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North Carolina has 48 approved Teacher Education Programs. All 48 offer undergraduate programs leading to initial teacher licensure; 30 offer graduate level programs leading to master's or doctoral level licensure; 18 offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards and indicators prescribed by the State Board of Education (SBE) for the specialty area. On-site reviews of approved teacher education programs are conducted every seven years. The reviews are typically a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC). The NCDPI team members are internal to the state; the NCATE team members are external to the state. Team members have been trained in the program review process. NCDPI team members review individual specialty (licensure) areas; NCATE team members focus on the program as a whole (referred to as the unit), TEAC team members focus on the all licensure options as defined by the IHE (referred to as the program). In addition to reviewing the reports prepared by the institution for the visits, team members examine course syllabi, handbooks, samples of student work, visit clinical sites, observe university classes, tour campus facilities, and interview current students, recent graduates, faculty, administrators, support staff, and public school personnel. All teams focus on curriculum, student quality, faculty, governance, and resources. Reports of the on-site reviews, as well as the performance of students on the Praxis exams, the performance of graduates in the Initial Licensure Program, and the licensure of methods faculty are considered by the State Evaluation Committee on Teacher Education (SEC). Recommendations are forwarded from the SEC to the SBE which makes final program approval decisions.

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**Table I** details the teacher education programs offered by each college/university.

Table I: Programs Offered by each IHE

	Birth - Kindergarten	Preschool Add-On	Elementary Education	Middle Grade Language Arts	Middle Grade Mathematics	Middle Grade Science	Middle Grade Social Studies	English	Mathematics	Comprehensive Science	Biology	Chemistry	Earth Science	Physics
<b>A = Bachelor's Level</b> <b>M = Master's Level</b> <b>S = Specialist's Level</b> <b>D = Doctoral Level</b>														
<b>* = Temporary Authorization</b> <b>ao = Add On</b>														
Appalachian State University	A M	ao	A M	A M	A M	A M	A M	A M	A M	A*	A	A	A	A
Barton College	A*		A	A	A	A	A	A						
Belmont Abbey College			A											
Bennett College			A	A	A			A	A		A			
Brevard College			A*					A*	A*	A*				
Campbell University	A*	ao*	A M	A M	A* M*	A*	A M	A M	A M		A			
Catawba College	A*		A M	A	A	A	A	A	A	A	A	A		
Chowan University			A											
Duke University			A					AM	AM	AM	M			M
East Carolina University	A, M*	ao	A M	A M	A M	A M	A M	A M	A M	A M				
Elizabeth City State University	A*		A M	A	A	A	A	A	A		A	A		
Elon University			A M	A	A	A	A	A	A	A	A	A		A
Fayetteville State University	A*		A M	A M	A M	A M	A M	A M	A M		A M			
Gardner-Webb University			A M	A M	A M	A M	A M	A M	A					
Greensboro College	A	ao	A M*	A	A	A	A	A	A		A			
Guilford College			A					A						
High Point University			A M*	A	A	A	A	A	A		A			
Johnson C. Smith University			A					A	A					
Lees-McRae College			A											
Lenoir-Rhyne College	A M	ao	A	A	A	A	A	A	A	A	A			
Livingstone College	A*		A						A					
Mars Hill College			A	A	A	A	A	A	A	A*				
Meredith College	A		A M	A	A	A	A	A	A		A	A		
Methodist University			A	A*	A*	A*	A*		A		A			
Montreat College			A M*											
NC A&T State University	A		A M					A M	A M		A	A		A
NC Central University	A M*		A M	A M	A M	A M	A M	A M*	A M*	A*				
NC State University			A* M	A M	A M D	A M D	A M	A M D	A M S D	A M S D				
NC Wesleyan College			A	A	A	A	A	A	A		A			
Peace College			A*											
Pfeiffer University			A M					A	A	A	A	A		
Queens University			A M					A	A		A			
Saint Andrews Pres. College			A											
Saint Augustine's College			A											
Salem College	A M	ao	A M	A* M*	A* M*	A* M*	A* M*	A M*	A M*	M*	A	A		
Shaw University	A M*		A					A	A					
Southeastern College at WF								A						
UNC - Asheville	A*		A	A	A	A	A	A	A	A	A	A	A	A
UNC - Chapel Hill	A M	ao	A M	A M	A M	A M	A M	M	A* M	A* M	A*			A*
UNC - Charlotte	A M		A M	A M	A M	A M	A M	A M	A M	A M	A M	A M	A M	A M
UNC - Greensboro	A M		A M	A M	A M	A M	A M	A M	A M	M	A	A M		A
UNC - Pembroke	A	ao	A M	A M	A M	A M	A M	A M	A M	A M	A M			
UNC - Wilmington	A	ao	A M	A M	A M	A M	A M	A M	A M	A M	A	A	A	A
Wake Forest University			A					A M	A M		A M	A M		A M
Warren Wilson College			A					A	A					
Western Carolina University	A M*		A M	A M	A M	A M	A M	A M	A M	A	M	M		
Wingate University			A M	A	A	A	A	A	A		A	A		
Winston-Salem State University	A		A M	A	A M*	A M*	A	A	A					

Table I: Programs Offered by each IHE

	Comprehensive Social Studies	History	Political Science	Sociology	Reading	Art	Dance	Music	Theater Arts	Health Specialist	Physical Education	Second Language Studies: Classical Latin	Second Language Studies: French	Second Language Studies: German
Appalachian State University	A	A M			ao M	A		A M	A	A	A		A M	
Barton College	A					A					A			
Belmont Abbey College														
Bennett College								A						
Brevard College	A*					A*		A*	A*		A*			
Campbell University	A M							A			A M		A	
Catawba College	A				ao			A			A			
Chowan University	A							A			A			
Duke University	A M													
East Carolina University	A	M			ao M	A M	A	A M S	A	A M	A M		A	A
Elizabeth City State University	A	A				A		A			A			
Elon University	A	A						A			A			
Fayetteville State University	A	A M	A M	A M	ao M			A		A	A			
Gardner-Webb University	A							A			A		A	
Greensboro College	A					A		A	A		A			
Guilford College	A													
High Point University	A	A				A					A			
Johnson C. Smith University	A									A	A			
Lees-McRae College									A		A			
Lenoir-Rhyne College	A				ao A	A		A			A			
Livingstone College								A			A			
Mars Hill College	A				ao*	A		A			A			
Meredith College	A				ao M	A	A	A	A		A		A	
Methodist University	A					A		A			A			
Montreat College														
NC A&T State University	A M				M*	A		A			M			
NC Central University	A				ao*	A		A	A		A M		A	
NC State University	A M				ao S D								A M	
NC Wesleyan College	A	A												
Peace College														
Pfeiffer University	A							A			A			
Queens University	A	A			M								A	
Saint Andrews Pres. College											A			
Saint Augustine's College														
Salem College	A M*				M			A*					A	
Shaw University														
Southeastern College at WF	A													
UNC - Asheville	A				A	A			A			A	A	A
UNC - Chapel Hill	M				ao M			M				M	A* M	M
UNC - Charlotte	A M	A M			M	A M*	A M*	A	A M*				A M*	A M*
UNC - Greensboro	A M				ao M	A	A M	A M D	A M		A	A M	A M	
UNC - Pembroke	A M				M	A M		A M			A M			
UNC - Wilmington	A	A M			ao* M			A		ao	A		A	
Wake Forest University	A M												A M	A
Warren Wilson College	A	A												
Western Carolina University	A M				A	A M		A M			A M			
Wingate University	A				A	A		A			A M*			
Winston-Salem State University	A					A		A			A			

Table I: Programs Offered by each IHE

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level  * = Temporary Authorization ao = Add On	Second Language Studies:	Second Language Studies:	English as a Second Language	Academically Gifted	Audiology	Behaviorally-Emotionally Disabled	Hearing Impaired	Mentally Disabled	Severely/Profoundly Disabled	Specific Learning Disabilities	Speech-Language Pathology	Visually Impaired	General Curriculum	Adapted Curriculum
	Japanese	Spanish												
Appalachian State University		A M						M		M	M		A	A
Barton College		A	ao	ao*			A						A	
Belmont Abbey College														
Bennett College													A*	
Brevard College														
Campbell University		A		ao*										
Catawba College														
Chowan University														
Duke University				ao*										
East Carolina University		A		ao	M	M		M	M	M	S		A	A
Elizabeth City State University													A*	
Elon University		A		ao* M*									A M	
Fayetteville State University		A	ao*			M		M		M			A M*	
Gardner-Webb University		A	A*											
Greensboro College		A				M*				M*			A*	A*
Guilford College														
High Point University		A		ao				M*					A*	
Johnson C. Smith University														
Lees-McRae College														
Lenoir-Rhyne College		A	ao A				A							
Livingstone College														
Mars Hill College		A	ao A	ao*									A	
Meredith College		A	A M											
Methodist University			ao*	ao*									A	
Montreat College														
NC A&T State University		A											A M*	
NC Central University		A	ao*	ao*		M		M		M	MS	M	A	
NC State University		A M	ao			M		M		M				
NC Wesleyan College													A*	
Peace College													A*	
Pfeiffer University													A	
Queens University		A												
Saint Andrews Pres. College														
Saint Augustine's College														
Salem College		A	ao* A*M*							M			A*	
Shaw University														
Southeastern College at WF														
UNC - Asheville		A												
UNC - Chapel Hill	M	A* M	ao M*								S		A*M*	
UNC - Charlotte		A M*	A* M	ao M		M		M	M	M			A M	A M
UNC - Greensboro		A M	A* ao M			M	A			M	MS		A	
UNC - Pembroke		A*	ao*										A	
UNC - Wilmington		A	ao*			M*		M*		M*			A	A
Wake Forest University		A M												
Warren Wilson College														
Western Carolina University		A	M*	ao M		M		M	M	M	S		A*	A*
Wingate University				ao*										
Winston-Salem State University		A	ao* M*										A* M*	

Table I: Programs Offered by each IHE

<b>A = Bachelor's Level</b> <b>M = Master's Level</b> <b>S = Specialist's Level</b> <b>D = Doctoral Level</b>  <b>* = Temporary Authorization</b> <b>ao = Add On</b>	Agriculture	Family and Consumer Sciences	Industrial Cooperative Training	Marketing Education	Technology Education	Trade Preparatory Programs	Business Education	Workforce Development Director
	Appalachian State University		A M		A	A M	A	A
Barton College								
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University		A						
Catawba College								
Chowan University								
Duke University								
East Carolina University		A M*		A M			A M	
Elizabeth City State University								
Elon University								
Fayetteville State University				A			A	
Gardner-Webb University								
Greensboro College								
Guilford College								
High Point University								
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College							A	
Livingstone College								
Mars Hill College								
Meredith College		A						
Methodist University								
Montreat College								
NC A&T State University	A M	A	A M		A M	A M	A, M*	ao
NC Central University		A M						
NC State University	A M S D			A M	A M D		A M	
NC Wesleyan College								
Peace College								
Pfeiffer University								
Queens University								
Saint Andrews Pres. College								
Saint Augustine's College								
Salem College								
Shaw University								
Southeastern College at WF								
UNC - Asheville								
UNC - Chapel Hill								
UNC - Charlotte								
UNC - Greensboro								
UNC - Pembroke								
UNC - Wilmington								
Wake Forest University								
Warren Wilson College								
Western Carolina University								
Wingate University								
Winston-Salem State University								

Table I: Programs Offered by each IHE

<b>A = Bachelor's Level</b> <b>M = Master's Level</b> <b>S = Specialist's Level</b> <b>D = Doctoral Level</b>  <b>* = Temporary Authorization</b> <b>ao = Add On</b>	Curriculum Instructional Specialist	School Administrator	School Counselor	School Psychologist	School Social Worker	Media Coordinator	Media Supervisor	Instructional Technology Specialist-Computers	Instructional Technology Specialist-Telecommunications	Safety and Driver Education
Appalachian State University	M	M S D	S	S		M		M		
Barton College										
Belmont Abbey College										
Bennett College										
Brevard College										
Campbell University		M	M							
Catawba College										
Chowan University										
Duke University										
East Carolina University	M S D	M S D	M S	S	A M S	M	M S	M		ao
Elizabeth City State University		M*								
Elon University										
Fayetteville State University		M D								
Gardner-Webb University		M D*	M							
Greensboro College										
Guilford College										
High Point University		M								
Johnson C. Smith University										
Lees-McRae College										
Lenoir-Rhyne College			M							
Livingstone College										
Mars Hill College										
Meredith College										
Methodist University					A*					
Montreat College										
NC A&T State University		M	M S		A M S	M		M		
NC Central University		M	M			M		M*		
NC State University	M S D	M S D	M D		A			M S D		
NC Wesleyan College										
Peace College										
Pfeiffer University		ao*M*								
Queens University										
Saint Andrews Pres. College										
Saint Augustine's College										
Salem College										
Shaw University										
Southeastern College at WF										
UNC - Asheville										
UNC - Chapel Hill	ao D	M D	S	S D	M S	M		M*		
UNC - Charlotte	M	M S D	M S					M		
UNC - Greensboro	D*	M S D	M S D		A M S	M	M	M		
UNC - Pembroke	M	M	M							
UNC - Wilmington	ao* M	ao* M D*						M		
Wake Forest University			S							
Warren Wilson College										
Western Carolina University		M S D	M S	S						
Wingate University		M*								
Winston-Salem State University										

## LINKAGES WITH THE PUBLIC SCHOOLS

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Faculty in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers and interns. This may include collaboratively designing curricula for public school students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic and screenings/testing for public school students. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the individual *Institutional Reports* on the NCDPI website.

In evaluating the involvement of colleges/universities with the public schools, it is important to consider that the number of teacher education faculty varies across campuses.

**Table II** summarizes the number of teacher education faculty by college/university.

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**Table II: Number of Teacher Education Faculty**

<b>Institution</b>	<b>Full-Time in Professional Education</b>	<b>Part-Time in Professional Education; Full-Time to IHE</b>	<b>Part-Time in Professional Education; Not Otherwise Employed by IHE</b>
Appalachian State University	97	61	75
Barton College	6	6	9
Belmont Abbey College	5	0	11
Bennett College	4	5	3
Brevard College	2	7	3
Campbell University	12	9	19
Catawba College	5	4	3
Chowan University	4	5	9
Duke University	5	3	7
East Carolina University	173	82	118
Elizabeth City State University	16	8	13
Elon College	9	6	10
Fayetteville State University	36	4	23
Gardner-Webb University	14	7	10
Greensboro College	11	11	12
Guilford College	5	1	0
High Point University	8	2	18
Johnson C. Smith University	3	5	1
Lees-McRae College	9	2	22
Lenoir-Rhyne College	0	0	0
Livingstone College	3	5	2
Mars Hill College	6	7	32
Meredith College	9	12	7
Methodist University	6	7	1
Montreat College	2	1	3
NC A&T State University	57	12	5
NC Central University	41	15	12
NC State University	77	8	2
NC Wesleyan College	3	3	8
Peace College	2	0	6
Pfeiffer University	9	6	8
Queens University of Charlotte	0	0	0
Salem College	8	2	16
Shaw University	8	0	3
Southeastern College at Wake Forest	0	1	3
St. Andrews Presbyterian College	5	0	8
St. Augustine's College	2	2	2
UNC-Asheville	10	7	7
UNC-Chapel Hill	58	6	19
UNC-Charlotte	109	14	74
UNC-Greensboro	79	49	135
UNC-Pembroke	13	0	6
UNC-Wilmington	56	9	64
Wake Forest University	10	3	6
Warren Wilson College	2	0	1
Western Carolina University	62	15	45
Wingate University	6	0	0
Winston-Salem State University	14	15	18
<b>Totals</b>	<b>1,081</b>	<b>427</b>	<b>859</b>

## LATERAL ENTRY TEACHERS SERVED

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Individuals who have not completed teacher education programs may be hired by local school systems as lateral entry teachers. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers are issued individual programs of study based on review of their transcripts by a college or university with an approved teacher education program or one of the three Regional Alternative Licensing Centers (RALCs). Lateral entry teachers may affiliate with a college or university to clear licensure requirements or work through the RALCs to do so. **Table III** contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure. The numbers reported by the institutions for the undergraduate and graduate levels are included in the table. Individual institutional reports, accessible on the Department's website, provide narrative information on each institution's efforts to serve lateral entry teachers.

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**Table III: Lateral Entry Teachers Served**

Institution	Undergraduate		Graduate	
	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Classes Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Classes Leading to Licensure
Appalachian State University	3	15		
Barton College				
Belmont Abbey College				
Bennett College				
Brevard College				
Campbell University				
Catawba College				
Chowan University				
Duke University				
East Carolina University	256	481		
Elizabeth City State University	30	30	8	8
Elon University				
Fayetteville State University	7			
Gardner-Webb University	3	5		
Greensboro College	172	141		
Guilford College				
High Point University	55	31		
Johnson C. Smith University				
Lees-McRae College				
Lenoir-Rhyne College	82	20		
Livingstone College		50		
Mars Hill College				
Meredith College				
Methodist University				
Montreat College				
NC A&T State University				
NC Central University	274	270	162	164
NC State University	140	580		
NC Wesleyan College				
Peace College	2	2		
Pfeiffer University	7	7		
Queens University of Charlotte		48		108
Salem College				
Shaw University	263	134		
Southeastern College at Wake Forest				
St. Andrews Presbyterian College				
St. Augustine's College				
UNC-Asheville		48		
UNC-Chapel Hill	70	85		
UNC-Charlotte				
UNC-Greensboro	35	50	14	32
UNC-Pembroke	170	424		
UNC-Wilmington	9	17		
Wake Forest University				
Warren Wilson College				
Western Carolina University	508	401	4	44
Wingate University				
Winston-Salem State University				
<b>Totals</b>	<b>2,086</b>	<b>2,839</b>	<b>188</b>	<b>356</b>

## EMPLOYMENT

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Graduates of the institutions with approved teacher education programs are employed with Local Educational Agencies (LEAs) throughout the state. **Table IV** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 2007-08 school year. **Table V** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. It should be noted that:

1. In the case of individuals who completed licensure-only programs, the institution at which an individual earned a degree may not be the institution which eventually recommended the individual for licensure.
  2. If an individual has earned degrees at more than one institution, he/she is counted in the totals for each institution from which a degree was earned.
-

**Table IV: Individuals Employed in the Public Schools with Degrees from Each IHE**

Institution	Number Employed	Rank	Institution	Number Employed	Rank
Appalachian State University	11,368	2	East Carolina University	12,301	1
Barton College	1,491	16	Appalachian State University	11,368	2
Belmont Abbey College	341	39	UNC-Greensboro	8,006	3
Bennett College	258	42	UNC-Charlotte	6,427	4
Brevard College	13	46	UNC-Chapel Hill	5,882	5
Campbell University	2,195	14	Western Carolina University	4,645	6
Catawba College	722	25	NC State University	4,347	7
Chowan University	122	44	UNC-Wilmington	3,957	8
Duke University	349	38	UNC-Pembroke	3,761	9
East Carolina University	12,301	1	NC Central University	3,047	10
Elizabeth City State University	1,342	18	NC A&T State University	2,989	11
Elon University	1,340	19	Fayetteville State University	2,960	12
Fayetteville State University	2,960	12	Gardner-Webb University	2,504	13
Gardner-Webb University	2,504	13	Campbell University	2,195	14
Greensboro College	656	28	Meredith College	1,679	15
Guilford College	397	33	Barton College	1,491	16
High Point University	1,053	22	Lenoir-Rhyne College	1,437	17
Johnson C. Smith University	367	37	Elizabeth City State University	1,342	18
Lees-McRae College	393	34	Elon University	1,340	19
Lenoir-Rhyne College	1,437	17	Winston-Salem State University	1,332	20
Livingstone College	295	41	Mars Hill College	1,265	21
Mars Hill College	1,265	21	High Point University	1,053	22
Meredith College	1,679	15	Pfeiffer University	821	23
Methodist University	639	29	Wake Forest University	820	24
Montreat College	65	45	Catawba College	722	25
NC A&T State University	2,989	11	UNC-Asheville	719	26
NC Central University	3,047	10	Wingate University	685	27
NC State University	4,347	7	Greensboro College	656	28
NC Wesleyan College	521	31	Methodist University	639	29
Pfeiffer University	821	23	Salem College	567	30
Queens University of Charlotte	341	40	NC Wesleyan College	521	31
Salem College	567	30	Shaw University	452	32
Shaw University	452	32	Guilford College	397	33
Southeastern College at Wake Forest	3	47	Lees-McRae College	393	34
St. Andrews Presbyterian College	372	36	St. Augustine's College	379	35
St. Augustine's College	379	35	St. Andrews Presbyterian College	372	36
UNC-Asheville	719	26	Johnson C. Smith University	367	37
UNC-Chapel Hill	5,882	5	Duke University	349	38
UNC-Charlotte	6,427	4	Belmont Abbey College	341	39
UNC-Greensboro	8,006	3	Queens University of Charlotte	341	40
UNC-Pembroke	3,761	9	Livingstone College	295	41
UNC-Wilmington	3,957	8	Bennett College	258	42
Wake Forest University	820	24	Warren Wilson College	127	43
Warren Wilson College	127	43	Chowan University	122	44
Western Carolina University	4,645	6	Montreat College	65	45
Wingate University	685	27	Brevard College	13	46
Winston-Salem State University	1,332	20	Southeastern College at Wake Forest	3	47
<b>Totals</b>	<b>95,752</b>		<b>Totals</b>	<b>95,752</b>	

**Table V: 2007-08 Top 10 LEAs  
Employing (at least 5) Teachers with Degrees from Each IHE**

<b>Appalachian State University</b>		<b>Barton College</b>		<b>Belmont Abbey College</b>		<b>Bennett College</b>	
Forsyth	690	Wilson	250	Gaston	198	Guilford	76
Caldwell	557	Johnston	189	Charlotte-Mecklenburg	43	Charlotte-Mecklenburg	32
Charlotte-Mecklenburg	556	Nash-Rocky Mount	147	Lincoln	27	Forsyth	26
Burke	527	Wake	146	Cleveland	20	Wake	14
Catawba	495	Wayne	133			Durham	9
Wilkes	482	Pitt	40			Cumberland	8
Wake	462	Franklin	38			Alamance-Burlington	7
Guilford	392	Edgecombe	37			Franklin	5
Gaston	362	Craven	32			Pitt	5
Cleveland	317	Granville	28				
		Lenoir	28				
<b>Brevard College</b>		<b>Campbell University</b>		<b>Catawba College</b>		<b>Chowan University</b>	
Less than five graduates employed in any LEA. No data reported.		Harnett	402	Rowan-Salisbury	268	Hertford	19
		Wake	238	Davidson	45	Northampton	18
		Johnston	232	Iredell-Statesville	35	Bertie	12
		Cumberland	196	Cabarrus	34	Gates	9
		Sampson	130	Davie	31	Currituck	6
		Lee	96	Forsyth	31	Halifax	5
		Wayne	66	Charlotte-Mecklenburg	31	Roanoke Rapids City	5
		Onslow	61	Guilford	20		
		Duplin	46	Lexington City	14		
		Moore	33	Gaston	14		
<b>Duke University</b>		<b>East Carolina University</b>		<b>Elizabeth City State University</b>		<b>Elon University</b>	
Durham	87	Pitt	1,328	Pasquotank	244	Alamance-Burlington	348
Wake	45	Wake	1,052	Currituck	76	Guilford	158
Charlotte-Mecklenburg	24	Wayne	625	Hertford	76	Wake	91
Forsyth	19	Craven	618	Bertie	69	Charlotte-Mecklenburg	77
Guilford	19	Johnston	528	Edenton/Chowan	63	Forsyth	61
Chapel Hill-Carrboro	15	Nash-Rocky Mount	507	Perquimans	62	Orange	40
Orange	9	Lenoir	464	Camden	60	Randolph	38
Alamance-Burlington	8	Onslow	420	Washington	56	Rockingham	34
Cumberland	7	Beaufort	377	Halifax	54	Person	31
Buncombe	6	Wilson	352	Gates	49	Chatham	30
Granville	6					Durham	30
New Hanover	6						
Union	6						
<b>Fayetteville State University</b>		<b>Gardner-Webb University</b>		<b>Greensboro College</b>		<b>Guilford College</b>	
Cumberland	1,300	Cleveland	438	Guilford	239	Guilford	126
Harnett	181	Rutherford	237	Rockingham	61	Forsyth	40
Robeson	148	Gaston	179	Forsyth	37	Rockingham	33
Sampson	126	Charlotte-Mecklenburg	179	Randolph	32	Randolph	21
Hoke	123	Iredell-Statesville	130	Alamance-Burlington	26	Alamance-Burlington	14
Wake	112	Forsyth	128	Wake	24	Davidson	14
Charlotte-Mecklenburg	81	Burke	113	Davidson	17	Durham	13
Bladen	74	Surry	89	Charlotte-Mecklenburg	13	Wake	13
Wayne	55	Lincoln	84	Moore	9	Charlotte-Mecklenburg	10
Moore	46	Davidson	72	Asheboro City	9	Buncombe	5
						Chatham	5
						Lee	5
						Rowan-Salisbury	5
						Surry	5

**Table V: 2007-08 Top 10 LEAs  
Employing (at least 5) Teachers with Degrees from Each IHE**

<b>High Point University</b>		<b>Johnson C. Smith University</b>		<b>Lees-McRae College</b>		<b>Lenoir-Rhyne College</b>	
Guilford	239	Charlotte-Mecklenburg	245	Surry	101	Catawba	278
Davidson	201	Union	18	Burke	67	Burke	141
Randolph	138	Gaston	13	Avery	31	Caldwell	115
Forsyth	129	Cumberland	9	Stokes	26	Alexander	82
Thomasville City	32	Wake	9	Wilkes	23	Hickory City	76
Wake	22	Guilford	7	Yadkin	19	Lincoln	69
Rockingham	19	Durham	6	McDowell	13	Iredell-Statesville	68
Lexington City	18	Forsyth	6	Mount Airy City	11	Gaston	64
Davie Co	17			Forsyth	7	Forsyth	38
Asheboro City	17			Elkin City	7	Newton Conover City	37
<b>Livingstone College</b>		<b>Mars Hill College</b>		<b>Meredith College</b>		<b>Methodist University</b>	
Charlotte-Mecklenburg	66	Buncombe	236	Wake	557	Cumberland	312
Rowan-Salisbury	47	Henderson	101	Johnston	92	Harnett	36
Forsyth	12	Madison	99	Forsyth	59	Wake	31
Guilford	11	Yancey	97	Harnett	40	Sampson	19
Gaston	10	McDowell	81	Guilford	37	Hoke	17
Wake	10	Haywood	49	Franklin	36	Robeson	16
Cleveland	7	Mitchell	44	Nash-Rocky Mount	36	Guilford	15
Durham	7	Burke	36	Granville	34	Bladen	13
Rockingham	6	Asheville City	34	Charlotte-Mecklenburg	34	Moore	11
Cabarrus	5	Cherokee	31	Durham	33	Johnston	10
Caswell	5						
Cumberland	5						
Moore	5						
Robeson	5						
Union	5						
<b>Montreat College</b>		<b>NC A&amp;T State University</b>		<b>NC Central University</b>		<b>NC State University</b>	
Charlotte-Mecklenburg	13	Guilford	834	Durham	617	Wake	1,497
McDowell	10	Forsyth	259	Wake	526	Johnston	308
Buncombe	8	Charlotte-Mecklenburg	217	Charlotte-Mecklenburg	151	Durham	127
		Rockingham	132	Cumberland	143	Charlotte-Mecklenburg	118
		Wake	123	Vance	105	Guilford	105
		Alamance-Burlington	111	Granville	94	Franklin	94
		Randolph	101	Guilford	94	Harnett	86
		Durham	84	Chapel Hill-Carrboro	88	Cumberland	82
		Cumberland	81	Person	78	Forsyth	71
		Davidson	66	Forsyth	68	Granville	64
<b>NC Wesleyan College</b>		<b>Peace College</b>		<b>Pfeiffer University</b>		<b>Queens University of Charlotte</b>	
Nash-Rocky Mount	146	Less than five graduates		Stanly	200	Charlotte-Mecklenburg	191
Halifax	41	employed in any LEA.		Rowan-Salisbury	119	Union	30
Wayne	37	No data reported.		Charlotte-Mecklenburg	92	Gaston	17
Edgecombe	32			Cabarrus	56	Cabarrus	12
Wake	31			Montgomery	46	Iredell-Statesville	8
Roanoke Rapids City	22			Randolph	32	Forsyth	6
Lenoir	21			Union	24	Stanly	5
Wilson	16			Forsyth	23		
Franklin	14			Davidson	20		
Johnston	14			Guilford	19		

**Table V: 2007-08 Top 10 LEAs  
Employing (at least 5) Teachers with Degrees from Each IHE**

<b>Salem College</b>		<b>Shaw University</b>		<b>Southeastern College at Wake Forest</b>		<b>St. Andrews Presbyterian College</b>	
Forsyth	278	Wake	73	Less than five graduates employed in any LEA. No data reported.		Moore	64
Stokes	34	Cumberland	32			Scotland	46
Davidson	33	Halifax	32			Montgomery	31
Surry	23	Nash-Rocky Mount	31			Richmond	31
Davie	22	Durham	24			Lee	25
Guilford	17	Charlotte-Mecklenburg	18			Wake	17
Wake	14	Guilford	15			Charlotte-Mecklenburg	16
Charlotte-Mecklenburg	12	Vance	14			Robeson	13
Wilkes	12	Bertie	13			Guilford	11
Mt Airy City	9	Wilson	13			Hoke	10
Yadkin	9			Randolph	10		
<b>St. Augustine's College</b>		<b>UNC-Asheville</b>		<b>UNC-Chapel Hill</b>		<b>UNC-Charlotte</b>	
Wake	124	Henderson	65	Durham	485	Cabarrus	724
Nash-Rocky Mount	27	Asheville City	49	Charlotte-Mecklenburg	382	Gaston	480
Durham	18	McDowell	30	Chapel Hill-Carrboro	316	Union	474
Cumberland	15	Transylvania	20	Guilford	290	Rowan-Salisbury	351
Charlotte-Mecklenburg	15	Haywood	19	Forsyth	281	Cleveland	252
Halifax	12	Charlotte-Mecklenburg	19	Alamance-Burlington	175	Iredell-Statesville	243
Pitt	12	Madison	17	Orange	159	Stanly	220
Vance	12	Forsyth	15	Chatham	134	Lincoln	205
Johnston	11	Rutherford	14	Cumberland	129	Kannapolis City	128
Guilford	9	Wake	14				
<b>UNC-Greensboro</b>		<b>UNC-Pembroke</b>		<b>UNC-Wilmington</b>		<b>Wake Forest University</b>	
Guilford	1,762	Robeson	1,132	New Hanover	743	Forsyth	217
Forsyth	790	Cumberland	524	Onslow	490	Wake	80
Randolph	486	Richmond	256	Brunswick	295	Charlotte-Mecklenburg	56
Wake	373	Scotland	243	Pender	269	Guilford	52
Alamance-Burlington	361	Columbus	223	Wake	252	Davidson	23
Charlotte-Mecklenburg	348	Bladen	171	Duplin	201	Durham	19
Rockingham	348	Moore	142	Johnston	109	Stokes	18
Davidson	312	Hoke	131	Columbus	102	Cabarrus	16
Durham	136	Wake	79	Sampson	99	Surry	16
Cumberland	135	Brunswick	59	Charlotte-Mecklenburg	96	Gaston	14
<b>Warren Wilson College</b>		<b>Western Carolina University</b>		<b>Wingate University</b>		<b>Winston-Salem State University</b>	
Buncombe	34	Buncombe	574	Union	254	Forsyth	482
Asheville	16	Haywood	357	Stanly	67	Charlotte-Mecklenburg	144
Henderson	9	Henderson	238	Anson	60	Guilford	94
McDowell	9	Macon	224	Charlotte-Mecklenburg	57	Wake	65
Mitchell	5	Jackson	204	Cabarrus	23	Durham	35
		Cherokee	190	Gaston	15	Stokes	27
		Charlotte-Mecklenburg	144	Rowan-Salisbury	14	Cumberland	26
		Gaston	139	Richmond Co	12	Surry	24
		McDowell	120	Guilford	9	Wayne	20
		Swain	118	Iredell-Statesville	9	Davidson	17
				Randolph	9	Halifax	17

## DEFINITIONS USED

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**Baccalaureate Degree Program:** A program that culminates in the awarding of a baccalaureate degree. Such programs may be five-year or extended programs that result in awarding of a baccalaureate degree.

**Full-time Students:** Undergraduate students taking a minimum of 12 semester hours or the equivalent; graduate students taking a minimum of 9 semester hours or the equivalent.

**Lateral Entry/Provisionally Licensed:** Individuals employed by public schools on lateral entry or provisional licenses.

**LEA:** Local Education Agency; the 115 school systems in North Carolina.

**License Completer:** Individuals who have completed programs of study leading to licensure and satisfied testing requirements prescribed by the State for the licensure area.

**Licensure:** The official recognition by a state governmental agency that an individual has met state-mandated requirements and, therefore, is approved to practice as a duly licensed educator in that state. Licensure is used synonymously with certification in many states.

**Licensure-Only:** Programs designed for individuals who possess the appropriate level degree to complete requirements to be issued a license.

**Master's Degree Program:** A graduate program for the advanced preparation of teachers or the initial or advanced preparation of other school personnel.

**Part-time Students:** Undergraduate students taking fewer than 12 semester hours or the equivalent; graduate students taking fewer than 9 semester hours or the equivalent.

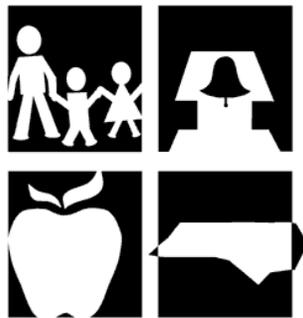
**Program:** A sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or administer schools. A program area could be a major in education; it could also be a major, minor, or endorsement sequence in an academic area with professional education requirements for licensure.

**Program Completers:** Students who complete professional education programs in the institution. Such programs include those intended to prepare students for licensure; to culminate in a degree; to provide endorsement credentials; to provide professional development, or for other purposes. To complete a program does not necessarily mean licensure was obtained or a degree earned. See Program.

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# **Undergraduate Teacher Education Programs**

**2007-08**





## UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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### Preservice Teacher Education

Preservice teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, preservice teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences preservice teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

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### Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the NCDPI website.

### Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- have a 2.5 (on a 4.0 scale) grade point average;
- satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) exams to be admitted to teacher education:

<u>Test</u>	<u>Required Score</u>	<u>*Rescaled Score</u>
PPST Reading	176	*C-PPST Reading 176
PPST Math	173	*C-PPST Math 173
PPST Writing	173	*C-PPST Writing 173
CBT Reading	323	
CBT Math	318	
CBT Writing	319	

*\*Note: Educational Testing Service (ETS) has now rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals included in this year's report may have been admitted to the program under the previous CBT scoring scale.*

In May 2007, the SBE approved a composite score of 522 for Praxis I.

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Candidates must be admitted to the teacher education program at least one semester prior to student teaching.

**Table VI** summarizes the Fall 2007 enrollment in teacher education programs. This data was provided by the institution. **Table VII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

**Table VI: Enrollment in Undergraduate Teacher Education Programs 2007-08**

M=Minority, T=Total	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
Appalachian State University	56	1,160	1	29	9	198	6	56
Barton College	9	65	1	3	2	6	7	26
Belmont Abbey College	2	26	2	8				
Bennett College	17	17						
Brevard College		11		6				
Campbell University	7	106	2	8			9	57
Catawba College	2	41		5				14
Chowan University	1	15						
Duke University	7	28						
East Carolina University	185	1,362	13	57	12	68	217	638
Elizabeth City State University	57	200	4	8	1	6	154	248
Elon University	9	184				1	3	24
Fayetteville State University	82	156			29	36	1	2
Gardner-Webb University	5	75	1	7	1	10	2	8
Greensboro College	8	91	3	19	1	6	27	87
Guilford College	5	34	3	12				
High Point University	14	162	3	20				
Johnson C. Smith University	6	6	2	2				
Lees-McRae College	5	175		1				
Lenoir-Rhyne College	5	109		2		1	6	52
Livingstone College	7	7						
Mars Hill College	6	134		10		4		23
Meredith College	16	108	1	6			3	17
Methodist University	9	47						
Montreat College	1	12						
NC A&T State University	118	142	1	2	11	17	8	10
NC Central University	60	95	32	54	10	11	79	126
NC State University	51	505	2	10		1	121	568
NC Wesleyan College	5	23	2	2		2		1
Peace College		9					1	17
Pfeiffer University	6	68		2		7		3
Queens University of Charlotte	3	36		2	1	13	2	13
Salem College	3	18	36	144		3		
Shaw University	18	21						
Southeastern College at Wake		6						
St. Andrews Presbyterian College	3	24	1	7	1	35	2	19
St. Augustine's College	4	4					6	7
UNC-Asheville	3	116	1	25		1	1	36
UNC-Chapel Hill	34	238					8	56
UNC-Charlotte	133	874	12	58	21	136	282	962
UNC-Greensboro	121	815	21	94	7	21	77	204
UNC-Pembroke	70	230	16	39	9	24	51	109
UNC-Wilmington	82	813	11	61	15	81	21	116
Wake Forest University	1	53						
Warren Wilson College	1	12						
Western Carolina University	20	593	4	23	5	74	46	244
Wingate University	4	75	1	10				
Winston-Salem State University	53	62	3	5	5	10	4	9
<b>Totals</b>	<b>1,314</b>	<b>9,163</b>	<b>179</b>	<b>741</b>	<b>140</b>	<b>772</b>	<b>1,144</b>	<b>3,752</b>

**Table VII: Admission Test Data for Undergraduate Programs**

<b>State Average</b>	<b>179</b>	<b>176</b>	<b>179</b>	<b>334</b>	<b>323</b>	<b>323</b>	<b>3.32</b>
<b>Institution</b>	<b>PPST - R</b>	<b>PPST - W</b>	<b>PPST - M</b>	<b>CBT - R</b>	<b>CBT - W</b>	<b>CBT - M</b>	<b>GPA</b>
Appalachian State University	178	176	178				3.26
Barton College	177	176	178				3.14
Belmont Abbey College	179	176	177				3.49
Bennett College	176	174	177				3.28
Brevard College	179	175	179				3.30
Campbell University	180	177	179				3.39
Catawba College	177	175	179				3.19
Chowan University	177	176	178				3.31
Duke University							3.40
East Carolina University	179	176	179	329	322	323	3.32
Elizabeth City State University	179	176	179				3.39
Elon University	181	178	182				3.36
Fayetteville State University	179	175	177				3.34
Gardner-Webb University	180	176	179				3.33
Greensboro College	179	176	179				3.52
Guilford College	180	175	178				3.28
High Point University	178	176	178				3.39
Johnson C. Smith University	178	174	176				3.31
Lees-McRae College	179	176	178				3.87
Lenoir-Rhyne College	179	176	178				3.28
Livingstone College							3.17
Mars Hill College	179	176	178				3.38
Meredith College	180	177	178				3.27
Methodist University	179	176	179				3.45
Montreat College	178	173	173				3.48
NC A&T State University	180	177	180	327	323		3.21
NC Central University	180	176	179				3.15
NC State University	181	177	181				3.27
NC Wesleyan College	178	176	178				3.37
Peace College	179	176	181				3.20
Pfeiffer University	179	176	178				3.45
Queens University of Charlotte	180	177	178				3.40
Salem College	181	177	179				3.09
Shaw University	177	175	177				3.50
Southeastern College at Wake Forest							3.31
St. Andrews Presbyterian College	180	176	178				3.52
St. Augustine's College							3.41
UNC-Asheville	181	178	181				3.33
UNC-Chapel Hill	182	179	184				3.21
UNC-Charlotte	179	175	179				3.21
UNC-Greensboro	179	176	179				3.27
UNC-Pembroke	179	176	178				3.23
UNC-Wilmington	180	176	179				3.43
Wake Forest University							3.22
Warren Wilson College	182	177	178				3.32
Western Carolina University	178	175	178				3.44
Wingate University	178	176	179				3.40
Winston-Salem State University	178	175	177				3.36

**Table VII (Continued): Admission Test Data for Undergraduate Programs**

	<b>State Average</b>	<b>1,201</b>	<b>569</b>	<b>566</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>3.32</b>
<b>Institution</b>	<b>SAT Total</b>	<b>SAT Math</b>	<b>SAT Verbal</b>	<b>ACT Composite</b>	<b>ACT Math</b>	<b>ACT English</b>	<b>GPA</b>	
Appalachian State University	1,199	570	567	24			3.26	
Barton College	1,257						3.14	
Belmont Abbey College							3.49	
Bennett College							3.28	
Brevard College							3.30	
Campbell University	1,187	568					3.39	
Catawba College	1,172						3.19	
Chowan University							3.31	
Duke University	1,368						3.40	
East Carolina University	1,169	572	569	26			3.32	
Elizabeth City State University	1,169						3.39	
Elon University	1,218						3.36	
Fayetteville State University							3.34	
Gardner-Webb University	1,176						3.33	
Greensboro College	1,169		581				3.52	
Guilford College	1,218						3.28	
High Point University	1,174	569	565				3.39	
Johnson C. Smith University							3.31	
Lees-McRae College							3.87	
Lenoir-Rhyne College	1,195			25			3.28	
Livingstone College							3.17	
Mars Hill College	1,186						3.38	
Meredith College	1,207	567					3.27	
Methodist University							3.45	
Montreat College							3.48	
NC A&T State University							3.21	
NC Central University							3.15	
NC State University	1,185	567		25			3.27	
NC Wesleyan College							3.37	
Peace College							3.20	
Pfeiffer University	1,183						3.45	
Queens University of Charlotte	1,058	489	491				3.40	
Salem College	1,306						3.09	
Shaw University							3.50	
Southeastern College at Wake Forest							3.31	
St Andrews Presbyterian College							3.52	
St Augustine's College							3.41	
UNC-Asheville	1,224			25			3.33	
UNC-Chapel Hill	1,267			26			3.21	
UNC-Charlotte	1,193	575	567				3.21	
UNC-Greensboro	1,202	569	570	26	26		3.27	
UNC-Pembroke	1,181	562					3.23	
UNC-Wilmington	1,183	573	568	26		24	3.43	
Wake Forest University	1,303						3.22	
Warren Wilson College	1,196						3.32	
Western Carolina University	1,198	570	568	25			3.44	
Wingate University	1,209						3.40	
Winston-Salem State University	1,120						3.36	

## QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

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Teacher Education Programs are designed to provide preservice teachers with the knowledge, skills, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

### **Licensure Recommendations**

In addition to satisfying all program/course requirements, to be recommended for a Standard Professional 1 License (formerly called the Initial Teaching License) upon program completion prospective teachers must:

- prepare a satisfactory technology product of learning (portfolio) which demonstrates the technology standards adopted by the SBE;
- have the recommendation of the LEA in which student teaching was completed;
- have the recommendation of the college/university; and
- satisfy Praxis testing requirements if required by No Child Left Behind.

### **Initial Licensure Program**

After completion of a Teacher Education Program, preservice teachers are issued a Standard Professional 1 License. Upon employment with an LEA, they participate in the Initial Licensure Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a paid mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License (formerly called the Continuing Teaching License) is monitored by the NCDPI and current Teacher Education Program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the Initial Licensure Program in the mid-1980s, all institutions have met this criterion.

### **Efforts to Ensure the Technological Competence of Beginning Teachers**

To be recommended for initial licensure, preservice teachers are required to complete a technology "product of learning" which demonstrates their mastery of the technology standards prescribed by the SBE. These products of learning are to be evaluated by teams of college/university faculty and public school practitioners.

All Teacher Education Programs are expected to integrate the utilization of technology across the curriculum and teacher education faculty are expected to model the use of technology in their instruction. To prepare prospective teachers to effectively use technology to enhance instruction, a number of Teacher Education Programs require prospective teachers to complete specific course work in the use of technology in teaching. Teacher education faculty have

participated in workshops to update their technology skills. Grants have been written to obtain funding to support technology training for teacher education faculty and public school teachers. Each of the public universities with an approved teacher education program is provided funds to employ a technology specialist to work with faculty and students.

### **Efforts to Assist Students in Satisfying Praxis Testing Requirements**

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the ETS, are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the PPST. In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Efforts of individual institutions to assist students in satisfying Praxis testing requirements are detailed in the individual institutional reports.

**Table VIII** summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission.

**Table IX** provides summary information on the performance of program completers on the Praxis exams for elementary education and special education (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2006-07 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than five students took an exam pass rates have not been reported. Elementary education and special education Praxis testing requirements that were in effect for the 2006-07 year are as follows.

<b>AREA OF LICENSURE</b>	<b>REQUIRED TESTS</b>	<b>REQUIRED SCORE</b>
Elementary (K-6)	0011 and 0012	313 (total score)
Sp Ed: Adapted Curriculum	0353 and 0544	0353 - 143; 0544 - 144
Sp Ed: General Curriculum	0353 and 0542	0353 - 143; 0542 - 159
Behaviorally/Emotionally Disabled	0351 and 0371	0351 - 143; 0371 - 147
Cross Categorical	0351 and 0352	0351 - 143; 0352 - 136
Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Severely Profoundly Mentally Disabled	0351 and 0321	0351 - 143; 0321 - 144
Learning Disabled	0351 and 0381	0351 - 143; 0381 - 139
Visually Impaired	0280	550

**Table VIII: Length of Time to Program Completion  
(Undergraduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	46	91	132	70	25	15	2			1	7	24
Barton College	17	5	3	1					1		2	
Belmont Abbey College	23	1		1								
Bennett College		9		1								
Brevard College	5	1										
Campbell University	27	5	5	4	1							
Catawba College	3	12										
Chowan University	7											
Duke University	12											
East Carolina University	243	166	57	7	3		1				2	1
Elizabeth City State University	46											
Elon University	35	30	25	1								
Fayetteville State University	54			7	1							
Gardner-Webb University	19	7	7	3	3	3						
Greensboro College	10	3	2	1								
Guilford College	10	9	1									
High Point University	8	35	12	2	3							
Johnson C. Smith University	0	4					2					
Lees-McRae College	81											
Lenoir-Rhyne College	2	15	14	2			12	5	1			
Livingstone College	1											
Mars Hill College	27	16	9	6	1	1						
Meredith College												
Methodist University	30	1										
Montreat College		6										
NC A&T State University	22	20	2	1								
NC Central University		12	3	15	9	20	7	10	8	6	16	14
NC State University	216	5	25	2								
NC Wesleyan College	4	3	1		1		1					
Pfeiffer University	12	8	4	3				5		1		
Queens University of Charlotte				1		2				1	1	2
Salem College												
Shaw University						6						
Southeast College at Wake Forest	6											
St. Andrews Presbyterian College												
St. Augustine's College		2										
UNC-Asheville	10	10	5				1	4	1	1	1	
UNC-Chapel Hill		72	5									
UNC-Charlotte	40	109	121	27	1	2	4	5	5	3	3	2
UNC-Greensboro	60	202	50	7	2	3	7	1	1	1		
UNC-Pembroke	63	19	6	2	3		4		3	1		
UNC-Wilmington	91	20	105	22	9	4						
Wake Forest University	24											
Warren Wilson College	6											
Western Carolina University	46	44	50	37	8	1	3	2	2	3		1
Wingate University	1	3	16	5								
Winston-Salem State University	20	2	1	1								
<b>Totals:</b>	<b>1327</b>	<b>947</b>	<b>661</b>	<b>229</b>	<b>70</b>	<b>57</b>	<b>44</b>	<b>32</b>	<b>22</b>	<b>18</b>	<b>32</b>	<b>44</b>

**Table VIII: Length of Time to Program Completion  
(Undergraduate Licensure-Only Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	5	4	2	1	1		2		1	3	3	1
Barton College	1						1					
Belmont Abbey College	8											
Bennett College												
Brevard College							4					
Campbell University	3	1						4	3	1	2	0
Catawba College	3											2
Chowan University												
Duke University												
East Carolina University	1	2					73	66	23	11	6	9
Elizabeth City State University							23					
Elon University							4	3	2	1	1	1
Fayetteville State University					1	1					20	9
Gardner-Webb University		1										
Greensboro College	4	5	1		1		18	5			1	
Guilford College	1	4										
High Point University	2	3		1	2							
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College				1			12	5	1			
Livingstone College												
Mars Hill College		2					3	1	1	2	1	
Meredith College												
Methodist University												
Montreat College												
NC A&T State University												
NC Central University	10	15	9	22	6	11	12	7	13	20	24	17
NC State University	2		1				105	6	30	7		
NC Wesleyan College							1					
Pfeiffer University							1					
Queens University of Charlotte												
Salem College		3	31				1	1	20	17	2	
Shaw University									1			
Southeast College at Wake Forest												
St. Andrews Presbyterian College												
St. Augustine's College												
UNC-Asheville	5	1	1				9	4	1	1		
UNC-Chapel Hill							2					
UNC-Charlotte	2		1		1		83	46	37	33	6	13
UNC-Greensboro	6	3	1	1		2	15	7	2	7	4	4
UNC-Pembroke	6	3					22	4	3			
UNC-Wilmington	25	1	10	2	1		7	11	3	3	1	3
Wake Forest University												
Warren Wilson College												
Western Carolina University	4						16					
Wingate University												
Winston-Salem State University	1						1		1			
<b>Totals:</b>	<b>89</b>	<b>48</b>	<b>57</b>	<b>28</b>	<b>13</b>	<b>14</b>	<b>415</b>	<b>170</b>	<b>142</b>	<b>106</b>	<b>71</b>	<b>59</b>

**Table IX: Praxis Performance of Undergraduate Program Completers**

Institution	Overall Pass Rate		Elementary Ed		Special Education Adapted Curriculum	
	N	%	N	%	N	%
	Appalachian State University	200	99	175	99	9
Barton College	24	100	21	100		
Belmont Abbey College	25	88	25	88		
Bennett College	2	*	1	*		
Brevard College	1	*	1	*		
Campbell University	40	98	40	98		
Catawba College	11	100	11	100		
Chowan University	5	100	5	100		
East Carolina University	282	98	235	97	8	100
Elizabeth City State University	27	93	24	92		
Elon University	55	100	52	100		
Fayetteville State University	42	90	42	90		
Gardner-Webb University	25	96	25	96		
Greensboro College	28	100	21	100	1	*
Guilford College	16	100	16	100		
High Point University	59	98	51	98		
Johnson C. Smith University	4	*	4	*		
Lees-McRae College	82	96	82	96		
Lenoir-Rhyne College	22	100	22	100		
Livingstone College	2	*	2	*		
Mars Hill College	50	98	42	98		
Meredith College	48	100	48	100		
Methodist University	7	86	5	80		
Montreat College	5	100	5	100		
NC A&T State University	10	100	9	100		
NC Central University	55	95	43	93		
NC State University	21	100	3	*	2	*
NC Wesleyan College	3	*	3	*		
Pfeiffer University	34	94	33	94		
Queens University of Charlotte	30	97	30	97		
Salem College	28	100	27	100		
Shaw University	6	83	6	83		
St. Andrews Presbyterian College	18	100	18	100		
St. Augustine's College	3	*	3	*		
UNC-Asheville	27	100	27	100		
UNC-Chapel Hill	74	100	70	100		
UNC-Charlotte	297	97	244	97	12	100
UNC-Greensboro	152	99	124	98	2	*
UNC-Pembroke	59	93	50	92		
UNC-Wilmington	208	98	194	97	7	100
Wake Forest University	13	100	13	100		
Warren Wilson College	5	100	5	100		
Western Carolina University	68	100	47	100	6	100
Wingate University	9	100	9	100		
Winston-Salem State University	17	100	9	100		
<b>State Pass Rates:</b>	<b>2199</b>	<b>97</b>	<b>1922</b>	<b>97</b>	<b>47</b>	<b>100</b>

\* Pass Rates not reported if less than five test takers.

**Table IX: Praxis Performance of Undergraduate Program Completers**

Institution	Special Education							
	General Curriculum		BED		Cross Categorical		Learning Disabled	
	N	%	N	%	N	%	N	%
Appalachian State University	15	100						
Barton College	3	*						
Belmont Abbey College								
Bennett College	1	*						
Brevard College								
Campbell University								
Catawba College								
Chowan University								
East Carolina University	39	100						
Elizabeth City State University	3	*						
Elon University	2	*			1	*		
Fayetteville State University								
Gardner-Webb University								
Greensboro College	6	100						
Guilford College								
High Point University	8	100						
Johnson C. Smith University								
Lees-McRae College								
Lenoir-Rhyne College								
Livingstone College								
Mars Hill College	8	100						
Meredith College								
Methodist University	2	*						
Montreat College								
NC A&T State University					1	*		
NC Central University	6	100	2	*	2	*	2	*
NC State University	6	100			1	*	4	100
NC Wesleyan College								
Pfeiffer University	1	*						
Queens University of Charlotte								
Salem College	1	*						
Shaw University								
St. Andrews Presbyterian College								
St. Augustine's College								
UNC-Asheville								
UNC-Chapel Hill	3	*					1	*
UNC-Charlotte	39	100			2	*		
UNC-Greensboro	24	100			1	*		
UNC-Pembroke	8	100						
UNC-Wilmington	7	100						
Wake Forest University								
Warren Wilson College								
Western Carolina University	14	100			1	*		
Wingate University								
Winston-Salem State University	2	*					6	100
<b>State Pass Rates:</b>	<b>198</b>	<b>100</b>	<b>2</b>	<b>*</b>	<b>9</b>	<b>100</b>	<b>13</b>	<b>100</b>

\* Pass Rates Not Reported if less than 5 test takers.

**Table IX: Praxis Performance of Undergraduate Program Completers**

Institution	Special Education			
	Mentally Disabled		Visually Impaired	
	N	%	N	%
Appalachian State University	1	*		
Barton College				
Belmont Abbey College				
Bennett College				
Brevard College				
Campbell University				
Catawba College				
Chowan University				
East Carolina University				
Elizabeth City State University				
Elon University				
Fayetteville State University				
Gardner-Webb University				
Greensboro College				
Guilford College				
High Point University				
Johnson C. Smith University				
Lees-McRae College				
Lenoir-Rhyne College				
Livingstone College				
Mars Hill College				
Meredith College				
Methodist University				
Montreat College				
NC A&T State University				
NC Central University				
NC State University	4	100	1	*
NC Wesleyan College				
Pfeiffer University				
Queens University of Charlotte				
Salem College				
Shaw University				
St. Andrews Presbyterian College				
St. Augustine's College				
UNC-Asheville				
UNC-Chapel Hill				
UNC-Charlotte				
UNC-Greensboro	1	*		
UNC-Pembroke			1	*
UNC-Wilmington				
Wake Forest University				
Warren Wilson College				
Western Carolina University				
Wingate University				
Winston-Salem State University				
<b>State Pass Rates:</b>	<b>6</b>	<b>100</b>	<b>2</b>	<b>*</b>

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the NCDPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies. A copy of the surveys is included at the end of this section of the Summary Report.

On a 4.0 scale, program completers expressed the greatest satisfaction with the preparation program in general (3.52), followed by preparation in instructional delivery (3.51). [In previous years, these two categories have ranked consistently at the top. Their satisfaction with their preparation to utilize technology, meet the needs of diverse learners, and manage the classroom were 3.35, 3.36, and 3.31 respectively. The mean ratings of principals and mentor teachers ranged from 3.24 to 3.49.

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**Table X** provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. **Table XI** summarizes the results of the survey of program completers, mentor teachers, and principals.

**Table X: Percentage of Student Teachers Licensed/Employed  
Within 1 Year of Program Completion**

<b>Institution</b>	<b>Number of Student Teachers</b>	<b>% Licensed</b>	<b>% Employed</b>
Appalachian State University	464	96	69
Barton College	41	100	71
Belmont Abbey College	25	88	80
Bennett College	2	*	*
Brevard College	7	57	14
Campbell University	71	90	69
Catawba College	15	100	93
Chowan University	11	91	36
Duke University	18	94	50
East Carolina University	500	95	69
Elizabeth City State University	43	84	67
Elon University	92	98	55
Fayetteville State University	83	84	61
Gardner-Webb University	41	98	46
Greensboro College	42	95	64
Guilford College	18	100	61
High Point University	68	96	78
Johnson C. Smith University	4	*	*
Lees-McRae College	86	88	62
Lenoir-Rhyne College	42	100	88
Livingstone College	3	33	33
Mars Hill College	76	92	66
Meredith College	86	98	72
Methodist University	7	71	57
Montreat College	7	57	43
NC A&T State University	33	97	58
NC Central University	101	85	66
NC State University	218	90	58
NC Wesleyan College	4	*	*
Pfeiffer University	46	85	63
Queens University of Charlotte	40	83	40
Salem College	58	98	79
Shaw University	11	27	36
Southeast College at Wake Forest	4	*	*
St Augustine's College	7	57	0
St. Andrews Presbyterian College	22	95	77
UNC-Asheville	65	97	52
UNC-Chapel Hill	105	96	72
UNC-Charlotte	471	97	73
UNC-Greensboro	343	90	69
UNC-Pembroke	103	94	72
UNC-Wilmington	316	96	59
Wake Forest University	45	91	53
Warren Wilson College	8	100	13
Western Carolina University	143	93	66
Wingate University	29	100	59
Winston-Salem State University	28	89	64
<b>State Summary</b>	<b>4,052</b>	<b>93%</b>	<b>66%</b>

\* Less than five student teachers. Percent licensed and employed not shown.

**Table X: (Continued) Ranking of Institutions by % Licensed and % Employed**

Ranking by Number of Student Teachers	Number of Student Teachers	Ranking by Percentage of Student Teachers Licensed	Percent Licensed	Ranking by Percentage of Student Teachers Employed	Percent Employed
East Carolina University	500	Barton College	100	Catawba College	93
UNC-Charlotte	471	Catawba College	100	Lenoir-Rhyne College	88
Appalachian State University	464	Guilford College	100	Belmont Abbey College	80
UNC-Greensboro	343	Lenoir-Rhyne College	100	Salem College	79
UNC-Wilmington	316	Warren Wilson College	100	High Point University	78
NC State University	218	Wingate University	100	St. Andrews Presbyterian College	77
Western Carolina University	143	Elon University	98	UNC-Charlotte	73
UNC-Chapel Hill	105	Gardner-Webb University	98	Meredith College	72
UNC-Pembroke	103	Meredith College	98	UNC-Chapel Hill	72
NC Central University	101	Salem College	98	UNC-Pembroke	72
Elon University	92	NC A&T State University	97	Barton College	71
Lees-McRae College	86	UNC-Asheville	97	Appalachian State University	69
Meredith College	86	UNC-Charlotte	97	Campbell University	69
Fayetteville State University	83	Appalachian State University	96	East Carolina University	69
Mars Hill College	76	High Point University	96	UNC-Greensboro	69
Campbell University	71	UNC-Chapel Hill	96	Elizabeth City State University	67
High Point University	68	UNC-Wilmington	96	Mars Hill College	66
UNC-Asheville	65	East Carolina University	95	NC Central University	66
Salem College	58	Greensboro College	95	Western Carolina University	66
Pfeiffer University	46	St. Andrews Presbyterian College	95	Greensboro College	64
Wake Forest University	45	Duke University	94	Winston-Salem State University	64
Elizabeth City State University	43	UNC-Pembroke	94	Pfeiffer University	63
Greensboro College	42	Western Carolina University	93	Lees-McRae College	62
Lenoir-Rhyne College	42	Mars Hill College	92	Fayetteville State University	61
Barton College	41	Chowan University	91	Guilford College	61
Gardner-Webb University	41	Wake Forest University	91	UNC-Wilmington	59
Queens University of Charlotte	40	Campbell University	90	Wingate University	59
NC A&T State University	33	NC State University	90	NC A&T State University	58
Wingate University	29	UNC-Greensboro	90	NC State University	58
Winston-Salem State University	28	Winston-Salem State University	89	Methodist University	57
Belmont Abbey College	25	Belmont Abbey College	88	Elon University	55
St. Andrews Presbyterian College	22	Lees-McRae College	88	Wake Forest University	53
Duke University	18	NC Central University	85	UNC-Asheville	52
Guilford College	18	Pfeiffer University	85	Duke University	50
Catawba College	15	Elizabeth City State University	84	Gardner-Webb University	46
Chowan University	11	Fayetteville State University	84	Montreat College	43
Shaw University	11	Queens University of Charlotte	83	Queens University of Charlotte	40
Warren Wilson College	8	Methodist University	71	Chowan University	36
Brevard College	7	Brevard College	57	Shaw University	36
Methodist University	7	Montreat College	57	Livingstone College	33
Montreat College	7	St Augustine's College	57	Brevard College	14
St Augustine's College	7	Livingstone College	33	Warren Wilson College	13
Johnson C. Smith University	4	Shaw University	27	St Augustine's College	0
NC Wesleyan College	4	Bennett College	*	Bennett College	*
Southeast College at Wake Forest	4	Johnson C. Smith University	*	Johnson C. Smith University	*
Livingstone College	3	NC Wesleyan College	*	NC Wesleyan College	*
Bennett College	2	Southeast College at Wake Forest	*	Southeast College at Wake Forest	*
<b>State Summary</b>	<b>4,052</b>	<b>State Summary</b>	<b>93%</b>	<b>State Summary</b>	<b>66%</b>

\* If less than five student teachers, percent licensed and percent employed not shown.

**Table XI: Survey Results  
Undergraduate Completers**

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
Appalachian State University	139	140	112	3.57	3.61	3.53	3.29	3.36	3.29	3.47	3.54	3.38	3.35	3.26	3.21	3.54	3.45	3.34
Barton College	16	17	10	3.63	3.53	3.30	3.56	3.41	3.20	3.56	3.18	3.20	3.38	3.41	3.20	3.56	3.41	3.30
Belmont Abbey College	8	5	9	3.88	3.20	3.11	3.50	3.20	3.22	3.63	3.40	3.11	3.63	3.20	3.00	3.88	3.20	3.33
Bennett College	2	2	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Brevard College	*	1	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Campbell University	24	22	15	3.71	3.55	3.60	3.46	3.41	3.20	3.29	3.41	3.27	3.38	3.23	3.33	3.63	3.50	3.40
Catawba College	8	*	7	3.88	*	3.29	3.63	*	3.00	3.50	*	3.00	3.75	*	3.00	3.63	*	3.00
Chowan University	1	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Duke University	~5	*	*	3.40	*	*	3.20	*	*	3.00	*	*	3.20	*	*	3.40	*	*
East Carolina University	162	164	162	3.59	3.53	3.49	3.40	3.27	3.28	3.35	3.54	3.40	3.39	3.28	3.20	3.56	3.43	3.35
Elizabeth City State University	13	15	14	3.08	2.93	3.29	3.00	3.13	3.14	3.46	3.13	3.14	3.08	3.00	3.07	3.15	3.13	3.29
Elon University	30	31	20	3.77	3.45	3.55	3.33	3.29	3.35	3.63	3.58	3.45	3.70	3.32	3.35	3.73	3.42	3.50
Fayetteville State University	20	23	13	3.35	3.52	3.31	3.25	3.35	3.08	3.20	3.43	3.31	3.35	3.09	3.08	3.30	3.35	3.23
Gardner-Webb University	13	11	6	3.69	3.55	3.67	3.46	3.18	3.33	3.38	3.64	3.50	3.38	3.27	3.50	3.54	3.27	3.67
Greensboro College	13	9	5	3.92	3.67	3.60	3.69	3.33	3.40	3.69	3.22	3.40	3.77	3.11	3.40	3.85	3.56	3.40
Guilford College	~9	*	*	3.44	*	*	3.00	*	*	3.33	*	*	3.22	*	*	3.33	*	*
High Point University	27	26	14	3.67	3.65	3.29	3.44	3.50	3.21	3.48	3.38	3.29	3.37	3.27	3.29	3.56	3.58	3.14
Johnson C. Smith University	3	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lees-McRae College	22	27	27	3.27	3.26	3.56	3.27	3.19	3.37	2.68	3.41	3.30	3.05	3.07	3.30	3.50	3.26	3.33
Lenoir-Rhyne College	11	20	13	3.09	3.45	3.77	2.91	3.10	3.54	3.09	3.55	3.54	3.27	3.25	3.69	3.36	3.30	3.62
Livingstone College	3	4	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mars Hill College	25	17	19	3.44	3.35	3.68	3.24	3.24	3.58	3.20	3.29	3.68	3.28	3.12	3.53	3.56	3.35	3.63
Meredith College	28	36	33	3.79	3.67	3.73	3.46	3.50	3.42	3.68	3.39	3.55	3.50	3.33	3.33	3.82	3.61	3.61
Methodist University	2	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Montreat College	4	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
NC A&T State University	8	6	8	3.50	3.17	3.50	3.13	2.83	3.50	3.50	3.00	3.38	3.50	3.00	3.00	3.63	3.17	3.25
NC Central University	21	25	12	3.52	3.32	2.92	3.24	3.24	3.00	3.43	3.40	3.08	3.48	3.28	3.17	3.33	3.36	3.00

**Table XI: Survey Results  
Undergraduate Completers**

Satisfaction C = Program Completer M = Mentor P = Principal	Number Responding			Program in General			Managing the Classroom			Technology			Diverse Learners			Instructional Delivery		
	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P	C	M	P
NC State University	58	47	44	3.38	3.34	3.48	3.03	3.17	3.32	3.53	3.57	3.39	3.26	3.15	3.23	3.43	3.38	3.25
NC Wesleyan College	~5	*	*	4.00	*	*	3.80	*	*	4.00	*	*	3.80	*	*	4.00	*	*
Pfeiffer University	8	16	8	3.63	3.31	3.00	3.50	3.25	3.25	3.38	3.19	3.13	3.38	2.94	3.13	3.50	3.13	3.13
Queens University	*	5	6	*	3.00	3.50	*	3.00	3.17	*	3.40	3.00	*	3.00	3.00	*	3.20	3.17
Salem College	15	21	17	3.27	3.57	3.35	3.27	3.29	2.88	3.33	3.29	3.06	3.53	3.38	2.94	3.60	3.52	3.12
Shaw University	~5	~5	*	3.40	3.60	*	3.40	3.20	*	3.00	3.40	*	3.20	3.00	*	3.20	3.20	*
Southeast College at Wake Forest	1	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St Augustine's College	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
St. Andrews Presbyterian College	*	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
UNC-Asheville	17	12	14	3.53	3.75	3.36	3.29	3.50	3.14	3.35	3.67	3.36	3.35	3.58	3.07	3.65	3.67	3.43
UNC-Chapel Hill	28	33	19	3.61	3.39	3.58	3.25	3.27	3.21	3.32	3.33	3.32	3.32	3.21	3.37	3.54	3.30	3.53
UNC-Charlotte	135	133	115	3.37	3.44	3.39	3.27	3.32	3.17	3.21	3.44	3.30	3.28	3.26	3.23	3.39	3.49	3.29
UNC-Greensboro	110	105	74	3.49	3.56	3.50	3.31	3.40	3.24	3.21	3.50	3.34	3.35	3.31	3.30	3.49	3.50	3.31
UNC-Pembroke	38	37	20	3.47	3.54	3.30	3.26	3.38	3.20	3.24	3.46	3.15	3.32	3.49	3.05	3.45	3.57	3.25
UNC-Wilmington	86	80	64	3.44	3.38	3.48	3.27	3.25	3.33	3.36	3.41	3.36	3.26	3.11	3.25	3.47	3.38	3.33
Wake Forest University	*	9	7	*	3.67	3.57	*	3.33	3.29	*	3.44	3.43	*	3.33	3.14	*	3.56	3.29
Warren Wilson College	3	1	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Western Carolina University	49	40	35	3.55	3.50	3.69	3.37	3.40	3.51	3.43	3.63	3.60	3.41	3.35	3.34	3.53	3.40	3.57
Wingate University	5	5	5	4.00	3.20	3.60	3.80	3.20	3.40	3.40	3.00	3.40	3.80	3.20	3.60	4.00	3.20	3.60
Winston-Salem State University	6	9	5	3.00	3.56	3.40	2.83	3.67	3.60	3.00	3.56	3.80	3.50	3.33	3.40	3.17	3.44	3.60
<b>** Grand Totals</b>	<b>1,192</b>	<b>1,183</b>	<b>962</b>															
<b>State Averages</b>				<b>3.52</b>	<b>3.49</b>	<b>3.48</b>	<b>3.31</b>	<b>3.31</b>	<b>3.27</b>	<b>3.35</b>	<b>3.46</b>	<b>3.36</b>	<b>3.36</b>	<b>3.25</b>	<b>3.24</b>	<b>3.51</b>	<b>3.43</b>	<b>3.35</b>

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

\*\* Contains only the number of surveys received this year.

~ Last year, less than five survey responses were received. They are included with this year's responses.

## REWARDS AND SANCTIONS

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### Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

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**SURVEYS OF UNDERGRADUATE PROGRAM  
COMPLETERS, MENTORS, PRINCIPALS**

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## Undergraduate Program Completer Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of my teacher education program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 \* As a result of my teacher education program, I am prepared to effectively manage the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5 \* As a result of my teacher education program, I am prepared to use technology to enhance learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 \* As a result of my teacher education program, I am prepared to address the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7 \* As a result of my teacher education program, I am prepared to deliver

curriculum content through a variety of instructional approaches.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8 \* I am:

9 Grade level I am teaching:

10 Subject I am teaching:

11 Program area in which my teacher education program was completed:





## Undergraduate Mentor Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of the beginning teacher's teacher education program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 4 \* As a result of the teacher education program, the beginning teacher is prepared to effectively manage the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 5 \* As a result of the teacher education program, the beginning teacher is prepared to use technology to enhance learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 6 \* As a result of the teacher education program, the beginning teacher is prepared to address the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

7 \* As a result of the teacher education program, the beginning teacher is prepared to deliver curriculum content through a variety of instructional approaches.

Strongly Disagree                  Disagree                  Agree                  Strongly Agree

1

2

3

4

8 \* He/She is:

9 Grade level the beginning teacher is teaching:

10 Subject the beginning teacher is teaching:

11 Program area in which the beginning teacher's teacher education program was completed:





## Undergraduate Principal Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of the beginning teacher's teacher education program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 4 \* As a result of the teacher education program, the beginning teacher is prepared to effectively manage the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 5 \* As a result of the teacher education program, the beginning teacher is prepared to use technology to enhance learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 6 \* As a result of the teacher education program, the beginning teacher is prepared to address the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

7 \* As a result of the teacher education program, the beginning teacher is prepared to deliver curriculum content through a variety of instructional approaches.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

8 \* He/She is:

9 Grade level the beginning teacher is teaching:

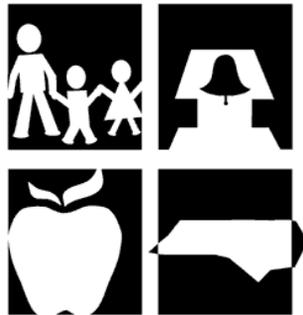
10 Subject the beginning teacher is teaching:

11 Program area in which the beginning teacher's teacher education program was completed:



# **Graduate Teacher Education Programs**

**2007-08**



## GRADUATE TEACHER EDUCATION PROGRAMS

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During the 2007-08 academic year, 30 institutions were approved to offer programs leading to graduate level licensure. The institutions are:

Appalachian State University	High Point University	Shaw University
Campbell University	Lenoir Rhyne College	UNC – Chapel Hill
Catawba College	Meredith College	UNC - Charlotte
Duke University	Montreat College	UNC - Greensboro
East Carolina University	NC A&T State University	UNC - Pembroke
Elizabeth City State University	NC Central University	UNC - Wilmington
Elon University	NC State University	Wake Forest University
Fayetteville State University	Pfeiffer University	Western Carolina University
Gardner-Webb University	Queens University	Wingate University
Greensboro College	Salem College	Winston-Salem State University

### Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

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### Quality of Students Entering the Programs

Colleges and universities with approved Teacher Education Programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs, and on-line courses and programs designed to bring teacher education programs to prospective students.

## Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

**Table XII** summarizes the Fall 2007 enrollment in graduate teacher education programs. This data was provided by the institution. **Table XIII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 – 600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

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**Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2007**

	Full-Time				Part-Time			
	Graduate		Licensure-Only		Graduate		Licensure-Only	
	M	T	M	T	M	T	M	T
<b>M=Minority, T=Total</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>	<b>M</b>	<b>T</b>
Appalachian State University	11	177		1	37	777		6
Campbell University	6	94		4	18	97	21	61
Catawba College						38		
Duke University	4	12						
East Carolina University	24	217		1	175	1,203	1	26
Elizabeth City State University					34	76		
Elon University					14	110		
Fayetteville State University	19	29			100	164	8	15
Gardner-Webb University		1			40	234		
Greensboro College		1			7	26		
High Point University	3	18						
Lenoir-Rhyne College	1	8			3	15	1	6
Meredith College					3	40		1
Montreat College	~	~	~	~	~	~	~	~
NC A&T State University	134	175	13	16	33	66	16	26
NC Central University	59	87			57	108		
NC State University	17	81			36	204		
Pfeiffer University	24	65			6	15		
Queens University		9			14	88		
Salem College	81	329			1	1		
Shaw University	6	6						
UNC-Chapel Hill	27	205			42	201	7	36
UNC-Charlotte	8	55			139	628	21	57
UNC-Greensboro	103	442	1	10	39	213	3	37
UNC-Pembroke	29	109			76	281		
UNC-Wilmington	9	81		1	29	236	1	8
Wake Forest University	9	69						
Western Carolina University	9	111			38	379	1	16
Wingate University	12	84						
Winston-Salem State University					11	58		
<b>Totals</b>	<b>605</b>	<b>2,465</b>	<b>14</b>	<b>33</b>	<b>952</b>	<b>5,258</b>	<b>80</b>	<b>295</b>

~No data reported by the institution

**Table XIII: Graduate Teacher Education Programs Admission Data**

	<b>MAT 1</b>	<b>MAT 2</b>	<b>GRE 1</b>	<b>GRE 2</b>	<b>GPA</b>
<b>State Averages</b>	<b>46</b>	<b>402</b>	<b>1,005</b>	<b>4</b>	<b>3.37</b>
Appalachian State University	35	404	978		3.33
Campbell University	53		936	4	3.55
Catawba College					3.29
Duke University			1,207	5	3.68
East Carolina University	46	405	994		3.22
Elizabeth City State University	34	387	552		3.63
Elon University	15	410	1,023		3.30
Fayetteville State University	39	393	901		3.37
Gardner-Webb University	45	401	1,105		3.33
Greensboro College			791		3.81
High Point University		392	745		3.33
Lenoir-Rhyne College	49	404	1,003		3.46
Meredith College	45	409	993	4	3.50
Montreat College	~	~	~	~	~
NC A&T State University			940		3.65
NC Central University			816	4	3.14
NC State University	56	409	1,046		
Pfeiffer University	34	386	825		3.76
Queens University			1,015	4	3.84
Salem College					3.13
Shaw University			790		3.62
UNC-Chapel Hill	22		1,183		3.33
UNC-Charlotte	44	386	1,003	4	3.27
UNC-Greensboro	38	427	976		3.44
UNC-Pembroke	40	400	932	4	3.42
UNC-Wilmington	62	403	1,024	4	3.62
Wake Forest University			1,227		3.52
Western Carolina University			994	4	
Wingate University		398	901	4	3.21
Winston-Salem State University	33	395	776	4	3.41

~ No data reported by the institution

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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Graduate Teacher Education Programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of inservice teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating “product of learning” and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the “A” (bachelor’s level) to the “M” (master’s level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

**Table XIV** summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

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**Table XIV: Length of Time to Program Completion  
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	17	11	13	7	2	5	22	13	48	78	51	38
Campbell University	1	8	5	1						5	8	5
Catawba College												5
Duke University	12											
East Carolina University	31	124	15	1			2	48	73	86	28	32
Elizabeth City State University										4		
Elon University							27	1	1			
Fayetteville State University					3					24	14	16
Gardner-Webb University										1	1	7
Greensboro College							11	1	1			
High Point University				1	1	1						
Lenoir-Rhyne College		1		1	1							
Meredith College												
Montreat College												
NC A&T State University	17	5							11			
NC Central University	18	30	7	15	10			1	5		2	
NC State University	6	16	7				6	18	15	10	4	4
Pfeiffer University	7	10	1	3	2			2	4	1		
Queens University	3		1				6	11		5	6	8
Salem College								1	8	11	18	1
Shaw University												
UNC-Chapel Hill	82	6	1	4	1	2	1	31	2		1	
UNC-Charlotte		3	4	3			17	37	42	52	16	47
UNC-Greensboro	4	17	21	26	12	39	1	2	3	5	18	44
UNC-Pembroke	3						4	18	19	17	11	12
UNC-Wilmington	19	2	4	2		1	7	14	14	1	1	3
Wake Forest University		23										
Western Carolina University	3	26	7		1	3	30	40	27	4	2	6
Wingate University	1	2	2	9	5	3						
Winston-Salem State University										4		1
<b>Totals:</b>	<b>224</b>	<b>284</b>	<b>88</b>	<b>73</b>	<b>38</b>	<b>54</b>	<b>134</b>	<b>238</b>	<b>273</b>	<b>308</b>	<b>181</b>	<b>229</b>

**Table XIV: Length of Time to Program Completion  
(Graduate Licensure-Only Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University							2	1				
Campbell University								1		1		
Catawba College												
Duke University												
East Carolina University	1						14	5	6	2		4
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne College												1
Meredith College												
Montreat College												
NC A&T State University												
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
UNC-Chapel Hill							16	4		1		
UNC-Charlotte							7	2	4			
UNC-Greensboro							2	10	1		2	1
UNC-Pembroke												
UNC-Wilmington							1					
Wake Forest University												
Western Carolina University							1	1	1			
Wingate University												
Winston-Salem State University												
<b>Totals</b>	<b>1</b>						<b>43</b>	<b>24</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>6</b>

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the satisfaction with graduate Teacher Education Programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

On a 4.0 scale, the average ratings on each of the items by both program completers and their principals ranged from 3.41 to 3.62.

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**Table XV** summarizes the results of the surveys of program completers and principals.



**Table XV: Graduate Survey Results**

Satisfaction	Number Responding		Overall Quality		Connecting Subject Matter		Research Base		Leadership Role		Diverse Learners		Professional Development	
	C	E	C	E	C	E	C	E	C	E	C	E	C	E
<b>C = Program Completer</b> <b>E = Employer</b>														
Appalachian State University	101	85	3.63	3.55	3.54	3.52	3.46	3.46	3.50	3.45	3.44	3.48	3.55	3.46
Campbell University	14	8	3.86	3.75	3.79	3.75	3.57	3.75	3.57	3.75	3.71	3.88	3.71	3.88
Catawba College	~9	*	3.89	*	3.89	*	3.78	*	3.78	*	3.78	*	3.78	*
Duke University	*	*	*	*	*	*	*	*	*	*	*	*	*	*
East Carolina University	159	112	3.65	3.67	3.60	3.66	3.48	3.58	3.57	3.46	3.52	3.38	3.53	3.54
Elizabeth City State University	~17	~17	3.35	3.18	3.41	3.18	3.35	3.29	3.53	3.18	3.35	3.12	3.47	3.18
Elon University	13	5	3.92	3.40	3.85	3.60	3.77	3.60	3.62	3.40	3.69	3.60	3.62	3.60
Fayetteville State University	4	*	*	*	*	*	*	*	*	*	*	*	*	*
Gardner-Webb University	19	18	3.42	3.50	3.58	3.50	3.53	3.33	3.53	3.39	3.53	3.39	3.53	3.39
Greensboro College	*	5.00	*	3.00	*	3.20	*	3.20	*	2.80	*	2.80	*	2.80
High Point University	*	1	*	*	*	*	*	*	*	*	*	*	*	*
Lenoir-Rhyne College			*	3.80	*	3.80	*	3.80	*	3.60	*	3.80	*	3.60
Meredith College	~5	*	4.00	*	4.00	*	3.80	*	3.80	*	4.00	*	4.00	*
NC A&T State University	24	15	3.17	2.87	3.42	2.80	3.42	2.80	3.33	2.53	3.50	2.93	3.33	2.93
NC Central University	~28	~12	3.43	3.83	3.43	3.58	3.36	3.50	3.57	3.50	3.39	3.67	3.57	3.58
NC State University	35	26	3.77	3.54	3.66	3.50	3.77	3.50	3.66	3.54	3.51	3.54	3.71	3.54
Pfeiffer University	10	8	3.80	3.25	3.60	3.13	3.40	3.13	3.70	3.25	3.50	3.25	3.80	3.25
Queens University of Charlotte	3	*	*	*	*	*	*	*	*	*	*	*	*	*
Salem College	16	9	3.88	3.89	3.81	3.56	3.75	3.56	3.69	3.56	3.88	3.78	3.75	3.56
Shaw University	3	*	*	*	*	*	*	*	*	*	*	*	*	*
UNC-Chapel Hill	70	33	3.50	3.61	3.43	3.55	3.34	3.45	3.43	3.39	3.46	3.48	3.29	3.48
UNC-Charlotte	55	36	3.55	3.42	3.53	3.39	3.53	3.39	3.62	3.36	3.49	3.56	3.40	3.50
UNC-Greensboro	79	34	3.76	3.41	3.73	3.32	3.65	3.35	3.62	3.35	3.58	3.29	3.62	3.32
UNC-Pembroke	41	18	3.78	3.61	3.71	3.56	3.63	3.72	3.66	3.67	3.63	3.56	3.76	3.50
UNC-Wilmington	18	12	3.78	3.50	3.72	3.33	3.83	3.42	3.83	3.42	3.72	3.33	3.72	3.33
Wake Forest University	11	*	3.36	*	3.55	*	3.55	*	3.45	*	3.64	*	3.55	*
Western Carolina University	31	16	3.42	3.56	3.39	3.56	3.23	3.50	3.29	3.50	3.32	3.50	3.13	3.44
Wingate University	4	3	*	*	*	*	*	*	*	*	*	*	*	*
Winston-Salem State University	3	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>** Grand Totals</b>	<b>776</b>	<b>487</b>												
<b>State Averages</b>			<b>3.62</b>	<b>3.53</b>	<b>3.59</b>	<b>3.49</b>	<b>3.51</b>	<b>3.46</b>	<b>3.56</b>	<b>3.41</b>	<b>3.52</b>	<b>3.43</b>	<b>3.53</b>	<b>3.45</b>

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

\*\* Contains only the number of surveys received this year.

~ Last year, less than five survey responses were received. They are included with this year's responses.

## REWARDS AND SANCTIONS

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### Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of Teacher Education Programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Graduate Teacher Education Programs:

- must receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys; and
- shall be designated as “Low Performing” if they do not meet this criterion twice in three years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

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**SURVEYS OF GRADUATE PROGRAM COMPLETERS AND PRINCIPALS**

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## Graduate Completer Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of my graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 \* As a result of my graduate program, I am better able to connect subject matter and learner's needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5 \* As a result of my graduate program, I am better able to implement research-based approaches in the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 \* As a result of my graduate program, I am better able to assume leadership roles in the school and profession.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7 \* As a result of my graduate program, I am better able to facilitate

learning for diverse students.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

8 \* As a result of my graduate program, I am better able to engage in continuous professional development.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

9 \* I am:

10 Grade level I am teaching:

11 Subject I am teaching:

12 Program area in which my graduate teacher education program was completed:





## Graduate Employer Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of this individual's graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 4 \* As a result of his/her graduate program, this teacher is better able to connect subject matter and learner's needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 5 \* As a result of his/her graduate program, this teacher is better able to implement research-based approaches in the classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 6 \* As a result of his/her graduate program, this teacher is better able to assume leadership roles in the school and profession.

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7 \* As a result of his/her graduate program, this teacher is better able to

facilitate learning for diverse students.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**8** \* As a result of his/her graduate program, this teacher is better able to engage in continuous professional development.

Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**9** \* He/She is:

**10** Grade level teacher is teaching:

**11** Subject teacher is teaching:

**12** Program area in which teacher's graduate teacher education program was completed:



# **School Administration Programs**

**2007-08**





## SCHOOL ADMINISTRATION PROGRAMS

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School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2007-08 academic year 18 institutions offered school administration programs. The institutions are:

Appalachian State University	NC State University
Campbell University	Pfeiffer University
East Carolina University	UNC - Chapel Hill
Elizabeth City State University	UNC - Charlotte
Fayetteville State University	UNC - Greensboro
Gardner-Webb University	UNC - Pembroke
High Point University	UNC - Wilmington
NC A & T State University	Western Carolina University
NC Central University	Wingate University

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### Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

### School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

**Table XVI** summarizes the Fall 2007 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The MAT scores are based on the new MAT scoring rubric that ranges from 200 – 600. The old GRE scores reflect the combined Verbal and Quantitative scores (each can range from 200-800).

**Table XVI: Enrollment in School Administration Programs  
Fall 2007**

	Full-Time				Part-Time			
	Graduate		Licensure Only		Graduate		Licensure Only	
	M	T	M	T	M	T	M	T
Appalachian State University		2		2	8	121	7	91
Campbell University	5	26	1	4	5	26	11	32
East Carolina University	4	17			54	221	1	5
Elizabeth City State University					17	27		5
Fayetteville State University	30	44			28	40		
Gardner-Webb University					138	488	63	117
High Point University	9	24	20	40				
NC A&T State University	5	5			45	55		
NC Central University	1	2			12	17		
NC State University	2	10			46	170		
UNC-Chapel Hill	25	46			17	46	6	15
UNC-Charlotte	10	41			5	33	20	50
UNC-Greensboro	40	77	1	2	5	21		
UNC-Pembroke	3	12	7	10	34	87	4	17
UNC-Wilmington	4	20			5	17		1
Western Carolina University	1	12		1	13	150	2	27
Wingate University	14	38					50	104
<b>Totals</b>	<b>153</b>	<b>376</b>	<b>29</b>	<b>59</b>	<b>432</b>	<b>1519</b>	<b>164</b>	<b>464</b>

**Table XVII: School Administration Program Admission Data**

	<b>MAT</b>	<b>GRE</b>	<b>GPA</b>
<b>State Averages</b>	<b>406</b>	<b>955</b>	<b>3.30</b>
Appalachian State University	406	978	3.19
Campbell University		858	3.68
East Carolina University	410	973	3.11
Elizabeth City State University	396	981	3.74
Fayetteville State University	398	969	3.39
Gardner-Webb University	409	1,202	3.16
High Point University	405	881	3.44
NC A&T State University			3.72
NC Central University		1,000	3.49
NC State University	410	978	
UNC-Chapel Hill	398	985	3.11
UNC-Charlotte		938	3.09
UNC-Greensboro	398	926	3.33
UNC-Pembroke	400	885	3.52
UNC-Wilmington	412	946	3.82
Western Carolina University		947	
Wingate University	403	994	3.48

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

To be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam. A score of 155 is required to pass the exam.

**Table XVIII** summarizes the performance of candidates on the SLLA exam.

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**Table XVIII: Performance of MSA Program Completers  
on the School Leaders Licensure Assessment**

<b>Institution</b>	<b>Number Tested</b>	<b>Pass Rate</b>
Appalachian State University	41	100
Campbell University	3	*
East Carolina University	92	100
Fayetteville State University	13	100
Gardner-Webb University	108	100
High Point University	14	100
NC A&T State University	11	100
NC Central University	12	100
NC State University	71	100
UNC-Chapel Hill	48	100
UNC-Charlotte	44	100
UNC-Greensboro	27	100
UNC-Pembroke	64	100
UNC-Wilmington	18	100
Western Carolina University	25	100
<b>State Total and Pass Rate</b>	<b>591</b>	<b>100</b>

\* Pass Rates not reported if less than five test takers.

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the satisfaction with school administration programs of individuals who have completed the programs and their employers, a survey was distributed to recent school administration program completers employed in the public schools of North Carolina and their employers. Respondents were asked to rate their satisfaction with the program in general, their preparation to use technology to support the instructional program, their preparation in instructional leadership, and their preparation to assist teachers in meeting the needs of diverse learners.

On a 4.0 scale, ratings by program completers ranged from 3.37 (preparation to use technology) to 3.63 (overall quality). Employer ratings ranged from 3.49 (instructional leadership) to 3.56 (overall quality).

**Table XIX** summarizes the results of the survey of program completers and their employers.

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**Table XIX: School Administration Program Completer Survey Data**

Satisfaction C = Program Completer E = Employer	Number Responding		Overall Quality		Technology		Instructional Leadership		Diverse Learners	
	C	E	C	E	C	E	C	E	C	E
Appalachian State University	19	8	3.47	3.50	3.26	3.38	3.42	3.25	3.53	3.38
Campbell University	*	*	*	*	*	*	*	*	*	*
East Carolina University	40	22	3.75	3.59	3.40	3.55	3.73	3.32	3.25	3.27
Elizabeth City State University	*	*	*	*	*	*	*	*	*	*
Fayetteville State University	8	*	3.13	*	3.00	*	3.00	*	3.00	*
Gardner-Webb University	36	27	3.61	3.48	3.33	3.52	3.58	3.41	3.47	3.56
High Point University	10	7	3.90	3.86	3.50	3.67	3.80	4.00	3.80	3.86
NC A&T State University	*	5	*	3.80	*	3.60	*	3.20	*	3.20
NC Central University	5	8	3.60	3.63	3.40	3.63	3.80	3.63	3.60	3.88
NC State University	18	13	3.44	3.54	3.33	3.54	3.50	3.54	3.28	3.54
UNC-Chapel Hill	17	11	3.88	3.64	3.71	3.45	3.76	3.82	3.47	3.73
UNC-Charlotte	13	*	3.38	*	3.15	*	3.23	*	3.15	*
UNC-Greensboro	6	*	3.67	*	3.67	*	3.67	*	3.50	*
UNC-Pembroke	26	16	3.73	3.31	3.38	3.31	3.73	3.38	3.62	3.38
UNC-Wilmington	6	*	3.50	*	3.33	*	3.67	*	3.33	*
Western Carolina University	10	14	3.70	3.71	3.40	3.64	3.70	3.64	3.60	3.57
Wingate University	*	*	*	*	*	*	*	*	*	*
<b>** Grand Totals</b>	<b>214</b>	<b>131</b>								
<b>State Averages</b>			<b>3.63</b>	<b>3.56</b>	<b>3.37</b>	<b>3.52</b>	<b>3.60</b>	<b>3.49</b>	<b>3.42</b>	<b>3.51</b>

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

\*\* Contains only the number of surveys received this year.

~ Last year, less than five survey responses were received. They are included with this year's responses.

## REWARDS AND SANCTIONS

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### School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

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**SURVEYS OF SCHOOL ADMINISTRATION PROGRAM COMPLETERS AND EMPLOYERS**

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## School Administration - Completer Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of my MSA graduate program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 4 \* I am satisfied with my preparation to use technology to support the instructional program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

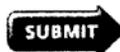
- 5 \* I am satisfied with my preparation in instructional leadership.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 6 \* I am satisfied with my preparation to assist teachers in meeting the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 7 \* I am:





## School Administration - Employer Survey

Questions marked with an asterisk (\*) are mandatory.

- 1 \* Enter your survey respondent identification number. This number can be found on the mailing label of the envelope you received.

- 2 \* Enter the College or University for which you are rating.

- 3 \* I am satisfied with the quality of the individual's school administration program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 4 \* I am satisfied with the individual's preparation to use technology to support the instructional program.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 5 \* I am satisfied with the individual's preparation in instructional leadership.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

- 6 \* I am satisfied with the individual's preparation to assist teachers in meeting the needs of diverse learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

7 He/She is:

