

# **Undergraduate Teacher Education Programs**

**2008-09**



## 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 [Praxis I exams]; 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>
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

*\*Note: Educational Testing Service (ETS) has 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 may be admitted to the program under the previous CBT scoring scale.*

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.

In May 2007, the SBE approved a composite score of 522 to satisfy Praxis I testing requirements.

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

**Table VI** summarizes the Fall 2008 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 Fall 2008**

<b>M=Minority, T=Total</b>	<b>Full-Time</b>				<b>Part-Time</b>			
	<b>Undergraduate</b>		<b>Licensure-Only</b>		<b>Undergraduate</b>		<b>Licensure-Only</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	73	1252		21	9	185	3	35
Barton College	8	72		3	5	13	15	34
Belmont Abbey College	8	77						
Bennett College	19	19						
Brevard College		13				1		2
Campbell University	8	117	6	37			7	51
Catawba College	2	49	1	15				23
Chowan University	5	23						
Duke University	7	37						3
East Carolina University	199	1325	18	85	24	109	303	990
Elizabeth City State University	85	270	13	21	1	6	177	282
Elon University	14	233					3	24
Fayetteville State University	113	203	3	4	18	26	8	12
Gardner-Webb University	3	106		3				
Greensboro College	20	172	7	31	2	10	47	165
Guilford College	6	33	3	15				
High Point University	18	194	4	12				
Johnson C Smith University	8	8						
Lees-McRae College	6	171		1				
Lenoir-Rhyne University	1	103		3		1	2	39
Livingstone College	5	5						
Mars Hill College	6	129		7		2		15
Meredith College	14	118		1			3	21
Methodist College	5	48						
Montreat College	1	27						
NC A&T State University	163	198	2	5	11	16	17	24
NC Central University	62	81	24	49	15	23	58	119
NC State University	31	478				1	157	723
NC Wesleyan College	5	25			1	3		
Peace College		22						
Pfeiffer University	2	72		3		20		
Queens University	15	68			3	5		
Salem College	5	33	51	192		3	3	16
Shaw University	11	12						
St. Andrews Presbyterian College		30	1	10		43	2	23
St. Augustine's College	5	5					9	11
UNC-Asheville	2	122	4	57		3		25
UNC-Chapel Hill	40	258					9	41
UNC-Charlotte	103	719	13	31	49	288	255	1158
UNC-Greensboro	122	831	40	134	9	21	70	201
UNC-Pembroke	74	253	19	38	8	22	64	133
UNC-Wilmington	78	736	14	78	16	99	32	169
Wake Forest University	3	49						
Warren Wilson College		19						
Western Carolina University	29	591	1	21	4	81	29	243
Wingate University	4	77						
Winston-Salem State University	56	68	7	8	7	12	6	10
<b>Totals</b>	<b>1444</b>	<b>9551</b>	<b>231</b>	<b>885</b>	<b>182</b>	<b>993</b>	<b>1279</b>	<b>4592</b>

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

<b>State Average</b>	<b>178</b>	<b>176</b>	<b>178</b>	<b>525</b>	<b>323</b>	<b>333</b>	<b>3.33</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	179				3.27
Barton College	177	175	177				3.13
Belmont Abbey College	179	176	177				3.52
Bennett College	173	174	176				2.82
Brevard College	179	175	180				3.45
Campbell University	180	177	179				3.41
Catawba College	178	175	179				3.29
Chowan University	176	175	178				3.16
Duke University							3.37
East Carolina University	178	175	178	331	323	325	3.32
Elizabeth City State University	179	176	179				3.37
Elon University	178	177	179				3.39
Fayetteville State University	178	175	177				3.36
Gardner-Webb University	179	176	178				3.34
Greensboro College	179	176	179				3.55
Guilford College	179	176	178				3.32
High Point University	178	176	177				3.38
Johnson C Smith University	177	176	175				3.18
Lees-McRae College	178	175	177				3.87
Lenoir-Rhyne University	178	176	178				3.32
Livingstone College							3.48
Mars Hill College	179	176	178				3.36
Meredith College	179	176	177				3.30
Methodist College	177	175	179				3.21
Montreat College	179	176	177				3.60
NC A&T State University	179	176	178	327	322	327	3.26
NC Central University	179	176	178				3.22
NC State University	179	176	181				3.25
NC Wesleyan College	177	175	178				3.29
Peace College	176	175	179				3.18
Pfeiffer University	179	176	177				3.46
Queens University	178	175	177				3.40
Salem College	179	176	177				3.05
Shaw University	176	173	176				3.40
St. Andrews Presbyterian College	179	176	178				3.54
St. Augustine's College							3.27
UNC-Asheville	181	177	180				3.37
UNC-Chapel Hill	181	178	182				3.17
UNC-Charlotte	179	180	177	533			3.27
UNC-Greensboro	178	176	178				3.27
UNC-Pembroke	178	176	178				3.20
UNC-Wilmington	179	176	179				3.48
Wake Forest University							3.20
Warren Wilson College			176				3.13
Western Carolina University	178	175	178				3.44
Wingate University	177	175	178				3.27
Winston-Salem State University	176	175	177				3.32

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

<b>State Average</b>	<b>1206</b>	<b>572</b>	<b>570</b>	<b>27</b>	<b>26</b>	<b>26</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>
Appalachian State University	1195	568	561	25		
Barton College	1239					
Belmont Abbey College	1164					
Bennett College	1160					
Brevard College						
Campbell University	1198	560	560			
Catawba College	1161					
Chowan University						
Duke University	1420			29		
East Carolina University	1178	573	570	26		
Elizabeth City State University	1156					
Elon University	1250	570	577			
Fayetteville State University						
Gardner-Webb University						
Greensboro College	1179		560			
Guilford College	1183					
High Point University	1179	564	559	26		
Johnson C Smith University						
Lees-McRae College						
Lenoir-Rhyne University	1183			26		
Livingstone College						
Mars Hill College	1206	566		27		
Meredith College	1200	566				
Methodist College						
Montreat College	1250					
NC A&T State University						
NC Central University						
NC State University	1214	567	568	25	25	26
NC Wesleyan College	1168					
Peace College						
Pfeiffer University	1171					
Queens University	1207		572			
Salem College	1245					
Shaw University						
St. Andrews Presbyterian College	1164					
St. Augustine's College						
UNC-Asheville	1222			25		
UNC-Chapel Hill	1267			27	28	28
UNC-Charlotte	1190	576	566	26	24	
UNC-Greensboro	1197	570	572	25		25
UNC-Pembroke	1154	600				
UNC-Wilmington	1183	574	568	26	26	25
Wake Forest University	1281					
Warren Wilson College	1210					
Western Carolina University	1196	565	565	26	24	
Wingate University	1192					
Winston-Salem State University	1142					

## 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 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.

### **Beginning Teacher Support 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 Beginning Teacher Support 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 is monitored by the Department of Public Instruction and current Teacher Education Program approval criteria require institutions to maintain at least a 95% conversion rate. Since the inception of the 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 II 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 2007-08 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 2007-08 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 0544 and 0511*	0353 - 143; 0544 – 144 0544 – 144; 0511 - 148
Sp Ed: General Curriculum	0353 and 0542 0542 and 0511*	0353 - 143; 0542 – 159 0542 – 143; 0511 - 148

\* The change in testing requirements was effective January 1, 2008.

**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	56	110	147	91	41	15			3	3	14	40
Barton College	18	5	7	1			2	2	1			
Belmont Abbey College	22	6										
Bennett College		6	1									
Brevard College	21						1					
Campbell University	44	4	6	2								
Catawba College	6	11										
Chowan University	6							1				
Duke University	10	1					1					
East Carolina University	173	185	84	33	4	4	10	2			1	1
Elizabeth City State University	52											
Elon University	30	34	27	7								
Fayetteville State University	86	6	1	1			1	2		1		
Gardner-Webb University	10	20	8		1	1						
Greensboro College	18	21	8	3								
Guilford College	8	6	5	2								
High Point University	5	47	3	1								
Johnson C. Smith University		6	2									
Lees-McRae College	77	7										
Lenoir-Rhyne University	13	31	4									
Livingstone College	4											
Mars Hill College	36	11	2	2	2	1		1				
Meredith College	7	16	17	6	6	1						
Methodist College												
Montreat College												
NC A&T State University	20	16	5									
NC Central University	45	48	7	13		8	12	24	2	4	2	10
NC State University	197	4	22	3			1					
NC Wesleyan College	5	4		6			2					
Pfeiffer University	9	17	5		1		1	1				
Queens University						11						3
Salem College	1		5	4	1	5						
Shaw University												
St Augustine's College		2										
St. Andrews Presbyterian College												
UNC-Asheville	9	13	9	1			5	1	1			
UNC-Chapel Hill	1	109	21	2								
UNC-Charlotte	28	94	91	30	9	9	17	30	18	12	2	5
UNC-Greensboro	65	211	39	15	7	4	3	3	1			
UNC-Pembroke	31	11	2				5	1				
UNC-Wilmington	141	77	31	4	1		24	2	2	1		
Wake Forest University	28											
Warren Wilson College	7	1										
Western Carolina University	69	46	56	14	5	1	7	2	3	2	1	
Wingate University	1	6	13	3								
Winston-Salem State University	25	6	1				6	1				
<b>Totals</b>	<b>1,384</b>	<b>1198</b>	<b>629</b>	<b>244</b>	<b>78</b>	<b>60</b>	<b>98</b>	<b>73</b>	<b>31</b>	<b>23</b>	<b>20</b>	<b>59</b>

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

	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	2	3	2	1		1			1	1		3
Barton College	2	1						1		1	1	
Belmont Abbey College												
Bennett College												
Brevard College							2					
Campbell University	4	5						2		2		
Catawba College	13											8
Chowan University												
Duke University												
East Carolina University	2	3	1			1	77	99	10	7	7	9
Elizabeth City State University							20					
Elon University							4		2		1	
Fayetteville State University	7						9	2	2	1		
Gardner-Webb University	1					1						
Greensboro College	8		2				19	3	3	1	1	1
Guilford College												
High Point University	2	4										
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne University			1									
Livingstone College												
Mars Hill College	2	1	1				4	1				
Meredith College							5	1	3	1	1	
Methodist College												
Montreat College												
NC A&T State University							9	8	2			
NC Central University	74	14	10	2	2	3	109	22	12	12	12	19
NC State University							149	8	42	11		
NC Wesleyan College												
Pfeiffer University	2											
Queens University								1				
Salem College	4	10	5	6	9	18						
Shaw University												
St Augustine's College												
St. Andrews Presbyterian College												
UNC-Asheville	3	1	1				12	5	2		1	
UNC-Chapel Hill							9	8	3	1		
UNC-Charlotte	2	2					109	72	7	3	1	5
UNC-Greensboro	19	2		2			25	7	3	5	1	1
UNC-Pembroke	5		1				13	1	2	1	1	
UNC-Wilmington	21	5	3			4	22	13	5	2	2	3
Wake Forest University												
Warren Wilson College												
Western Carolina University	7						28	2	2			
Wingate University												
Winston-Salem State University	1			1			1		1			
<b>Totals:</b>	<b>181</b>	<b>51</b>	<b>27</b>	<b>12</b>	<b>11</b>	<b>28</b>	<b>626</b>	<b>256</b>	<b>102</b>	<b>49</b>	<b>29</b>	<b>49</b>

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

Institution	Overall Pass Rate		Elementary Ed		Sp. Ed. Adapted Curriculum		Sp. Ed. General Curriculum	
	N	%	N	%	N	%	N	%
Appalachian State University	192	99	158	99	16	94	18	100
Barton College	19	100	15	100			4	100
Belmont Abbey College	29	100	29	100				
Bennett College	5	*	4	*			1	*
Brevard College	2	*	2	*				
Campbell University	31	97	31	97				
Catawba College	6	100	6	100				
Chowan University	6	100	6	100				
Duke University	5	100	5	100				
East Carolina University	291	99	252	99	17	100	22	95
Elizabeth City State University	48	85	41	83	1	*	6	100
Elon University	50	100	40	100			10	100
Fayetteville State University	37	95	34	97			3	*
Gardner-Webb University	27	93	27	93				
Greensboro College	21	100	19	100	1	*	1	*
Guilford College	22	100	22	100				
High Point University	48	94	45	93			3	*
Johnson C Smith University	4	*	4	*				
Lees-McRae College	85	99	85	99				
Lenoir-Rhyne University	26	100	26	100				
Livingstone College	0	*		*				
Mars Hill College	44	100	41	100			3	*
Meredith College	34	100	34	100				
Methodist College	22	95	19	95			3	*
Montreat College	2	*	2	*				
NC A&T State University	24	100	22	100			2	*
NC Central University	47	89	39	92			4	*
NC State University	33	100	30	100			3	*
NC Wesleyan College	9	100	9	100				
Peace College	21	100	10	100			11	100
Pfeiffer University	25	100	24	100			1	*
Queens University	15	100	15	100				
Salem College	10	100	9	100			1	*
Shaw University	5	100	5	100				
St Andrews Presbyterian College	27	96	27	96				
St Augustines College	2	*	2	*				
UNC-Asheville	21	100	21	100				
UNC-Chapel Hill	59	100	59	100				
UNC-Charlotte	320	99	263	99	14	100	42	100
UNC-Greensboro	155	99	123	99			31	100
UNC-Pembroke	58	91	54	91	1	*	3	*
UNC-Wilmington	233	99	210	99	9	100	14	100
Wake Forest University	11	100	11	100				
Warren Wilson College	3	*	3	*				
Western Carolina University	148	99	106	99	13	100	29	100
Wingate University	10	100	10	100				
Winston-Salem State University	19	89	16	88			2	*
<b>State Pass Rates:</b>	<b>2,311</b>	<b>98</b>	<b>2,015</b>	<b>98</b>	<b>72</b>	<b>99</b>	<b>217</b>	<b>98</b>

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

## 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 DPI 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 (3.55), followed by preparation to utilize technology (3.41), preparation in instructional delivery (3.40), preparation for managing the classroom (3.35), and preparation to work with diverse learners (3.33).

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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. Note: Because of the budget situation this year, surveys were not mailed. Instead, the survey was available electronically and emails were used to reach respondents. In addition to the emails sent by DPI to principals, teachers, central office staff (Beginning Teacher Program Coordinators), NCASA and NCAE also sent emails to their members encouraging them to complete the on-line surveys. Despite efforts to encourage respondents to complete the surveys, the response rate was low and this year results are reported at the state level but not the institutional level. Individual institutional responses will be carried forward to next year's report.

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

<b>Institution</b>	<b>Number of Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Appalachian State University	422	98	64
Barton College	31	100	65
Belmont Abbey College	33	91	39
Bennett College	10	50	
Brevard College	12	75	17
Campbell University	68	93	69
Catawba College	18	83	67
Chowan University	7	71	29
Duke University	10	100	10
East Carolina University	520	93	63
Elizabeth City State University	65	83	66
Elon University	70	90	49
Fayetteville State University	82	83	62
Gardner-Webb University	28	93	57
Greensboro College	30	93	73
Guilford College	25	92	72
High Point University	64	88	56
Johnson C. Smith University	7	86	43
Lees-McRae College	85	99	56
Lenoir-Rhyne University	49	96	65
Livingstone College	2	*	*
Mars Hill College	76	95	62
Meredith College	64	100	77
Methodist College	29	97	72
Montreat College	2	*	*
NC A&T State University	43	95	56
NC Central University	95	74	61
NC State University	185	92	65
NC Wesleyan College	11	100	91
Peace College	11	82	55
Pfeiffer University	32	100	75
Queens University	17	88	47
Salem College	15	93	67
Shaw University	7	100	100
St Augustine's College	3	*	*
St. Andrews Presbyterian College	28	96	82
UNC-Asheville	56	100	50
UNC-Chapel Hill	94	88	63
UNC-Charlotte	503	97	71
UNC-Greensboro	405	93	66
UNC-Pembroke	116	93	71
UNC-Wilmington	328	96	55
Wake Forest University	24	92	29
Warren Wilson College	6	83	17
Western Carolina University	337	87	50
Wingate University	29	90	45
Winston-Salem State University	32	94	63
<b>State Summary</b>	<b>4186</b>	<b>93%</b>	<b>62%</b>

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

**Table XI: Survey Results  
Undergraduate Programs**

	<b>Number Responding</b>	<b>Program in General</b>	<b>Managing the Classroom</b>	<b>Technology</b>	<b>Diverse Learners</b>	<b>Instructional Delivery</b>
<b>Completers</b>	<b>483</b>	<b>3.65</b>	<b>3.44</b>	<b>3.48</b>	<b>3.48</b>	<b>3.61</b>
<b>Mentors</b>	<b>257</b>	<b>3.66</b>	<b>3.49</b>	<b>3.65</b>	<b>3.50</b>	<b>3.54</b>
<b>Principals</b>	<b>781</b>	<b>3.55</b>	<b>3.35</b>	<b>3.41</b>	<b>3.33</b>	<b>3.40</b>

## 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

I am employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

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I am teaching grade(s) or enter 'NA' if not applicable:

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I am teaching the following subject(s) or enter 'NA' if not applicable:

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Please list the license area(s) completed at (*name of institution*):

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Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of my teacher education program at (*name of institution*):

- A  B  C  D

As a result of my teacher education program, I am prepared to:

2. effectively manage the classroom: N/A  A  B  C  D
3. use technology to enhance learning: N/A  A  B  C  D
4. address the needs of diverse learners: N/A  A  B  C  D
5. deliver curriculum content through a variety of instructional approaches:  
N/A  A  B  C  D

## Undergraduate Mentor Survey

(*name of completer*) is employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

(*name of completer*) is teaching grade(s):

(*name of completer*) is teaching the following subjects:

Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of the beginning teacher's, (*name of completer*), teacher education program at (*institution*):

A  B  C  D

As a result of the teacher education program, the beginning teacher, (*name of completer*), is prepared to:

2. effectively manage the classroom: N/A  A  B  C  D
3. use technology to enhance learning: N/A  A  B  C  D
4. address the needs of diverse learners: N/A  A  B  C  D
5. deliver curriculum content through a variety of instructional approaches:  
N/A  A  B  C  D

# Undergraduate Employer Survey

(name of completer) is employed as a:

- NC Public School Teacher
- NC Charter School Teacher
- NC Private School Teacher
- Teaching Outside NC
- Other

If 'Other' selected, please provide a brief description:

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(name of completer) is teaching grade(s):

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(name of completer) is teaching the following subjects:

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Please use the following scale to answer questions 1-5:

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

1. I am satisfied with the quality of the beginning teacher's, (name of completer), teacher education program at (institution):

A  B  C  D

As a result of the teacher education program, the beginning teacher, (name of completer), is prepared to:

- 2. effectively manage the classroom: N/A  A  B  C  D
- 3. use technology to enhance learning: N/A  A  B  C  D
- 4. address the needs of diverse learners: N/A  A  B  C  D
- 5. deliver curriculum content through a variety of instructional approaches:  
N/A  A  B  C  D