

Undergraduate Teacher Education Programs

2007-08



UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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.

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
Totals	1,314	9,163	179	741	140	772	1,144	3,752

Table VII: Admission Test Data for Undergraduate Programs

State Average	179	176	179	334	323	323	3.32
Institution	PPST - R	PPST - W	PPST - M	CBT - R	CBT - W	CBT - M	GPA
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

	State Average	1,201	569	566	26	25	25	3.32
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA	
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

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.

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
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								
Totals:	1327	947	661	229	70	57	44	32	22	18	32	44

**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			
Totals:	89	48	57	28	13	14	415	170	142	106	71	59

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		
State Pass Rates:	2199	97	1922	97	47	100

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

Table IX: Praxis Performance of Undergraduate Program Completers

Special Education

Institution	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
State Pass Rates:	198	100	2	*	9	100	13	100

* 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				
State Pass Rates:	6	100	2	*

EMPLOYMENT AND PROGRAM SATISFACTION

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.

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**

Institution	Number of Student Teachers	% Licensed	% Employed
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
State Summary	4,052	93%	66%

* 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	*
State Summary	4,052	State Summary	93%	State Summary	66%

* 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
** Grand Totals	1,192	1,183	962															
State Averages				3.52	3.49	3.48	3.31	3.31	3.27	3.35	3.46	3.36	3.36	3.25	3.24	3.51	3.43	3.35

* 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

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.

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



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:

