

# Undergraduate Teacher Education Programs

**2009-2010**



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

## UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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### Pre-service Teacher Education

Pre-service 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, pre-service 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 pre-service 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 faculties 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:

TEST	REQUIRED SCORE
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 2009 enrollment in teacher education programs. These data were provided by the institution. **Table VII** summarizes admission test results. These data were provided by the institutions for the students reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2009

	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
<b>M=Minority, T=Total</b>								
Appalachian State University	100	1,336	3	22	11	175	4	26
Barton College	3	62			5	15	15	28
Belmont Abbey College	11	69				1		
Bennett College	8	8						
Brevard College	1	46		3		1		3
Campbell University	2	94	10	36			1	6
Catawba College	3	61	1	23				12
Chowan University	9	34						
Duke University	9	32					1	6
East Carolina University	184	1,351	24	85	31	155	227	855
Elizabeth City State University	117	340	29	49	1	6	182	293
Elon University	16	227					1	7
Fayetteville State University	106	182	25	32	28	38	19	26
Gardner-Webb University	6	132		1		1		
Greensboro College	10	78	10	39		1	38	83
Guilford College	12	48	4	18				
High Point University	17	202	2	11				
Lees McRae College	2	153						
Lenoir-Rhyne University		103				1	2	9
Livingstone College	4	4						
Mars Hill College	5	112		6				11
Meredith College	11	120					1	10
Methodist University	5	22						
Montreat College	2	21						
NC A&T State University	203	243	29	41	17	21	42	81
NC Central University	37	51	31	45	18	21	61	97
NC State University	49	686				1	133	611
NC Wesleyan College	4	26			1	3		
Peace College	2	31						
Pfeiffer University	1	54			1	28		
Queens University	25	99			4	8		
Salem College	5	29	74	233		2	3	17
Shaw University	10	10	3	4				
St Augustines College	3	3					6	6
St. Andrews Presbyterian College		9		3		45	1	16
UNC-Asheville	3	95	3	34	1	51	1	53
UNC-Chapel Hill	44	257	4	23			5	29
UNC-Charlotte	124	719	12	45	52	283	321	1,256
UNC-Greensboro	120	795	44	114	11	34	93	256
UNC-Pembroke	68	236	20	39	7	25	74	182
UNC-Wilmington	74	777	7	72	19	89	30	159
Wake Forest University	4	47						
Western Carolina University	38	650	5	23	4	77	29	280
Wingate University	5	69						3
Winston-Salem State University	69	91	6	7	6	11	10	11
<b>Totals</b>	<b>1,531</b>	<b>9,814</b>	<b>346</b>	<b>1,008</b>	<b>217</b>	<b>1,093</b>	<b>1,300</b>	<b>4,432</b>

Table VII: Admission Test Data for Undergraduate Programs

<b>State Average</b>	<b>178</b>	<b>176</b>	<b>178</b>	<b>341</b>	<b>361</b>	<b>356</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	179				3.28
Barton College	177	175	177				3.12
Belmont Abbey College	179	176	177				3.52
Bennett College							
Brevard College	178	175	179				3.46
Campbell University	179	176	178				3.38
Catawba College	179	176	180				3.35
Chowan University	177	175	178				3.25
Duke University							3.34
East Carolina University	178	175	178	330	323	325	3.32
Elizabeth City State University	178	176	178				3.37
Elon University	178	177	178				3.42
Fayetteville State University	178	175	178				3.31
Gardner-Webb University	178	176	178				3.39
Greensboro College	179	176	177				3.64
Guilford College	179	175	177				3.31
High Point University	178	176	178				3.35
Lees McRae College	178	175	178				3.79
Lenoir-Rhyne University	177	176	179				3.43
Livingstone College							
Mars Hill College	179	175	178				3.28
Meredith College	178	176	178				3.30
Methodist University	179	176	178				3.26
Montreat College							3.42
NC A&T State University	178	176	178	327	322	325	3.36
NC Central University	179	175	178				3.22
NC State University	179	176	181				3.24
NC Wesleyan College	178	176	178				3.49
Peace College	177	175	176				3.39
Pfeiffer University	178	176	177				3.48
Queens University	178	175	176				3.43
Salem College	178	175	176				3.02
Shaw University							3.36
St Augustine's College							3.60
St. Andrews Presbyterian College	178	175	178				3.44
UNC-Asheville	181	177	180				3.31
UNC-Chapel Hill	181	177	180				3.17
UNC-Charlotte							3.24
UNC-Greensboro	178	176	178				3.26
UNC-Pembroke	178	175	178				3.24
UNC-Wilmington	179	176	179	332	326	353	3.46
Wake Forest University							3.20
Western Carolina University	178	175	178				3.44
Wingate University	177	176	178				3.38
Winston-Salem State University	176	174	177				3.16

Table VII: Admission Test Data for Undergraduate Programs

<b>State Average</b>	<b>1,181</b>	<b>586</b>	<b>584</b>	<b>27</b>	<b>25</b>	<b>26</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	1,073	594	588	25			3.28
Barton College	1,202	617					3.12
Belmont Abbey College	1,126						3.52
Bennett College							
Brevard College	1,201						3.46
Campbell University	1,210	611	600				3.38
Catawba College	1,174						3.35
Chowan University							3.25
Duke University	1,387			29			3.34
East Carolina University	1,174	569	570	26		25	3.32
Elizabeth City State University	1,156	576					3.37
Elon University	1,256	572	561				3.42
Fayetteville State University	1,205						3.31
Gardner-Webb University	1,112			44			3.39
Greensboro College	1,191		565				3.64
Guilford College	1,153						3.31
High Point University	1,170	564	557	26			3.35
Lees McRae College	1,134						3.79
Lenoir-Rhyne University	1,196			26			3.43
Livingstone College							
Mars Hill College	1,207						3.28
Meredith College	1,177		568				3.30
Methodist University							3.26
Montreat College							3.42
NC A&T State University	1,143	573	596				3.36
NC Central University							3.22
NC State University	1,211	571	566	26		26	3.24
NC Wesleyan College	1,142						3.49
Peace College							3.39
Pfeiffer University	1,147						3.48
Queens University	1,213	569			26		3.43
Salem College	1,190						3.02
Shaw University							3.36
St Augustine's College							3.60
St. Andrews Presbyterian College	1,310						3.44
UNC-Asheville	1,232	628	631	26			3.31
UNC-Chapel Hill	1,278						3.17
UNC-Charlotte	1,179	571	566	26	25	25	3.24
UNC-Greensboro	1,191	570	573	25		25	3.26
UNC-Pembroke	1,174	604	572				3.24
UNC-Wilmington	1,183	571	570	26	24	25	3.46
Wake Forest University	1,283			29	28	29	3.20
Western Carolina University	1,194	573	566	26	25		3.44
Wingate University	1,215	563	562				3.38
Winston-Salem State University	1,142						3.16

## QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

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Teacher Education Programs are designed to provide pre-service teachers with the knowledge, skills, and dispositions which 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. Completion of program requirements is monitored and the competence of students is assessed throughout the program of study. Students may be advised to consider alternative majors.

### **Licensure Recommendations**

To be recommended for a Standard Professional 1 License candidates must satisfy all program/course requirements and:

- » 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, pre-service teachers are issued a Standard Professional 1 License. Upon employment with an LEA, new teachers must 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 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 Programs. 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, pre-service 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 faculties 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 faculties 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 has 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.

**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 2009-10 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 2009-10 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	52	121	182	98	33	6	1		2	2	7	35
Barton College	17	11	2				1	1				
Belmont Abbey College	19	6	6									
Bennett College												
Brevard College	11	2	1									
Campbell University	29	14	4									
Catawba College	16	8		2								
Chowan University	8	8		3								
Duke University												
East Carolina University	88	207	87	56	6		8	9	21	1		5
Elizabeth City State University	53											
Elon University	46	20	27									
Fayetteville State University	34	22	17	17	5	2	1				1	
Gardner-Webb University	13	16	17	7		1						
Greensboro College	15	7	4	1	1							
Guilford College	12	7										
High Point University	4	49	4									
Johnson C. Smith University												
Lees-McRae College	77	5			1							
Lenoir-Rhyne College	17	10	8	2						1		
Livingstone College												
Mars Hill College	32	12	3	2			3	2	1			
Meredith College	10	14	18	11	4	1						
Methodist College	18		1									
Montreat College	7	5	1	5	2	10						
NC A&T State University												
NC Central University	8	9	5	1		5		3	2	1	1	
NC State University	174	5	22	3								
NC Wesleyan College	1	1	1	1								
Pfeiffer University	14	15										
Queens University						20						1
Salem College												
Shaw University												
St Augustine's College	1	1										
St. Andrews Presbyterian College		21				7						
UNC-Asheville	20	5	6	1			1	1				
UNC-Chapel Hill		76	17	1								
UNC-Charlotte	23	70	91	25	4	12	23	31	17	6	2	7
UNC-Greensboro	81	191	45	20	3	3	6	5		1		1
UNC-Pembroke	49	30	3	1					1			1
UNC-Wilmington	114	86	47	5	7		26	16	3	2	1	2
Wake Forest University	21	1										
Warren Wilson College												
Western Carolina University	57	64	73	19	9	1	9	2	2			
Wingate University	2	2	10	3	1	1						
Winston-Salem State University	23	6	5	2			4					
<b>Totals</b>	<b>1,166</b>	<b>1,127</b>	<b>707</b>	<b>286</b>	<b>76</b>	<b>69</b>	<b>83</b>	<b>70</b>	<b>49</b>	<b>14</b>	<b>12</b>	<b>52</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	8	2		1	1				1		1	3
Barton College							1	2	1	2		
Belmont Abbey College												
Bennett College												
Brevard College												
Campbell University		4						2	1	1	1	1
Catawba College	14	4	1									1
Chowan University												
Duke University							1	1				
East Carolina University	3	2	1				35	127	16	9	6	8
Elizabeth City State University	2						16					
Elon University							1		1			1
Fayetteville State University	2						1					
Gardner-Webb University												
Greensboro College	19	1	1			1	41	2			2	2
Guilford College	6	1										
High Point University	1	1										
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College		1	1	2		1		1	2	1		
Livingstone College	2											
Mars Hill College							3	2				
Meredith College							5	2				1
Methodist College												
Montreat College												
NC A&T State University												
NC Central University	16	5	4	2			37	6	2	5	3	7
NC State University							82	24	3	6		
NC Wesleyan College												
Pfeiffer University												
Queens University												
Salem College												
Shaw University												
St Augustine's College												
St. Andrews Presbyterian College												
UNC-Asheville	21		3	2			13	3		1		
UNC-Chapel Hill							8	8	1			
UNC-Charlotte	6		2				126	90	44	28	1	4
UNC-Greensboro	14	3	3	4	3	5	23	8	1	8	8	8
UNC-Pembroke	7	1					24	5	2			2
UNC-Wilmington	22	2	1	1			21	11	1	3	3	2
Wake Forest University												
Warren Wilson College												
Western Carolina University	4	2	2				30	17	4	1	1	4
Wingate University												
Winston-Salem State University	1	2					5	1				1
<b>Totals</b>	<b>148</b>	<b>31</b>	<b>19</b>	<b>12</b>	<b>4</b>	<b>7</b>	<b>473</b>	<b>312</b>	<b>80</b>	<b>65</b>	<b>26</b>	<b>45</b>

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

Institution	Special Education							
	Overall Pass Rate		Elementary Ed		Adapted Curriculum		General Curriculum	
	N	%	N	%	N	%	N	%
Appalachian State University	293	99	235	99	19	100	37	97
Barton College	33	100	28	100			5	100
Belmont Abbey College	31	100	31	100				
Bennett College	3	*	2	*			1	*
Brevard College	3	*	3	*				
Campbell University	40	93	40	93				
Catawba College	5	100	5	100				
Chowan University	3	*	3	*				
Duke University	9	100	9	100				
East Carolina University	360	96	304	96	15	100	41	98
Elizabeth City State University	48	67	34	71	4	*	7	71
Elon University	62	97	53	100			9	78
Fayetteville State University	66	91	61	90			4	100
Gardner-Webb University	18	94	18	94				
Greensboro College	46	100	40	100	2	*	4	100
Guilford College	16	88	16	88				
High Point University	50	96	40	95			10	100
Johnson C. Smith University	6	67	6	67				
Lees-McRae College	82	96	82	96				
Lenoir-Rhyne College	25	96	24	96			1	*
Livingstone College	1	*	1	*				
Mars Hill College	37	95	31	97			6	83
Meredith College	32	100	32	100				
Methodist College	13	92	10	90			3	*
Montreat College	2	*	2	*				
NC A&T State University	19	95	15	93			4	100
NC Central University	60	87	44	86	2	*	9	78
NC State University	78	100	52	100	5	100	15	100
NC Wesleyan College	7	100	7	100				
Peace College	20	100	10	100			10	100
Pfeiffer University	26	100	22	100			4	100
Queens University	29	100	29	100				
Salem College	45	98	38	100	1	*	6	83
Shaw University	2	*	2	*				
St Augustine's College	2	*	2	*				
St. Andrews Presbyterian College	29	93	29	93				
UNC-Asheville	22	100	22	100				
UNC-Chapel Hill	84	100	78	100	1	*	4	100
UNC-Charlotte	346	97	284	97	20	100	40	98
UNC-Greensboro	157	97	154	97			3	*
UNC-Pembroke	40	93	31	90	1	*	8	100
UNC-Wilmington	228	97	202	97	6	100	19	100
Wake Forest University	21	100	21	100				
Warren Wilson College	7	100	7	100				
Western Carolina University	107	99	74	100	11	100	20	95
Wingate University	25	96	25	96				
Winston-Salem State University	26	81	23	78			3	*
<b>State Pass Rates:</b>	<b>2,664</b>	<b>96</b>	<b>2,281</b>	<b>96</b>	<b>87</b>	<b>98</b>	<b>273</b>	<b>95</b>

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

Institution	Special Education							
	BED		Cross Categorical		Learning Disabled		Visually Impaired	
	N	%	N	%	N	%	N	%
Appalachian State University								
Barton College	1	*	1	*				
Belmont Abbey College								
Bennett College								
Brevard College								
Campbell University								
Catawba College								
Chowan University								
Duke University								
East Carolina University								
Elizabeth City State University								
Elon University			3	*				
Fayetteville State University								
Gardner-Webb University			1	*				
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 College								
Montreat College								
NC A&T State University								
NC Central University								
NC State University	1	*	1	*	1	*	2	*
NC Wesleyan College	1	*	3	*	2	*		
Peace College								
Pfeiffer University								
Queens University								
Salem College								
Shaw University								
St Augustine's College								
St. Andrews Presbyterian College								
UNC-Asheville								
UNC-Chapel Hill								
UNC-Charlotte			1	*				
UNC-Greensboro								
UNC-Pembroke								
UNC-Wilmington								
Wake Forest University	1	*						
Warren Wilson College								
Western Carolina University								
Wingate University			1	*	1	*		
Winston-Salem State University								
<b>State Pass Rates:</b>	<b>4</b>	<b>100</b>	<b>11</b>	<b>82</b>	<b>4</b>	<b>100</b>	<b>2</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 percent of individuals completing initial licensure programs at each institution that 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 (3.50), followed by preparation to utilize technology (3.56), preparation in instructional delivery (3.63), preparation for managing the classroom (3.50), and preparation to work with diverse learners (3.50).

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**Table X** provides information on the number of individuals completing undergraduate teacher education programs, 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	556	97	47
Barton College	42	95	57
Belmont Abbey College	31	84	35
Bennett College	8	13	0
Brevard College	7	100	29
Campbell University	78	87	60
Catawba College	29	86	41
Chowan University	9	78	56
Duke University	28	100	57
East Carolina University	599	92	58
Elizabeth City State University	67	72	42
Elon University	99	93	36
Fayetteville State University	117	84	56
Gardner-Webb University	46	80	26
Greensboro College	70	93	49
Guilford College	21	90	29
High Point University	68	96	51
Johnson C. Smith University	8	63	38
Lees-McRae College	86	90	30
Lenoir-Rhyne College	43	91	44
Livingstone College	1	*	*
Mars Hill College	72	86	33
Meredith College	67	99	67
Methodist College	24	83	63
Montreat College	2	*	*
NC A&T State University	40	83	40
NC Central University	105	79	38
NC State University	241	94	56
NC Wesleyan College	13	92	69
Peace College	11	91	55
Pfeiffer University	42	93	36
Queens University	34	94	47
Salem College	98	97	59
Shaw University	6	17	17
St Augustine's College	3	*	*
St. Andrews Presbyterian College	35	91	51
UNC-Asheville	76	96	42
UNC-Chapel Hill	165	92	55
UNC-Charlotte	500	95	47
UNC-Greensboro	327	91	54
UNC-Pembroke	104	95	69
UNC-Wilmington	348	94	45
Wake Forest University	55	100	42
Warren Wilson College	8	88	13
Western Carolina University	257	93	39
Wingate University	36	97	31
Winston-Salem State University	43	88	47
<b>State Summary</b>	<b>4,725</b>	<b>92%</b>	<b>49%</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>16</b>	<b>3.50</b>	<b>3.50</b>	<b>3.56</b>	<b>3.50</b>	<b>3.63</b>
<b>Mentors</b>	<b>9</b>	<b>3.67</b>	<b>3.56</b>	<b>3.44</b>	<b>3.44</b>	<b>3.56</b>
<b>Principals</b>	<b>140</b>	<b>3.55</b>	<b>3.42</b>	<b>3.42</b>	<b>3.37</b>	<b>3.39</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. Programs should be assessed on a regular basis. As part of the new approval process, IHEs were required to revision their programs for undergraduate/graduate programs and executive preparation programs to meet the new standards adopted by the State Board of Education. All IHEs submit proposals for new programs for approval by the State Board of Education. 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.

Any criterion the institution does not meet will require a written plan submitted to NCDPI detailing actions which will be taken to correct 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 SSE 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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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:

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

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

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

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 subject(s):

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 (*name of 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:

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

(name of completer) is teaching the following subject(s):

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 (name of 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