

Undergraduate Teacher Education Programs



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

2011-2012

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 Pre-professional 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 2011 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. **Table VII** summarizes admission test results, including the average GPA. This data was provided by the institutions for the teacher candidates reported as admitted to their programs.

Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2011

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	222	812	5	18	137	514	*	5
Barton College	*	52		*	5	15	*	10
Belmont Abbey College	11	65						
Bennett College	33	33						
Brevard College	*	28		*				
Campbell University	5	150	7	41		*		*
Catawba College	9	81	*	12			*	23
Chowan University	*	32						*
Davidson College	*	6						
Duke University	9	25					5	8
East Carolina University	162	1374	22	86	30	255	214	786
Elizabeth City State University	61	161	20	33	*	*	135	204
Elon University	21	195						
Fayetteville State University	72	123	36	58	20	34	17	19
Gardner-Webb University	9	112		*		*		*
Greensboro College	5	72	8	34			17	33
Guilford College	14	60	5	21				
High Point University	18	198	*	7				
Johnson C Smith University	10	10						
Lees-McRae College	*	110						
Lenoir-Rhyne University	6	108	*	*		*	*	*
Livingstone College	10	10						
Mars Hill College	*	87		5		*		13
Meredith College	12	117		*		*	*	6
Meredith College		*						
Methodist University	*	29						
Montreat College		11						
Mount Olive College	9	44			7	13		*
NC A&T State University	75	91			8	12		
NC Central University	88	115	84	110	11	14	122	172
NC State University	77	536		*			77	280
NC Wesleyan College	5	22	*	*	*	*	*	*
Peace College	*	17						
Pfeiffer University		57			*	26		*
Queens University	29	110		7	*	*	*	7
Salem College	5	38	86	245				
Shaw University	12	12	*	*			*	*
St Andrews Presbyterian College				*	*	16	*	10
St. Augustines University	*	*					*	*
UNC-Asheville	5	90	*	35				
UNC-Chapel Hill	47	253			*	*		
UNC-Charlotte	176	868	21	77	25	110	293	932
UNC-Greensboro	152	816	17	85	8	21	44	128
UNC-Pembroke	89	270	25	43	8	26	98	274
UNC-Wilmington	89	818	6	60	9	43	8	59
Wake Forest University	*	39						
Western Carolina University	47	573	*	32	*	35	21	203
Wingate University	6	101						
Winston-Salem State University	77	94	*	6	*	5	*	8
Totals	1,677	9,025	342	1,015	268	1,139	1,051	3,180

* Less than five students. Results not reported.

Table VII: Admission Test Data for Undergraduate Programs, Fall 2011

State Average	178	175	178	522	323	416	3.32
Institution	PPST - R	PPST - W	PPST - M	CBT - R	CBT - W	CBT - M	GPA
Appalachian State University	179	175	179				3.44
Barton College	178	175	178				3.30
Belmont Abbey College	180	176	176				3.62
Bennett College							3.06
Brevard College	178	176	177				3.51
Campbell University	178	175	179				3.36
Catawba College	177	175	176				3.35
Chowan University	176	175	176				3.31
Davidson College							3.56
Duke University	*	*	*				3.57
East Carolina University	178	175	178	*	*	603	3.30
Elizabeth City State University	178	175	178	*	*	*	3.28
Elon University	179	177	181				3.42
Fayetteville State University	178	175	178				3.29
Gardner-Webb University	194	175	178				3.37
Greensboro College	178	175	177				3.58
Guilford College	180	177	177				3.27
High Point University	179	176	178				3.36
Johnson C Smith University							3.31
Lees-McRae College	179	175	179				3.76
Lenoir-Rhyne University	178	176	178				3.48
Livingstone College	*	177	175	529			3.24
Mars Hill College	179	175	178				3.24
Meredith College	178	177	178				3.26
Meredith College							-
Methodist University	178	176	179				3.14
Montreat College	175	172	175				3.57
Mount Olive College							3.25
NC A&T State University	177	175	177				3.31
NC Central University	178	174	178	*	*	*	3.33
NC State University	179	176	181				3.37
NC Wesleyan College	177	175	178				3.54
Peace College	180	177	179				3.31
Pfeiffer University	178	175	177	*	*	*	3.48
Queens University	*	*	180				3.50
Salem College	178	175	178		*	*	3.03
Shaw University	*	*	*				3.31
St Andrews Presbyterian College	178	175	178				3.42
St. Augustines University	*	*	*				3.36
UNC-Asheville	180	179	180				3.35
UNC-Chapel Hill	179	176	182	*			3.41
UNC-Charlotte	178	175	178				3.20
UNC-Greensboro	178	175	179				3.26
UNC-Pembroke	-	180	178	531			3.27
UNC-Wilmington	179	176	178	*	*	*	3.42
Wake Forest University	-	-	-				3.25
Western Carolina University	180	178	179	*	*	*	3.45
Wingate University	177	175	179				3.42

* Less than five students with data. Results not reported.

Table VII: Admission Test Data for Undergraduate Programs, Fall 2011

State Average	1,149	551	542	25	23	23	3.32	1,149
Institution	SAT Total	SAT Math	SAT Verbal	ACT Composite	ACT Math	ACT English	GPA	SAT Total
Appalachian State University	1,089	591	595	26	*	*	3.44	1,089
Barton College	984	501	496	20	19	20	3.30	984
Belmont Abbey College	1,174	588	582	*	*	*	3.62	1,174
Bennett College							3.06	
Brevard College	1,162		*	*			3.51	1,162
Campbell University	1,184	594	602	25	24	26	3.36	1,184
Catawba College	1,202	*	*	*		*	3.35	1,202
Chowan University	*	*	*				3.31	*
Davidson College	1,397						3.56	1,397
Duke University	1,410	699	683	31	30	30	3.57	1,410
East Carolina University	1,180	564	570	25	*	*	3.30	1,180
Elizabeth City State University	1,168	597	563	*	*	*	3.28	1,168
Elon University	1,245	574	*				3.42	1,245
Fayetteville State University	1,261		*	*			3.29	1,261
Gardner-Webb University	1,089			25			3.37	1,089
Greensboro College		597	*				3.58	
Guilford College	1,195	*		*	*	*	3.27	1,195
High Point University	1,181	575	555	26	*	*	3.36	1,181
Johnson C Smith University							3.31	
Lees-McRae College	*	580	*	*	*	*	3.76	*
Lenoir-Rhyne University	1,084	551	527	*	25	24	3.48	1,084
Livingstone College	815	382	433				3.24	815
Mars Hill College	1,186	*	*	*	*		3.24	1,186
Meredith College	1,210	587	550	*	*	*	3.26	1,210
Meredith College	*						*	*
Methodist University	*			*			3.14	*
Montreat College		*	*				3.57	
Mount Olive College	*			*			3.25	*
NC A&T State University	1,131	574	566	*	*	*	3.31	1,131
NC Central University	1,180	597	608				3.33	1,180
NC State University	1,140	578	560	24	*	*	3.37	1,140
NC Wesleyan College	*	*	*				3.54	*
Peace College	*	*	533				3.31	*
Pfeiffer University	1,194	*	*	*			3.48	1,194
Queens University	1,216	568	577	26	*	*	3.50	1,216
Salem College	1,200	606	594				3.03	1,200
Shaw University	1,239						3.31	1,239
St Andrews Presbyterian College	*	*					3.42	*
St. Augustines University	*	*	*	*	*	*	3.36	*
UNC-Asheville	1,239	*	*	27			3.35	1,239
UNC-Chapel Hill	1,282	574	*	28	*	*	3.41	1,282
UNC-Charlotte	1,034	523	511	22	22		3.20	1,034
UNC-Greensboro	1,196	564	571	23	22	22	3.26	1,196
UNC-Pembroke	1,174	581	583	*	*		3.27	1,174
UNC-Wilmington	1,185	570	567	26	25	25	3.42	1,185
Wake Forest University	1,298	640	655	28	*	*	3.25	1,298
Western Carolina University	1,191	573	570	26	*		3.45	1,191

QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

Teacher Education Programs are designed to provide pre-service 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:

- 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 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.

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, special education: general curriculum and special education: adapted curriculum (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 2011-2012 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.

Praxis testing requirements, required test number and score that were in effect for the 2010-2011 year are as follows:

AREA OF LICENSURE	REQUIRED TESTS	REQUIRED SCORE
Elementary (K-6)	0011 and 0012 5015 (effective September 1, 2011)	313 (0011 and 0012) 161 (5015)
Sp Ed: Adapted Curriculum	0511 0545*	148 (0511) 158 (0545)
Sp. Ed: General Curriculum	0511 0543*	148 (0511) 158 (0543)

* The change in testing requirements was effective September 1, 2010

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	103	203	258	41	16	2	9	6	7	12	6	4
Barton College	9	15	4				1			3	1	
Belmont Abbey College	28	5										
Bennett College	9											
Brevard College		10	3									
Campbell University	51	6	11	6	1	2						
Catawba College	15	16	3									
Chowan University	8	2	1									
Davidson College	5											
Duke University	8	1	2	1								
East Carolina University	99	184	151	18	7	2	11	5	8		2	1
Elizabeth City State University	42						8					
Elon University	6	16	35	9								
Fayetteville State University	15	3	3				4	1				
Gardner-Webb University	19	21	20	8								1
Greensboro College	17	6	2									
Guilford College	14	6	1	1								
High Point University	4	49		1								
Johnson C Smith University	10											
Lees-McRae College	65											
Lenoir-Rhyne University	12	9	22	1								
Livingstone College	1	1										
Mars Hill College	14	11	15							3	1	
Meredith College	2	10	23	9	4							
Methodist College	12											
Montreat College		3										
Mount Olive College		5										
NC A&T State University	13	5	4	4				2				
NC Central University	15	17	4	6		3	2		1	1		1
NC State University	187	3	23	4								
NC Wesleyan College												
Peace College		17										
Pfeiffer University	8	9		1	1			6		1	1	
Queens University	2	1	10	3	19							
Salem College	1		1	1	1	2						
Shaw University	1	1							1			
St Augustines College				1								
St. Andrews Presbyterian College						21						
UNC-Asheville	41	4	3					1				
UNC-Chapel Hill	4	93	6									
UNC-Charlotte	25	93	131	7	28	7	6	6	9	3	2	3
UNC-Greensboro	75	213	54	15	5	1	8	2	4		1	
UNC-Pembroke	4	7	4		1	1						1
UNC-Wilmington	113	105	50	2	2		4	4	1	1		
Wake Forest University	21											
Western Carolina University	51	63	83	35	4			2			2	
Wingate University	6	3	10	2	1	2						
Winston-Salem State University	16	21	3				1	3				
Totals	1,190	1,237	940	176	90	43	54	38	31	24	16	11

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	7		1				4					
Barton College							1	1				
Belmont Abbey College												
Bennett College												
Brevard College	1											
Campbell University	2		1	1								2
Catawba College	9						1					7
Chowan University	1											
Davidson College												
Duke University								1				
East Carolina University	12	6	3				28	135	26	8	7	14
Elizabeth City State University							4					
Elon University												
Fayetteville State University	16	3	2	3	2	1	2	1				
Gardner-Webb University		1					1					
Greensboro College	15	2	2				3	1	1			
Guilford College	5	2										
High Point University		1										
Johnson C Smith University												
Lees-McRae College												
Lenoir-Rhyne University												
Livingstone College												
Mars Hill College							1	1				1
Meredith College							1	2	1			1
Methodist College												
Montreat College												
Mount Olive College												
NC A&T State University												
NC Central University	4	7	5	1	1	2	25	8	1	2	2	2
NC State University												
NC Wesleyan College	3	3	3									
Peace College												
Pfeiffer University							1	1				
Queens University	1	8	8		3	2						
Salem College	3		5	13	6	17						
Shaw University	2							1				
St Augustines College										1		
St. Andrews Presbyterian College							1		11			
UNC-Asheville	27						6					
UNC-Chapel Hill												
UNC-Charlotte							95	111	47	6	12	5
UNC-Greensboro	14	11	4			1	12	7	5	1	2	3
UNC-Pembroke	4						43	1	3			
UNC-Wilmington	24	4	1	1	1		6	3	3	1	1	
Wake Forest University												
Western Carolina University	7	5	3	2	4	1	28	13	3	3	1	1
Wingate University												
Winston-Salem State University	1						1					
Totals	158	53	38	21	17	26	264	287	101	22	25	36

Table IX: Praxis Performance of Undergraduate Program Completers

Institution	Overall Pass Rate				Special Education						Special Education					
	Overall Pass Rate		Elementary Ed		Adapted Curriculum		General Curriculum		BED		Cross Categorical		Learning Disabled		Mentally Disabled	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Appalachian State Univ.	246	99	217	99	15	100	14	100								
Barton College	18	100	11	100			7	100								
Belmont Abbey College	46	98	46	98												
Bennett College	3	*	3	*												
Brevard College	5	100	5	100												
Campbell University	48	100	48	100												
Catawba College	11	100	11	100												
Chowan University	6	100	6	100												
Duke University	13	100	13	100												
East Carolina University	343	98	291	98	9	100	43	100								
Elizabeth City State Univ.	254	91	224	91			28	86							2	*
Elon University	45	100	37	100			8	100								
Fayetteville State University	35	89	34	88			1	*								
Gardner-Webb University	31	97	31	97												
Greensboro College	41	98	36	97			5	100								
Guilford College	22	100	22	100												
High Point University	47	96	40	95			7	100								
Johnson C Smith University	6	50	6	50												
Lees-McRae College	57	100	57	100												
Lenoir-Rhyne University	23	100	17	100	1	*	5	100								
Livingstone College	1	*	1	*												
Mars Hill College	38	95	25	96			13	92								
Meredith College	30	100	28	100			2	*								
Methodist University	13	92	8	100			4	*			1	*				
Montreat College	11	100	11	100												
NC A&T State University	22	95	16	94			6	100								
NC Central University	9	100	6	100			1	*	1	*			1	*		
NC State University	102	100	92	100			10	100								
NC Wesleyan College	9	100	9	100												
Peace College	71	97	35	97			36	97								
Pfeiffer University	30	100	28	100			2	*								
Queens University	48	94	48	94												
Salem College	47	100	38	100			9	100								
Shaw University	2	*	2	*												
St Andrews Presbyterian Col.	14	86	14	86												
St. Augustines College	2	*	2	*												
UNC-Asheville	29	100	29	100												
UNC-Chapel Hill	58	100	58	100												
UNC-Charlotte	341	97	262	97	23	100	56	96								
UNC-Greensboro	208	99	164	99			44	98								
UNC-Pembroke	63	100	54	100			9	100								
UNC-Wilmington	195	94	177	93	8	100	10	100								
Wake Forest University	16	10	16	100												
Western Carolina University	109	99	76	100	7	100	26	96								
Wingate University	29	97	29	97												
Winston-Salem State Univ.	34	94	32	94			2	*								
State Totals & Pass Rates	2,831	97	2,415	97	63	100	348	97	1	*	1	*	1	*	2	*

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

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 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, historically, 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.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2011-2012 school year.

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

Institution	Number of Student Teachers	Percent Licensed	Percent Employed
Appalachian State University	498	96	51
Barton College	36	89	58
Belmont Abbey College	53	68	30
Bennett College	7	14	14
Brevard College	15	93	53
Campbell University	83	92	53
Catawba College	61	93	48
Chowan University	12	25	17
Duke University	33	82	12
East Carolina University	700	95	68
Elizabeth City State University	433	86	55
Elon University	68	88	43
Fayetteville State University	84	83	52
Gardner-Webb University	47	91	45
Greensboro College	91	97	51
Guilford College	33	85	52
High Point University	67	93	39
Johnson C Smith University	6	50	50
Lees-McRae College	73	93	22
Lenoir-Rhyne University	49	88	47
Livingstone College	2	*	*
Mars Hill College	74	65	34
Meredith College	69	100	57
Methodist University	25	84	44
Montreat College	12		
NC A&T State University	141	79	56
NC Central University	101	√	√
NC State University	424	92	64
NC Wesleyan College	15	80	60
Peace College	38	79	45
Pfeiffer University	41	100	44
Queens University	52	90	56
Salem College	66	100	52
Shaw University	4	*	*
St. Andrews Presbyterian College	17	76	35
St. Augustines College	8	*	*
UNC-Asheville	84	99	43
UNC-Chapel Hill	168	96	64
UNC-Charlotte	702	95	64
UNC-Greensboro	444	93	57
UNC-Pembroke	135	94	72
UNC-Wilmington	384	89	49
Wake Forest University	44	95	41
Western Carolina University	282	92	48
Wingate University	47	96	51
Winston-Salem State University	59	92	47
State Summary	5,887	90	54

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

√ SSNs not provided by institution. Unable to determine licensed/employed data.

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.

Historical State Approval Process

Formerly, this process required 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 was 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 was used to reward and sanction programs.

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 was 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 SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., 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.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers

and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

In summer 2012, a statewide pilot was conducted to review teacher candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development based on piloting results.