

IHE Performance Reports

2001-02



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

PREFACE

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

A supplemental report entitled *IHE Performance Report Institutional Reports* provides detailed information on the teacher education programs at each college/university. As appropriate, separate reports on undergraduate programs, graduate programs, and school administration programs are included for each institution.

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

TABLE OF CONTENTS

| | |
|---|----|
| Teacher Education in North Carolina | 1 |
| Linkages with the Public Schools | 7 |
| Lateral Entry Teachers Served | 9 |
| Employment | 11 |
| Definitions Used | 16 |

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

| | |
|--|----|
| Preservice Teacher Education | 17 |
| Quality of Students Entering the Programs | 17 |
| Undergraduate Teacher Education Program Admission Requirements | 17 |
| Quality of Students Completing the Programs | 21 |
| Licensure Recommendations | 21 |
| Initial Licensure Program | 21 |
| Efforts to Ensure the Technological Competence of Beginning Teachers | 21 |
| Efforts to Assist Students in Satisfying Praxis Testing Requirements | 22 |
| Employment and Program Satisfaction | 31 |
| Rewards and Sanctions | 36 |
| Praxis Testing Requirements | 39 |
| Undergraduate Program Completer Surveys | 43 |

TABLE OF CONTENTS (Continued)

GRADUATE TEACHER EDUCATION PROGRAMS

| | |
|---|----|
| Graduate Teacher Education | 47 |
| Quality of Students Entering the Programs | 47 |
| Graduate Teacher Education Program Admission Requirements | 47 |
| Quality of Students Completing the Programs | 51 |
| Employment and Program Satisfaction | 58 |
| Rewards and Sanctions | 60 |
| Graduate Program Completer Surveys | 63 |

SCHOOL ADMINISTRATION PROGRAMS

| | |
|--|----|
| Quality of Students Entering the Programs | 66 |
| School Administration Program Admission Requirements | 66 |
| Quality of Students Completing the Programs | 69 |
| Employment and Program Satisfaction | 71 |
| Rewards and Sanctions | 73 |
| Graduate Program Completer Surveys | 75 |

LIST OF TABLES

| Table | Page |
|--|------|
| I. Programs Offered by Each IHE | 2 |
| II. Number of Teacher Education Faculty | 8 |
| III. Lateral Entry Teachers Served | 10 |
| IV. Individuals with Degrees from each IHE Employed in the Public Schools | 12 |
| V. Top 10 LEAs Employing Graduates of Each IHE | 13 |
| VI. Enrollment in Undergraduate Teacher Education Programs, Fall 2001 | 19 |
| VII. Undergraduate Admission Test Data | 20 |
| VIII. Undergraduate Length of Time to Program Completion | 23 |
| IX. Praxis Performance of Program Completers | 25 |
| X. Number of Student Teachers Licensed and Employed | 32 |
| XI. Undergraduate Program Completer Survey Results | 34 |
| XII. Enrollment in Graduate Teacher Education Programs, Fall 2001 | 49 |
| XIII. Graduate Admission Test Data | 50 |
| XIV. Praxis Performance of Graduate Students | 52 |
| XV. Graduate Program Completer Survey Results | 59 |
| XVI. Enrollment in School Administration Programs, Fall 2001 | 67 |
| XVII. School Administration Admission Test Data | 68 |
| XVIII. School Leaders Licensure Assessment (SLLA) Performance of Program Completers | 70 |
| XIX. School Administration Program Completer Survey Results | 72 |

TEACHER EDUCATION IN NORTH CAROLINA

An Overview

North Carolina has 48 approved Teacher Education Programs. All 48 offer undergraduate programs leading to initial teacher licensure; 25 offer graduate level programs leading to master's or doctoral level licensure; 11 offer school administration programs. While the specific course requirements vary from institution to institution, each approved program of study has been judged to be in compliance with the standards, competencies, and guidelines prescribed by the State Board of Education for the specialty area. On-site reviews of approved teacher education programs are conducted every five years. The reviews are typically a joint venture between the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). Team members have been trained in the program approval process. The DPI team members are internal to the state; the NCATE team members are external to the state. In addition to reviewing the reports prepared by the institution for the visits, team members examine course syllabi, handbooks, and samples of student work, visit clinical sites, observe university classes, tour campus facilities, and interview current students, recent graduates, faculty, administrators, support staff, and public school personnel. Working independently but cooperatively, the DPI team focuses on professional studies, program admission standards, and curriculum, faculty, resources, and evaluation of individual specialty areas. The NCATE team focuses on the program as a whole (referred to as the unit) and reviews curriculum, student quality, faculty, governance, and resources. Reports of the on-site reviews, as well as the performance of students on the Praxis exams, the performance of graduates in the Initial Licensure Program, and the licensure of methods faculty are considered by the State Evaluation Committee on Teacher Education (SEC). Recommendations are forwarded from the SEC to the State Board of Education which makes final program approval decisions.

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

Table I: Programs Offered by Each IHE

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

Table I: Programs Offered by Each IHE

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

Table I: Programs Offered by Each IHE

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

Table I: Programs Offered by Each IHE

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

Table I: Programs Offered by Each IHE

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

LINKAGES WITH THE PUBLIC SCHOOLS

Faculty in institutions of higher education which prepare teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising student teachers and interns. This may include collaboratively designing curricula for public schools students and teacher education programs, formalized partnerships, grant activities, service on boards and committees, providing assistance for beginning teachers, assisting lateral entry teachers seeking licensure, conducting/sponsoring professional development activities for inservice teachers, working with groups of public school students on campus or at the school site, sponsoring after-school programs for public school students, and providing diagnostic screenings/testing for public school students, etc. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the *Institutional Reports* document which accompanies this Summary Report. This year institutions were asked to identify the specific LEAs and/or schools with which they conducted collaborative activities. Across institutions, collaborative activities were reported in virtually every LEA in the state at either the system- or school- level.

In evaluating the involvement of colleges/universities with the public schools it is important to consider that the number of teacher education faculty varies across campuses. **Table II** summarizes the number of teacher education faculty by college/university.

Table II: Number of Teacher Education Faculty

| Institution | Full-Time in Professional Education | Part-Time in Professional Education; Full-Time to IHE | Part-Time in Professional Education; Not Otherwise Employed by IHE |
|----------------------------------|--|--|---|
| Appalachian State University | 75 | 54 | 30 |
| Barber-Scotia College | 3 | 7 | 1 |
| Barton College | 6 | 7 | 17 |
| Belmont Abbey College | 5 | 0 | 9 |
| Bennett College | 2 | 6 | 1 |
| Campbell University | 11 | 1 | 5 |
| Catawba College | 4 | 3 | 1 |
| Chowan College | 3 | 5 | 2 |
| Duke University | 6 | 13 | 17 |
| East Carolina University | 99 | 95 | 28 |
| Elizabeth City State University | 13 | 8 | 6 |
| Elon University | 11 | 10 | 2 |
| Fayetteville State University | 44 | 1 | 5 |
| Gardner-Webb University | 9 | 8 | 8 |
| Greensboro College | 7 | 13 | 5 |
| Guilford College | 3 | 1 | 3 |
| High Point University | 7 | 5 | 10 |
| Johnson C. Smith University | 3 | 7 | 3 |
| Lees-McRae College | 9 | 4 | 13 |
| Lenoir-Rhyne College | 5 | 6 | 15 |
| Livingstone College | 4 | 9 | 2 |
| Mars Hill College | 6 | 8 | 7 |
| Meredith College | 6 | 24 | 13 |
| Methodist College | 7 | 8 | 4 |
| Montreat College | 2 | 1 | 1 |
| NC A&T State University | 44 | 9 | 1 |
| NC Central University | 31 | 7 | 11 |
| NC State University | 50 | 12 | 28 |
| NC Wesleyan College | 3 | 2 | 5 |
| Pfeiffer University | 5.5 | 7 | 3 |
| Queens University | 4 | 0 | 6 |
| Salem College | 5 | 2 | 4 |
| Shaw University | 10 | 2 | 0 |
| St. Andrews Presbyterian College | 3 | 1 | 5 |
| St. Augustine's College | 11 | 1 | 4 |
| UNC-Asheville | 8 | 7 | 7 |
| UNC-Chapel Hill | 58 | 12 | 13 |
| UNC-Charlotte | 74 | 13 | 33 |
| UNC-Greensboro | 70 | 45 | 40 |
| UNC-Pembroke | 9 | 7 | 5 |
| UNC-Wilmington | 43 | 7 | 44 |
| Wake Forest University | 14 | 1 | 1 |
| Warren Wilson College | 3 | 1 | 0 |
| Western Carolina University | 35 | 33 | 16 |
| Wingate University | 4 | 4 | 7 |
| Winston-Salem State University | 10 | 2 | 7 |
| Totals | 844.5 | 479 | 448 |

LATERAL ENTRY TEACHERS SERVED

Increasingly, LEAs are employing lateral entry teachers as a means of addressing the teacher shortage. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers typically affiliate with a college or university to clear licensure requirements. Institutions review the transcripts of lateral entry teachers and issue individual programs of study. **Table III** contains information provided by each institution on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure.

Table III: Lateral Entry Teachers Served

| Institution | Number Requesting Programs of Study Leading to Licensure | Number Issued Program of Study Leading to Licensure | Number Enrolled in One or More Classes Leading to Licensure |
|----------------------------------|---|--|--|
| Appalachian State University | 168 | 168 | 64 |
| Barber-Scotia College | 0 | 0 | 0 |
| Barton College | 64 | 64 | 42 |
| Belmont Abbey College | 14 | 14 | 14 |
| Bennett College | 78 | 78 | 21 |
| Campbell University | 60 | 37 | 68 |
| Catawba College | 6 | 6 | 3 |
| Chowan College | 24 | 19 | 23 |
| Duke University | 17 | 3 | 2 |
| East Carolina University | 383 | 354 | 328 |
| Elizabeth City State University | 90 | 90 | 90 |
| Elon University | 58 | 56 | 26 |
| Fayetteville State University | 318 | 318 | 211 |
| Gardner-Webb University | 122 | 122 | 37 |
| Greensboro College | 445 | 180 | 82 |
| Gulford College | 105 | 18 | 0 |
| High Point University | 143 | 143 | 143 |
| Johnson C. Smith University | 95 | 52 | 45 |
| Lees-McRae College | 18 | 11 | 21 |
| Lenoir-Rhyne College | 19 | 19 | 7 |
| Livingstone College | 21 | 21 | 21 |
| Mars Hill College | 10 | 10 | 8 |
| Meredith College | 68 | 54 | 17 |
| Methodist College | 6 | 6 | 6 |
| Montreat College | 3 | 3 | 0 |
| NC A&T State University | 440 | 350 | 295 |
| NC Central University | 150 | 99 | 99 |
| NC State University | 113 | 113 | 113 |
| NC Wesleyan College | 75 | 69 | 30 |
| Pfeiffer University | 58 | 55 | 52 |
| Queens University | 450 | 270 | 205 |
| Salem College | 83 | 74 | 60 |
| Shaw University | 46 | 5 | 5 |
| St. Andrews Presbyterian College | 23 | 14 | 9 |
| St. Augustine's College | 90 | 90 | 80 |
| UNC-Asheville | 18 | 18 | 18 |
| UNC-Chapel Hill | 145 | 145 | 143 |
| UNC-Charlotte | 970 | 970 | 790 |
| UNC-Greensboro | 159 | 133 | 133 |
| UNC-Pembroke | 301 | 195 | 148 |
| UNC-Wilmington | 70 | 70 | 70 |
| Wake Forest University | 0 | 0 | 0 |
| Warren Wilson College | 6 | 6 | 1 |
| Western Carolina University | 91 | 78 | 75 |
| Wingate University | 20 | 20 | 13 |
| Winston-Salem State University | 193 | 141 | 141 |
| Totals | 5,836 | 4,761 | 3,759 |

EMPLOYMENT

Graduates of the 48 institutions with approved teacher education programs are employed in every LEA in the state. **Table IV** contains summary information on the number of individuals with degrees from each institution employed in the NC public schools during the 2001-02 school year. **Table V** reflects the top 10 LEAs in which individuals with degrees from each IHE are employed. It should be noted that:

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

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

| Institution | Number Employed | Rank | | Institution | Number Employed | Rank |
|----------------------------------|------------------------|-------------|--|----------------------------------|------------------------|-------------|
| Appalachian State University | 11,667 | 2 | | East Carolina University | 11,994 | 1 |
| Barber-Scotia College | 206 | 42 | | Appalachian State University | 11,667 | 2 |
| Barton College | 1,744 | 16 | | UNC-Greensboro | 7,339 | 3 |
| Belmont Abbey College | 258 | 41 | | UNC-Charlotte | 5,798 | 4 |
| Bennett College | 313 | 39 | | UNC-Chapel Hill | 5,322 | 5 |
| Campbell University | 2,345 | 13 | | Western Carolina University | 5,039 | 6 |
| Catawba College | 798 | 24 | | UNC-Pembroke | 3,523 | 7 |
| Chowan College | 80 | 46 | | NC State University | 3,322 | 8 |
| Davidson College | 88 | 45 | | UNC-Wilmington | 3,157 | 9 |
| Duke University | 384 | 37 | | NC A&T State University | 3,117 | 10 |
| East Carolina University | 11,994 | 1 | | NC Central University | 3,066 | 11 |
| Elizabeth City State University | 1,420 | 18 | | Fayetteville State University | 2,960 | 12 |
| Elon University | 1,242 | 21 | | Campbell University | 2,345 | 13 |
| Fayetteville State University | 2,960 | 12 | | Gardner-Webb University | 1,992 | 14 |
| Gardner-Webb University | 1,992 | 14 | | Meredith College | 1,757 | 15 |
| Greensboro College | 633 | 27 | | Barton College | 1,744 | 16 |
| Guilford College | 413 | 35 | | Lenoir-Rhyne College | 1,602 | 17 |
| High Point University | 918 | 22 | | Elizabeth City State University | 1,420 | 18 |
| Johnson C. Smith University | 416 | 34 | | Winston-Salem State University | 1,416 | 19 |
| Lees-McRae College | 124 | 44 | | Mars Hill College | 1,371 | 20 |
| Lenoir-Rhyne College | 1,602 | 17 | | Elon University | 1,242 | 21 |
| Livingstone College | 423 | 33 | | High Point University | 918 | 22 |
| Mars Hill College | 1,371 | 20 | | Wake Forest University | 841 | 23 |
| Meredith College | 1,757 | 15 | | Catawba College | 798 | 24 |
| Methodist College | 656 | 26 | | Pfeiffer University | 679 | 25 |
| Montreat College | 31 | 47 | | Methodist College | 656 | 26 |
| NC A&T State University | 3,117 | 10 | | Greensboro College | 633 | 27 |
| NC Central University | 3,066 | 11 | | UNC-Asheville | 600 | 28 |
| NC State University | 3,322 | 8 | | Shaw University | 509 | 29 |
| NC Wesleyan College | 501 | 30 | | NC Wesleyan College | 501 | 30 |
| Pfeiffer University | 679 | 25 | | Wingate University | 496 | 31 |
| Queens University | 278 | 40 | | St. Augustine's College | 483 | 32 |
| Salem College | 395 | 36 | | Livingstone College | 423 | 33 |
| Shaw University | 509 | 29 | | Johnson C. Smith University | 416 | 34 |
| St. Andrews Presbyterian College | 361 | 38 | | Guilford College | 413 | 35 |
| St. Augustine's College | 483 | 32 | | Salem College | 395 | 36 |
| UNC-Asheville | 600 | 28 | | Duke University | 384 | 37 |
| UNC-Chapel Hill | 5,322 | 5 | | St. Andrews Presbyterian College | 361 | 38 |
| UNC-Charlotte | 5,798 | 4 | | Bennett College | 313 | 39 |
| UNC-Greensboro | 7,339 | 3 | | Queens University | 278 | 40 |
| UNC-Pembroke | 3,523 | 7 | | Belmont Abbey College | 258 | 41 |
| UNC-Wilmington | 3,157 | 9 | | Barber-Scotia College | 206 | 42 |
| Wake Forest University | 841 | 23 | | Warren Wilson College | 139 | 43 |
| Warren Wilson College | 139 | 43 | | Lees-McRae College | 124 | 44 |
| Western Carolina University | 5,039 | 6 | | Davidson College | 88 | 45 |
| Wingate University | 496 | 31 | | Chowan College | 80 | 46 |
| Winston-Salem State University | 1,416 | 19 | | Montreat College | 31 | 47 |
| Total | 92,216 | | | | 92,216 | |

**Table V: 2001-2002 Top 10 LEAs
Employing (at least 5) Teachers with Degrees from Each IHE**

| Appalachian State University | | Barber-Scotia College | | Barton College | | Belmont Abbey College | |
|-------------------------------------|-----|--------------------------------------|-------|---------------------------------|-----|--|-----|
| Forsyth | 564 | Char.-Mecklenburg | 55 | Wilson | 273 | Gaston | 133 |
| Char.-Mecklenburg | 525 | Cabarrus | 14 | Nash | 169 | Char.-Mecklenburg | 36 |
| Caldwell | 445 | Union | 7 | Wayne | 158 | Lincoln | 16 |
| Wilkes | 437 | Bladen | 6 | Johnston | 142 | Kings Mtn. Dist. | 8 |
| Burke | 408 | Cleveland | 6 | Wake | 126 | Forsyth | 5 |
| Guilford | 382 | Guilford | 6 | Edgecombe | 50 | Wake | 4 |
| Catawba | 354 | Cumberland | 5 | Lenoir | 45 | Cleveland | 2 |
| Wake | 331 | Iredell-Statesville | 5 | Craven | 42 | Shelby City | 2 |
| Gaston | 310 | Rowan | 5 | Pitt | 40 | Cumberland | 2 |
| Watauga | 281 | Scotland | 5 | Franklin | 39 | Davidson | 2 |
| Bennett College | | Campbell University | | Catawba College | | Chowan College | |
| Guilford | 74 | Harnett | 352 | Rowan | 247 | Northampton | 11 |
| Char.-Mecklenburg | 29 | Johnston | 186 | Davidson | 50 | Hertford | 10 |
| Forsyth | 22 | Wake | 185 | Davie | 44 | Currituck | 6 |
| Wake | 17 | Cumberland | 175 | Cabarrus | 42 | Gates | 5 |
| Cumberland | 10 | Lee | 126 | Iredell-Statesville | 35 | | |
| Durham Public | 10 | Sampson | 107 | Forsyth | 34 | | |
| Alamance-Burlington | 9 | Wayne | 67 | Char.-Mecklenburg | 21 | | |
| Vance | 6 | Onslow | 34 | Guilford | 18 | | |
| Gaston | 5 | Nash | 29 | Stanly | 17 | | |
| Rockingham | 5 | Chatham | 28 | Lexington City | 15 | | |
| Davidson College | | Duke University | | East Carolina University | | Elizabeth City State University | |
| Char.-Mecklenburg | 27 | Durham Public | 67 | Pitt | 979 | Pasquotank | 210 |
| Wake | 9 | Wake | 36 | Wake | 664 | Bertie | 89 |
| Durham Public | 5 | Guilford | 18 | Craven | 522 | Halifax | 84 |
| | | Char.-Mecklenburg | 17 | Wayne | 502 | Hertford | 75 |
| | | Forsyth | 13 | Lenoir | 403 | Currituck | 64 |
| | | Chapel Hill-Carboro C | 12 | Nash | 369 | Perquimans | 61 |
| | | Orange | 9 | Beaufort | 356 | Chowan | 60 |
| | | Buncombe | 5 | Onslow | 317 | Washington | 45 |
| | | Moore | 5 | Johnston | 315 | Gates | 44 |
| | | New Hanover | 5 | Wilson | 310 | Northampton | 43 |
| Elon University | | Fayetteville State University | | Gardner-Webb University | | Greensboro College | |
| Alamance-Burlington | 320 | Cumberland | 1,082 | Cleveland | 224 | Guilford | 182 |
| Guilford | 129 | Harnett | 130 | Rutherford | 209 | Rockingham | 46 |
| Wake | 49 | Robeson | 119 | Forsyth | 118 | Forsyth | 37 |
| Char.-Mecklenburg | 39 | Hoke | 109 | Gaston | 118 | Randolph | 31 |
| Durham Public | 36 | Sampson | 107 | Surry | 73 | Alamance-Burlington | 25 |
| Forsyth | 36 | Char.-Mecklenburg | 69 | Iredell-Statesville | 71 | Davidson | 20 |
| Randolph | 35 | Bladen | 59 | Shelby City | 65 | Char.-Mecklenburg | 19 |
| Rockingham | 30 | Wake | 51 | Char.-Mecklenburg | 58 | Wake | 18 |
| Person | 28 | Moore | 43 | Kings Mtn. Dist. | 50 | Asheboro City | 11 |
| Orange | 27 | Wayne | 42 | Burke | 49 | Wayne | 9 |

**Table V: 2001-2002 Top 10 LEAs
Employing (at least 5) Teachers with Degrees from Each IHE**

| Guilford College | | High Point University | | Johnson C. Smith University | | Lees-McRae College | |
|-----------------------------|-----|------------------------------|-----|------------------------------------|-----|------------------------------|-----|
| Guilford | 106 | Guilford | 182 | Char.-Mecklenburg | 229 | Surry | 22 |
| Forsyth | 36 | Davidson | 158 | Union | 13 | Avery | 15 |
| Rockingham | 22 | Randolph | 102 | Guilford | 9 | Burke | 7 |
| Randolph | 21 | Forsyth | 83 | Forsyth | 8 | Yadkin | 5 |
| Char.-Mecklenburg | 14 | Thomasville City | 24 | Gaston | 8 | | |
| Davidson | 11 | Wake | 21 | Wake | 8 | | |
| Alamance-Burlington | 9 | Lexington City | 19 | Cumberland | 7 | | |
| Durham Public | 9 | Rockingham | 17 | Cabarrus | 5 | | |
| Surry | 9 | Stokes | 17 | Durham Public | 5 | | |
| Wake | 9 | Char.-Mecklenburg | 14 | Wayne | 5 | | |
| Lenoir-Rhyne College | | Livingstone College | | Mars Hill College | | Meredith College | |
| Catawba | 256 | Char.-Mecklenburg | 69 | Buncombe | 246 | Wake | 507 |
| Burke | 138 | Rowan | 58 | Madison | 90 | Johnston | 65 |
| Caldwell | 112 | Forsyth | 13 | Henderson | 86 | Forsyth | 49 |
| Alexander | 82 | Guilford | 12 | Yancey | 86 | Char.-Mecklenburg | 43 |
| Gaston | 80 | Durham Public | 11 | McDowell | 49 | Durham Public | 39 |
| Hickory City | 75 | Wake | 11 | Asheville City | 40 | Guilford | 38 |
| Iredell-Statesville | 68 | Iredell-Statesville | 10 | Cherokee | 36 | Harnett | 38 |
| Lincoln | 63 | Robeson | 10 | Haywood | 35 | Nash | 38 |
| Charlotte-Mecklenbur | 38 | Union | 7 | Mitchell | 32 | Granville | 33 |
| Rowan | 37 | Caswell | 6 | Burke | 27 | Franklin | 27 |
| Methodist College | | Montreat College | | NC A&T State University | | NC Central University | |
| Cumberland | 303 | None | | Guilford | 599 | Durham Public | 497 |
| Harnett | 35 | | | Forsyth | 182 | Wake | 218 |
| Wake | 23 | | | Char.-Mecklenburg | 130 | Char.-Mecklenburg | 102 |
| Guilford | 15 | | | Rockingham | 107 | Cumberland | 86 |
| Robeson | 15 | | | Cumberland | 84 | Vance | 74 |
| Sampson | 15 | | | Davidson | 77 | Guilford | 68 |
| Hoke | 9 | | | Durham Public | 67 | Granville | 65 |
| Johnston | 9 | | | Wake | 61 | Halifax | 62 |
| Onslow | 9 | | | Alamance-Burlington | 60 | Chapel Hill-Carborro | 58 |
| Clinton City | 9 | | | Randolph | 58 | Wayne | 52 |
| NC State University | | NC Wesleyan College | | Pfeiffer University | | Queens University | |
| Wake | 842 | Nash | 120 | Stanly | 157 | Char.-Mecklenburg | 151 |
| Johnston | 140 | Halifax | 48 | Rowan | 75 | Union | 20 |
| Durham Public | 81 | Edgecombe | 32 | Cabarrus | 54 | Iredell-Statesville | 9 |
| Guilford | 73 | Roanoke Rapids City | 25 | Char.-Mecklenburg | 32 | Cabarrus | 8 |
| Char.-Mecklenburg | 68 | Wayne | 24 | Montgomery | 26 | Gaston | 8 |
| Harnett | 57 | Wake | 17 | Davidson | 21 | | |
| Cumberland | 54 | Wilson | 15 | Randolph | 19 | | |
| Franklin | 52 | Lenoir | 13 | Guilford | 18 | | |
| Forsyth | 51 | Northampton | 12 | Forsyth | 17 | | |
| Wayne | 40 | Johnston | 9 | Anson | 15 | | |

**Table V: 2001-2002 Top 10 LEAs
Employing (at least 5) Teachers with Degrees from Each IHE**

| Salem College | | Shaw University | | St. Andrews Presbyterian College | | St. Augustine's College | |
|--|-----|---------------------------|-----|---|-------|------------------------------------|-------|
| Forsyth | 159 | Wake | 55 | Scotland | 45 | Wake | 108 |
| Stokes | 24 | Halifax | 32 | Moore | 39 | Nash | 26 |
| Surry | 19 | Nash | 29 | Richmond | 25 | Franklin | 25 |
| Davidson | 15 | Cumberland | 27 | Char.-Mecklenburg | 19 | Durham Public | 19 |
| Wake | 15 | Durham Public | 26 | Wake | 19 | Halifax | 17 |
| Davie | 13 | Vance | 22 | Montgomery | 16 | Cumberland | 15 |
| Wilkes | 10 | Harnett | 15 | Lee | 15 | Vance | 15 |
| Guilford | 8 | Char.-Mecklenburg | 15 | Robeson | 11 | Johnston | 12 |
| Char.-Mecklenburg | 8 | Wilson | 14 | Cumberland | 10 | Char.-Mecklenburg | 12 |
| Lexington City | 6 | Edgecombe | 13 | Guilford | 8 | Wayne | 10 |
| UNC-Asheville | | UNC-Chapel Hill | | UNC-Charlotte | | UNC-Greensboro | |
| Buncombe | 183 | Wake | 459 | Char.-Mecklenburg | 1,413 | Guilford | 1,252 |
| Henderson | 56 | Durham Public | 290 | Cabarrus | 420 | Forsyth | 527 |
| Asheville City | 43 | Char.-Mecklenburg | 267 | Gaston | 335 | Randolph | 300 |
| McDowell | 30 | Chapel Hill-Carborro | 213 | Union | 283 | Rockingham | 255 |
| Madison | 17 | Guilford | 176 | Rowan | 256 | Wake | 234 |
| Transylvania | 16 | Forsyth | 171 | Iredell-Statesville | 202 | Char.-Mecklenburg | 226 |
| Haywood | 15 | Alamance-Burlington | 98 | Stanly | 180 | Davidson | 223 |
| Char.-Mecklenburg | 12 | Cumberland | 90 | Lincoln | 168 | Alamance-Burlington | 211 |
| Rutherford | 10 | Orange | 88 | Kannapolis City | 89 | Durham Public | 100 |
| Burke | 9 | New Hanover | 69 | Cleveland | 89 | Cumberland | 91 |
| UNC-Pembroke | | UNC-Wilmington | | Wake Forest University | | Warren Wilson College | |
| Robeson | 930 | New Hanover | 577 | Forsyth | 165 | Buncombe | 33 |
| Cumberland | 389 | Onslow | 363 | Wake | 35 | Asheville City | 11 |
| Columbus | 207 | Brunswick | 246 | Char.-Mecklenburg | 34 | Henderson | 8 |
| Richmond | 203 | Pender | 217 | Guilford | 29 | Mitchell | 8 |
| Scotland | 202 | Wake | 161 | Davidson | 19 | McDowell | 7 |
| Bladen | 155 | Duplin | 144 | Stokes | 19 | | |
| Hoke | 112 | Columbus | 80 | Rowan | 18 | | |
| Moore | 88 | Johnston | 75 | Davie | 12 | | |
| Wake | 63 | Sampson | 69 | Durham Public | 12 | | |
| Whiteville City | 57 | Char.-Mecklenburg | 63 | Rockingham | 12 | | |
| Western Carolina University | | Wingate University | | Winston-Salem State University | | | |
| Buncombe | 464 | Union | 161 | Forsyth | 451 | | |
| Haywood | 319 | Anson | 55 | Char.-Mecklenburg | 119 | | |
| Henderson | 256 | Stanly | 55 | Guilford | 59 | | |
| Jackson | 182 | Char.-Mecklenburg | 34 | Wake | 45 | | |
| Macon | 182 | Cabarrus | 11 | Durham Public | 34 | | |
| Char.-Mecklenburg | 166 | Richmond | 9 | Cumberland | 24 | | |
| Cherokee | 158 | Gaston | 8 | Stokes | 24 | | |
| Gaston | 125 | Guilford | 6 | Rockingham | 19 | | |
| Rutherford | 106 | Iredell-Statesville | 6 | Halifax | 18 | | |
| McDowell | 104 | Rowan | 6 | Robeson | 16 | | |

DEFINITIONS USED

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

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

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

LEA: Local Education Agency; the 117 school systems in North Carolina.

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

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

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

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

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

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

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



Undergraduate Teacher Education Programs

2001-02

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, and 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. Designated teacher education majors (e.g., elementary education, middle grades education, special education, physical education, and business education) in the public universities are required to complete a second academic concentration to be awarded the baccalaureate degree.

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. The public universities have implemented a year-long internship program to strengthen the 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 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 *Institutional Reports* document which accompanies this Summary Report.

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) or the comparable Computer-Based Tests (CBT) in Reading, Writing, and Mathematics; and
- satisfy institution specific requirements such as an interview, speech proficiency screening,

completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course).

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the PPST or CBT exams to be admitted to teacher education. Their progress in completing program requirements must be limited to not more than half of the professional studies course sequence, excluding student teaching, until formal admission has been granted.

| <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 |

Table VI summarizes the Fall 2001 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 2001

| 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 | 31 | 907 | 2 | 62 | 2 | 153 | 8 | 88 |
| Barber-Scotia College | 2 | 2 | | | | | | |
| Barton College | 6 | 67 | 2 | 4 | 3 | 18 | 8 | 50 |
| Belmont Abbey College | 1 | 26 | 1 | 4 | | | 2 | 16 |
| Bennett College | 16 | 16 | | | | | | |
| Campbell University | | 61 | 1 | 5 | | | 4 | 33 |
| Catawba College | 1 | 36 | | 6 | | | | 8 |
| Chowan College | 3 | 32 | | | | 1 | 6 | 10 |
| Duke University | 4 | 33 | | | | | | |
| East Carolina University | 100 | 844 | 3 | 17 | | 8 | 41 | 182 |
| Elizabeth City State University | 25 | 89 | | | | | 48 | 85 |
| Elon University | 11 | 278 | | | | 1 | 5 | 59 |
| Fayetteville State University | 51 | 93 | | | | | | |
| Gardner-Webb University | 3 | 109 | 2 | 5 | | | | 7 |
| Greensboro College | 1 | 53 | 2 | 10 | | 10 | 14 | 103 |
| Guilford College | 2 | 30 | | | | | | |
| High Point University | 11 | 123 | 4 | 14 | | | | |
| Johnson C. Smith University | 12 | 12 | | | | | | |
| Lees-McRae College | 2 | 132 | | 16 | | | | |
| Lenoir-Rhyne College | 3 | 85 | | 4 | | 1 | 7 | 69 |
| Livingstone College | 26 | 27 | | | | | | |
| Mars Hill College | 3 | 106 | 2 | 7 | | 17 | 3 | 38 |
| Meredith College | 6 | 152 | 2 | 50 | | 3 | | 6 |
| Methodist College | 3 | 37 | | | | | | |
| Montreat College | | 22 | | | | | | |
| NC A&T State University | 92 | 106 | 1 | 2 | 2 | 3 | 17 | 30 |
| NC Central University | 66 | 94 | 11 | 13 | 54 | 94 | 65 | 117 |
| NC State University | 22 | 212 | 1 | 7 | | 3 | 45 | 348 |
| NC Wesleyan College | 4 | 25 | | | 2 | 5 | 3 | 8 |
| Pfeiffer University | 1 | 49 | | 1 | | 3 | 2 | 10 |
| Queens University | | 5 | | | | | | 3 |
| Salem College | 2 | 13 | | 3 | 2 | 3 | | 11 |
| Shaw University | 4 | 4 | | | | | 1 | 1 |
| St. Andrews Presbyterian College | 1 | 31 | | 2 | | 4 | 2 | 32 |
| St. Augustine's College | 8 | 9 | 4 | 9 | | | | |
| UNC-Asheville | 2 | 46 | | 21 | | 13 | 4 | 55 |
| UNC-Chapel Hill | 17 | 180 | | | | 1 | 16 | 189 |
| UNC-Charlotte | 76 | 571 | 18 | 91 | 47 | 264 | 309 | 1,133 |
| UNC-Greensboro | 67 | 503 | 1 | 24 | 3 | 20 | 15 | 110 |
| UNC-Pembroke | 36 | 127 | 25 | 56 | 1 | 2 | 67 | 172 |
| UNC-Wilmington | 44 | 627 | 8 | 117 | 3 | 70 | 22 | 172 |
| Wake Forest University | | 30 | | 1 | | | | 7 |
| Warren Wilson College | | 23 | | | | | | |
| Western Carolina University | 12 | 289 | | | 4 | 58 | | |
| Wingate University | | 42 | | | | | | 1 |
| Winston-Salem State University | | 13 | | | | 25 | | 25 |
| Totals | 777 | 6,371 | 90 | 551 | 123 | 780 | 714 | 3,178 |

Table VII: Admission Test Data for Undergraduate Programs

| | PPST-R | PPST-W | PPST-M | CBT-R | CBT-W | CBT-M | GPA |
|----------------------------------|--------|--------|--------|-------|-------|-------|------|
| Required for Admission | 176 | 173 | 173 | 323 | 319 | 318 | 2.50 |
| State Mean | 181 | 178 | 182 | 329 | 324 | 326 | |
| Appalachian State University | 180 | 178 | 182 | 330 | 325 | 327 | 3.22 |
| Barber-Scotia College | | | | | | | |
| Barton College | 180 | 177 | 179 | 326 | 324 | 324 | 3.29 |
| Belmont Abbey College | 180 | 177 | 180 | 330 | 326 | 325 | 3.59 |
| Bennett College | 177 | 178 | 175 | 327 | 321 | 323 | 3.33 |
| Campbell University | 181 | 177 | 181 | 330 | 325 | 327 | 3.17 |
| Catawba College | 176 | 175 | 180 | 328 | 324 | 324 | 3.34 |
| Chowan College | 179 | 181 | 179 | 328 | 324 | 322 | 3.44 |
| Duke University | 184 | 181 | 187 | | | | 3.23 |
| East Carolina University | 180 | 176 | 180 | 329 | 324 | 327 | 3.16 |
| Elizabeth City State University | 179 | 176 | 178 | 328 | 315 | 323 | 3.38 |
| Elon University | 180 | 178 | 182 | 329 | 326 | 327 | 3.22 |
| Fayetteville State University | 181 | 177 | 181 | 328 | 324 | 324 | 3.47 |
| Gardner-Webb University | 181 | 177 | 180 | 329 | 324 | 326 | 3.23 |
| Greensboro College | 185 | 183 | 181 | 330 | 325 | 327 | 3.19 |
| Guilford College | 182 | 179 | 181 | 329 | 322 | 325 | 3.19 |
| High Point University | 180 | 178 | 181 | 329 | 324 | 325 | 3.44 |
| Johnson C. Smith University | | | | 327 | 322 | 323 | 3.10 |
| Lees-McRae College | 184 | 180 | 181 | 329 | 324 | 324 | 3.70 |
| Lenoir-Rhyne College | 180 | 177 | 181 | 329 | 320 | 326 | 3.34 |
| Livingstone College | 178 | 174 | 179 | 327 | 323 | 320 | 3.24 |
| Mars Hill College | 181 | 177 | 181 | 330 | 325 | 326 | 3.27 |
| Meredith College | 182 | 178 | 181 | 330 | 326 | 326 | 3.39 |
| Methodist College | 181 | 176 | 179 | 329 | 325 | 327 | 3.31 |
| Montreat College | 180 | 176 | 181 | | | 323 | 3.37 |
| NC A&T State University | 180 | 177 | 179 | 328 | 320 | 325 | 3.25 |
| NC Central University | 179 | 176 | 177 | 326 | 323 | 323 | 3.35 |
| NC State University | 182 | 178 | 183 | 331 | 326 | 329 | 3.40 |
| NC Wesleyan College | 179 | 175 | 177 | 327 | 322 | 323 | 3.19 |
| Pfeiffer University | 181 | 176 | 180 | 328 | 324 | 324 | 3.45 |
| Queens University | | | | 330 | 325 | 328 | 2.97 |
| Salem College | 183 | 181 | 180 | 331 | 326 | 330 | 3.36 |
| Shaw University | | | | 327 | 325 | 324 | 3.67 |
| St. Andrews Presbyterian College | 180 | 176 | 178 | 323 | 317 | 324 | 3.59 |
| St. Augustine's College | | | | 329 | 324 | 324 | 3.66 |
| UNC-Asheville | 182 | 178 | 183 | 333 | 327 | 330 | 3.37 |
| UNC-Chapel Hill | 182 | 179 | 183 | 332 | 325 | 327 | 3.17 |
| UNC-Charlotte | 181 | 177 | 181 | 330 | 325 | 326 | 3.13 |
| UNC-Greensboro | 183 | 179 | 184 | 330 | 325 | 327 | 3.26 |
| UNC-Pembroke | 184 | 180 | 186 | 323 | 321 | 324 | 3.10 |
| UNC-Wilmington | 181 | 177 | 182 | 330 | 325 | 327 | 3.42 |
| Wake Forest University | 186 | 183 | 185 | 332 | 329 | 329 | 3.28 |
| Warren Wilson College | 183 | 178 | 182 | 331 | 324 | 327 | 3.41 |
| Western Carolina University | 181 | 177 | 181 | 329 | 324 | 326 | 3.34 |
| Wingate University | 181 | 175 | 183 | 329 | 326 | 327 | 3.34 |
| Winston-Salem State University | 180 | 177 | 179 | 325 | 322 | 321 | 3.30 |

Note: Cells with fewer than 4 test-takers are not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Teacher education programs are designed to provide preservice teachers with the knowledge, skills, abilities, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the discipline(s) the individual is preparing to teach. 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 initial licensure upon program completion prospective teachers must:

- prepare a satisfactory technology product of learning (portfolio) which demonstrates the basic and advanced technology competencies adopted by the SBE;
- satisfy NTE/Praxis testing requirements. These standardized exams are designed to assess content knowledge and pedagogy.
- have the recommendation of the college/university;
- have the recommendation of the Local Education Agency (LEA) in which student teaching was completed.

Initial Licensure Program

Upon completion of a teacher education program, preservice teachers are issued an initial teaching license and participate in the Initial Licensure Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the initially licensed 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 initially licensed teacher is provided a paid mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting an initial license to a continuing 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 Initial Licensure Program in the mid-1980s, all institutions have met this criteria.

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 basic and advanced technology competencies prescribed by the State Board of Education. 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 Educational Testing Service (ETS), are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the Preprofessional Skills Tests (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.

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 Praxis exams. The data in Table IX was generated by comparing those individuals identified by the institution as having student taught in 2000-01 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 four students took an exam the results have not been reported. Praxis testing requirements that were in effect for the 2000-01 year are contained at the end of this section of the Summary Report.

**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 | 24 | 69 | 112 | 68 | 21 | 8 | 2 | 1 | 1 | 3 | | |
| Barber-Scotia College | | | | | | | | | | | | |
| Barton College | 11 | 5 | 5 | 1 | | 1 | | 4 | 2 | | | |
| Belmont Abbey College | | | | | | | | | | | | |
| Bennett College | 3 | 2 | 1 | | | | | | | | | |
| Campbell University | 23 | 10 | 4 | 3 | | 2 | | | | 2 | | |
| Catawba College | 3 | 10 | 2 | 1 | | | | | | | | |
| Chowan College | 16 | 1 | 1 | | | | | | | | | |
| Duke University | | 19 | | | | | | | | | | |
| East Carolina University | 27 | 57 | 97 | 76 | 80 | 46 | 2 | 1 | | | 1 | 3 |
| Elizabeth City State University | 23 | | | | | | | | | | | |
| Elon University | | 12 | 23 | 40 | 11 | 1 | | | | | | |
| Fayetteville State University | 40 | 8 | | | | | | | | | | |
| Gardner-Webb University | 12 | 8 | 3 | 1 | | | | | | | | |
| Greensboro College | 14 | 6 | | | | | | | | | | |
| Guilford College | | 13 | | | | | | | | | | |
| High Point University | | 39 | | | | | | | | | | |
| Johnson C. Smith University | 4 | | | | | | | | | | | |
| Lees-McRae College | 54 | | | | | | | | | | | |
| Lenoir-Rhyne College | 1 | 16 | 4 | 7 | 2 | | | | | | | |
| Livingstone College | 1 | 6 | 2 | | | | | | | | | |
| Mars Hill College | 48 | 2 | 1 | | | 1 | | 1 | | | | |
| Meredith College | 56 | 1 | 1 | | | | 1 | | | | | |
| Methodist College | 24 | | | | | | | | | | | |
| Montreat College | 12 | 2 | 10 | 9 | | | 1 | | | | | |
| NC A&T State University | 16 | 6 | 7 | 4 | 3 | 4 | | | | | | 1 |
| NC Central University | 7 | 4 | 9 | 3 | | 20 | | | 2 | 1 | | |
| NC State University | 47 | 5 | 3 | | | | 1 | 2 | | | | |
| NC Wesleyan College | 8 | 3 | 3 | | | | | | | | | |
| Pfeiffer University | 23 | 4 | | 1 | | | | | 2 | | | |
| Queens University | | 4 | | | | | | | | | | |
| Salem College | | 14 | 1 | | | | 1 | 1 | | | | |
| Shaw University | | | | | | | | | | | | |
| St. Andrews Presbyterian College | 1 | 7 | 1 | 2 | | | | | | | | 1 |
| St. Augustine's College | | 5 | 1 | | | | | | | | | |
| UNC-Asheville | | | | 3 | 1 | 3 | | | 1 | 2 | 1 | 8 |
| UNC-Chapel Hill | | 72 | 2 | | | | | | | | | |
| UNC-Charlotte | 82 | 64 | 22 | 15 | 10 | 11 | 3 | 4 | 2 | 2 | 2 | 3 |
| UNC-Greensboro | 80 | 107 | 21 | 6 | 2 | 2 | 3 | 4 | 2 | | | |
| UNC-Pembroke | 43 | 5 | | | | 2 | | | | | | |
| UNC-Wilmington | 81 | 55 | 21 | 3 | | | | | | | | |
| Wake Forest University | 22 | 1 | | | | | | | | | | |
| Warren Wilson College | | 8 | | 1 | | | | | | | | |
| Western Carolina University | 32 | 250 | 20 | 6 | | | | 3 | 50 | 8 | | |
| Wingate University | 4 | 5 | 3 | | | | | | | | | |
| Winston-Salem State University | 2 | 28 | 3 | | | | | | | | | |
| Totals | 844 | 933 | 383 | 250 | 130 | 101 | 14 | 21 | 62 | 18 | 4 | 16 |

**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 | 3 | 3 | 3 | | 1 | 1 | | | | | 1 | |
| Barber-Scotia College | | | | | | | | | | | | |
| Barton College | | 2 | | | | | 2 | 2 | 4 | 1 | | |
| Belmont Abbey College | 8 | 3 | 4 | 2 | | | | | | | | |
| Bennett College | | | | | | | | | | | | |
| Campbell University | | | 3 | | | | 7 | 4 | | 3 | 1 | |
| Catawba College | 2 | | | | | | | | | | | |
| Chowan College | | | | | | | 1 | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | 3 | 3 | 2 | 1 | 1 | 1 | 27 | 16 | 12 | 10 | 4 | 12 |
| Elizabeth City State University | 1 | | | | | | 12 | | | | | |
| Elon University | | | | | | | 1 | 3 | | | | |
| Fayetteville State University | | | | | | | 29 | 19 | 6 | 22 | 6 | 7 |
| Gardner-Webb University | | | | | | | 1 | | | | | |
| Greensboro College | 4 | | | | | | 35 | 1 | 1 | 3 | | |
| Guilford College | | | | | | | | | | | | |
| High Point University | | 2 | | | | | | | | | | |
| Johnson C. Smith University | | | 1 | 1 | | | | | | | | |
| Lees-McRae College | 5 | | | | | | | | | | | |
| Lenoir-Rhyne College | | | 1 | 1 | | | 2 | 3 | | 1 | | |
| Livingstone College | | | | | | | | | | | | |
| Mars Hill College | 1 | | | | | | 9 | | | | | |
| Meredith College | 23 | | | | | | 3 | 1 | | | | |
| Methodist College | | | | | | | | | | | | |
| Montreat College | 2 | | | | | | | | | | | |
| NC A&T State University | | | | 1 | | 1 | | 1 | 3 | | | 4 |
| NC Central University | 1 | 1 | 1 | | | | 8 | 2 | 1 | 1 | | 3 |
| NC State University | 3 | | | 1 | | | | | | | | |
| NC Wesleyan College | | | | | | | 1 | 2 | 1 | | | 1 |
| Pfeiffer University | | | | | | | 2 | | | 1 | | |
| Queens College | | | | | | | 8 | 6 | | | | |
| Salem College | 2 | 2 | | | | | | | | | | |
| Shaw University | | | | | | | 1 | | | | | |
| St. Andrews Presbyterian College | | 1 | | | | | 2 | | 1 | 1 | 1 | |
| St. Augustine's College | | 2 | | | | | | | | | | |
| UNC-Asheville | 2 | 1 | 1 | 2 | | 1 | | 3 | 3 | 4 | 1 | 11 |
| UNC-Chapel Hill | | | | | | | 23 | | | | | |
| UNC-Charlotte | 16 | 9 | | | | | 59 | 49 | 34 | 30 | 8 | |
| UNC-Greensboro | 4 | 2 | 1 | 2 | | | 15 | 6 | 6 | 3 | 2 | |
| UNC-Pembroke | 5 | 1 | | | | | 19 | 3 | 2 | | 1 | |
| UNC-Wilmington | 30 | 6 | 2 | 2 | | | 19 | 1 | 2 | | | |
| Wake Forest University | | | | | | | 3 | | | | | 1 |
| Warren Wilson College | 8 | | | 1 | | | | | | | | |
| Western Carolina University | 1 | 1 | 12 | | | | 1 | 2 | 6 | 2 | 3 | |
| Wingate University | | | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | 3 | | | |
| Totals | 124 | 39 | 31 | 14 | 2 | 4 | 290 | 124 | 85 | 82 | 28 | 39 |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | Elem Ed | | 9-12 Science | | Biology | | Chemistry | |
|----------------------------------|---------|-----|--------------|-----|---------|----|-----------|---|
| | N | % | N | % | N | % | N | % |
| Appalachian State University | 158 | 97 | | | 6 | 83 | 1 | * |
| Barber-Scotia College | | | | | | | | |
| Barton College | 20 | 100 | | | | | | |
| Belmont Abbey College | 14 | 79 | | | | | | |
| Bennett College | 4 | 50 | | | | | | |
| Campbell University | 28 | 93 | | | | | | |
| Catawba College | 9 | 100 | 1 | * | 1 | * | | |
| Chowan College | 7 | 86 | | | | | | |
| Duke University | 10 | 100 | 2 | * | | | | |
| East Carolina University | 133 | 90 | 5 | 100 | | | | |
| Elizabeth City State University | 26 | 69 | | | | | | |
| Elon University | 48 | 94 | 3 | * | | | | |
| Fayetteville State University | 25 | 88 | | | 1 | * | | |
| Gardner-Webb University | 20 | 100 | | | 1 | * | | |
| Greensboro College | 7 | 100 | | | | | | |
| Guilford College | 6 | 100 | | | | | | |
| High Point University | 28 | 89 | | | | | | |
| Johnson C. Smith University | 3 | * | | | | | | |
| Lees-McRae College | 28 | 93 | | | | | | |
| Lenoir-Rhyne College | 22 | 95 | 2 | * | 2 | * | | |
| Livingstone College | 2 | * | | | | | | |
| Mars Hill College | 23 | 91 | | | 1 | * | | |
| Meredith College | 58 | 98 | | | | | | |
| Methodist College | 8 | 100 | | | 1 | * | | |
| Montreat College | | | | | | | | |
| NC A&T State University | 36 | 75 | | | 1 | * | | |
| NC Central University | 29 | 83 | | | 1 | * | 1 | * |
| NC State University | | | 11 | 100 | 1 | * | | |
| NC Wesleyan College | 7 | 100 | | | | | | |
| Pfeiffer University | 14 | 100 | | | | | | |
| Queens University | 25 | 96 | | | | | | |
| Salem College | 17 | 100 | | | | | | |
| Shaw University | | | | | | | | |
| St. Andrews Presbyterian College | 12 | 92 | | | | | | |
| St. Augustine's College | 2 | * | | | | | | |
| UNC-Asheville | 25 | 100 | 2 | * | 2 | * | | |
| UNC-Chapel Hill | 44 | 100 | 16 | 100 | | | | |
| UNC-Charlotte | 135 | 96 | 1 | * | 1 | * | | |
| UNC-Greensboro | 87 | 98 | | | 1 | * | | |
| UNC-Pembroke | 27 | 96 | | | 2 | * | | |
| UNC-Wilmington | 150 | 97 | 6 | 83 | | | | |
| Wake Forest University | 10 | 100 | | | 1 | * | 2 | * |
| Warren Wilson College | 3 | * | | | | | | |
| Western Carolina University | 67 | 100 | 1 | * | | | | |
| Wingate University | 7 | 100 | | | | | | |
| Winston-Salem State University | 16 | 63 | | | | | | |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | Physics | | 9-12 Math | | 9-12 S St. | | 9-12 English | | French | |
|----------------------------------|---------|---|-----------|-----|------------|-----|--------------|-----|--------|---|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | 3 | * | 10 | 90 | 23 | 100 | 26 | 81 | 2 | * |
| Barber-Scotia College | | | | | | | | | | |
| Barton College | | | | | 2 | * | | | | |
| Belmont Abbey College | | | | | 1 | * | | | | |
| Bennett College | | | | | | | | | | |
| Campbell University | | | 1 | * | 4 | 100 | 5 | 100 | 1 | * |
| Catawba College | | | | | | | | | | |
| Chowan College | | | 2 | * | | | 2 | * | | |
| Duke University | | | | | 7 | 100 | 6 | 100 | | |
| East Carolina University | | | 8 | 88 | 9 | 100 | 12 | 92 | | |
| Elizabeth City State University | | | 2 | * | | | 1 | * | | |
| Elon University | | | 2 | * | 6 | 100 | 3 | * | 1 | * |
| Fayetteville State University | | | 1 | * | 3 | * | 4 | 50 | | |
| Gardner-Webb University | | | 4 | 75 | | | 3 | * | | |
| Greensboro College | | | | | 1 | * | | | | |
| Guilford College | | | | | 2 | * | 3 | * | | |
| High Point University | | | | | 1 | * | | | | |
| Johnson C. Smith University | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | |
| Lenoir-Rhyne College | | | 1 | * | 1 | * | 3 | * | 1 | * |
| Livingstone College | | | | | | | 1 | * | | |
| Mars Hill College | | | | | | | | | | |
| Meredith College | | | 2 | * | 1 | * | 4 | 100 | 1 | * |
| Methodist College | | | 1 | * | | | | | 1 | * |
| Montreat College | | | | | 1 | * | 1 | * | | |
| NC A&T State University | | | 4 | 25 | 3 | * | 1 | * | | |
| NC Central University | | | 1 | * | 4 | 100 | 1 | * | | |
| NC State University | | | 8 | 100 | 4 | 100 | 13 | 77 | 3 | * |
| NC Wesleyan College | | | 1 | * | | | | | | |
| Pfeiffer University | | | | | | | | | | |
| Queens University | | | | | | | 1 | * | | |
| Salem College | | | 2 | * | 1 | * | 7 | 100 | 1 | * |
| Shaw University | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | |
| St. Augustine's College | | | | | | | | | | |
| UNC-Asheville | | | 3 | * | 8 | 100 | 6 | 83 | 1 | * |
| UNC-Chapel Hill | | | 3 | * | 17 | 100 | 14 | 93 | 2 | * |
| UNC-Charlotte | 1 | * | 2 | * | 5 | 100 | 7 | 86 | 1 | * |
| UNC-Greensboro | | | 2 | * | 13 | 100 | 6 | 83 | 1 | * |
| UNC-Pembroke | | | 1 | * | 4 | 100 | 2 | 100 | | |
| UNC-Wilmington | | | 6 | 100 | 7 | 86 | 13 | 85 | 1 | * |
| Wake Forest University | 1 | * | 2 | * | 8 | 100 | 2 | * | | |
| Warren Wilson College | | | | | 1 | * | | | | |
| Western Carolina University | | | 5 | 100 | 9 | 100 | 7 | 100 | | |
| Wingate University | | | 1 | * | 3 | * | 1 | * | | |
| Winston-Salem State University | | | 1 | * | 2 | * | 1 | * | | |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | German | | Spanish | | Reading | | 6-9 L Arts | | 6-9 Math | |
|----------------------------------|--------|---|---------|-----|---------|---|------------|-----|----------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | | | 3 | * | 7 | 100 |
| Barber-Scotia College | | | | | | | | | | |
| Barton College | | | | | | | 3 | * | 1 | * |
| Belmont Abbey College | | | | | | | 1 | * | | |
| Bennett College | | | | | | | | | | |
| Campbell University | | | | | | | 1 | * | | |
| Catawba College | | | | | | | | | | |
| Chowan College | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | | | 1 | * | | | 15 | 100 | 4 | 100 |
| Elizabeth City State University | | | 1 | * | | | 1 | * | 1 | * |
| Elon University | | | 3 | * | | | | | 1 | * |
| Fayetteville State University | | | | | | | 4 | 100 | 3 | * |
| Gardner-Webb University | | | | | | | | | 1 | * |
| Greensboro College | | | 1 | * | | | 1 | * | | |
| Guilford College | | | | | | | | | | |
| High Point University | | | | | | | | | 1 | * |
| Johnson C. Smith University | | | | | | | | | | |
| Lees-McRae College | | | | | | | 1 | * | 1 | * |
| Lenoir-Rhyne College | | | | | | | 2 | * | | |
| Livingstone College | | | | | | | | | | |
| Mars Hill College | | | | | | | | | | |
| Veredith College | | | 1 | * | | | 2 | * | 1 | * |
| Methodist College | | | 1 | * | | | | | | |
| Montreat College | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | |
| NC Central University | | | | | | | 1 | * | 1 | * |
| NC State University | 1 | * | 4 | 75 | | | 5 | 100 | 9 | 100 |
| NC Wesleyan College | | | | | | | | | 1 | * |
| Pfeiffer University | | | | | | | | | | |
| Queens University | | | | | | | | | | |
| Salem College | | | 2 | * | 1 | * | | | | |
| Shaw University | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | |
| St. Augustine's College | | | | | | | | | | |
| UNC-Asheville | | | 4 | 100 | | | 1 | * | | |
| UNC-Chapel Hill | 1 | * | 3 | * | | | 5 | 100 | 3 | * |
| UNC-Charlotte | | | 2 | * | | | 2 | * | 6 | 83 |
| UNC-Greensboro | | | 1 | * | | | 5 | 100 | 5 | 100 |
| UNC-Pembroke | | | | | | | | | 2 | * |
| UNC-Wilmington | | | 3 | * | | | 11 | 100 | 6 | 100 |
| Wake Forest University | | | 2 | * | | | | | | |
| Warren Wilson College | | | | | | | | | | |
| Western Carolina University | 2 | * | 1 | * | | | 2 | * | 5 | 100 |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | 1 | * |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | 6-9 Science | | 6-9 Soc. St. | | Art | | Music | | Health Specialist | |
|----------------------------------|-------------|-----|--------------|-----|-----|-----|-------|-----|-------------------|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | 1 | * | 5 | 100 | 6 | 100 | 16 | 100 | 9 | 100 |
| Barber-Scotia College | | | | | | | | | | |
| Barton College | 1 | * | 1 | * | 3 | * | | | | |
| Belmont Abbey College | | | 1 | * | | | | | | |
| Bennett College | | | | | | | | | | |
| Campbell University | | | | | | | 2 | * | | |
| Catawba College | | | | | | | | | | |
| Chowan College | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | 6 | 83 | 6 | 100 | 7 | 100 | 19 | 74 | 6 | 100 |
| Elizabeth City State University | | | | | | | | | | |
| Elon University | 3 | * | | | | | 1 | * | | |
| Fayetteville State University | 2 | * | 2 | * | | | | | 1 | * |
| Gardner-Webb University | 1 | * | | | | | 1 | * | | |
| Greensboro College | | | | | | | | | | |
| Guilford College | | | | | | | | | | |
| High Point University | | | | | | | | | | |
| Johnson C. Smith University | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | |
| Lenoir-Rhyne College | | | 2 | * | 1 | * | | | | |
| Livingstone College | | | | | | | 2 | * | | |
| Mars Hill College | | | 1 | * | 2 | * | 7 | 100 | | |
| Meredith College | 1 | * | 3 | * | 4 | 100 | 6 | 100 | | |
| Methodist College | | | | | 1 | * | | | | |
| Montreat College | | | | | | | | | | |
| NC A&T State University | | | | | 1 | * | 2 | * | | |
| NC Central University | | | 2 | * | | | | | | |
| NC State University | 2 | * | | | | | | | | |
| NC Wesleyan College | | | | | | | | | | |
| Pfeiffer University | | | | | | | | | | |
| Queens University | | | | | | | | | | |
| Salem College | | | | | 1 | * | | | | |
| Shaw University | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | |
| St. Augustine's College | | | | | | | 1 | * | | |
| UNC-Asheville | 1 | * | 1 | * | 11 | 100 | | | | |
| UNC-Chapel Hill | 1 | * | 1 | * | | | 4 | 100 | | |
| UNC-Charlotte | 1 | * | 2 | * | 1 | * | 3 | * | | |
| UNC-Greensboro | 1 | * | 2 | * | 7 | 86 | 20 | 90 | 1 | * |
| UNC-Pembroke | 2 | * | | | 1 | * | 3 | * | | |
| UNC-Wilmington | 6 | 100 | 3 | * | | | 4 | 100 | | |
| Wake Forest University | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | |
| Western Carolina University | | | | | | | 12 | 92 | | |
| Wingate University | | | | | | | 3 | * | | |
| Winston-Salem State University | | | | | | | | | 1 | * |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | Physical Education | | Cross-Cat. | | Mentally Disabled | | BEH | | LD | |
|----------------------------------|--------------------|-----|------------|-----|-------------------|-----|-----|-----|----|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | 34 | 94 | 2 | * | | | | | 23 | 100 |
| Barber-Scotia College | | | | | | | | | | |
| Barton College | 3 | * | | | | | | | | |
| Belmont Abbey College | | | | | | | | | 2 | * |
| Bennett College | | | | | | | | | | |
| Campbell University | 5 | 100 | | | | | | | | |
| Catawba College | 5 | 40 | | | | | | | | |
| Chowan College | 3 | 33 | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | 18 | 56 | | | 14 | 100 | 4 | 100 | 11 | 100 |
| Elizabeth City State University | 1 | * | | | | | | | 3 | * |
| Elon University | 4 | 100 | | | | | | | 7 | 100 |
| Fayetteville State University | | | | | | | 1 | * | | |
| Gardner-Webb University | 7 | 71 | | | | | | | | |
| Greensboro College | 2 | * | | | | | | | 1 | * |
| Guilford College | | | | | | | | | | |
| High Point University | 2 | * | | | 4 | 75 | 1 | * | 1 | * |
| Johnson C. Smith University | 1 | * | | | | | | | | |
| Lees-McRae College | 2 | * | | | | | | | | |
| Lenoir-Rhyne College | 2 | * | | | | | | | | |
| Livingstone College | | | | | | | | | | |
| Mars Hill College | 3 | * | | | | | | | | |
| Meredith College | 1 | * | | | | | | | | |
| Methodist College | 1 | * | | | | | | | 2 | * |
| Montreat College | | | | | | | | | | |
| NC A&T State University | 4 | 100 | 5 | 100 | | | | | | |
| NC Central University | 2 | * | 1 | * | 3 | * | 5 | 80 | 1 | * |
| NC State University | | | | | | | | | | |
| NC Wesleyan College | | | | | | | | | | |
| Pfeiffer University | 5 | 40 | | | | | | | | |
| Queens University | | | | | | | | | | |
| Salem College | | | | | 1 | * | | | 8 | 100 |
| Shaw University | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | |
| St. Augustine's College | | | | | | | | | 1 | * |
| UNC-Asheville | | | | | 1 | * | | | | |
| UNC-Chapel Hill | | | | | | | | | | |
| UNC-Charlotte | | | | | 15 | 87 | | | | |
| UNC-Greensboro | 10 | 90 | | | | | | | | |
| UNC-Pembroke | 4 | 75 | | | 1 | * | | | 2 | * |
| UNC-Wilmington | 12 | 83 | | | 8 | 100 | 3 | * | 14 | 100 |
| Wake Forest University | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | |
| Western Carolina University | 6 | 83 | | | 2 | * | | | 7 | 100 |
| Wingate University | 4 | 100 | | | | | | | | |
| Winston-Salem State University | 4 | 50 | | | | | 1 | * | | |

Table IX: Praxis Performance of Undergraduate Program Completers

| Institution | Visually Impaired | | ESL | | Bus Ed | | Marketing | | Tech Ed | | Family/ Cons Sci. | |
|----------------------------------|-------------------|---|-----|---|--------|-----|-----------|----|---------|-----|-------------------|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | 1 | * | 1 | * | 7 | 100 | 2 | * |
| Barber-Scotia College | | | | | | | | | | | | |
| Barton College | | | | | | | | | | | | |
| Belmont Abbey College | | | | | | | | | | | | |
| Bennett College | | | | | | | | | | | | |
| Campbell University | | | | | | | | | | | 1 | * |
| Catawba College | | | | | | | | | | | | |
| Chowan College | | | | | | | | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | | | | | 7 | 86 | 2 | * | | | | |
| Elizabeth City State University | | | | | 1 | * | | | 2 | * | | |
| Elon University | | | | | | | | | | | | |
| Fayetteville State University | | | | | | | 1 | * | | | | |
| Gardner-Webb University | | | | | | | | | | | | |
| Greensboro College | | | | | | | | | | | | |
| Guilford College | | | | | | | | | | | | |
| High Point University | | | | | | | | | | | | |
| Johnson C. Smith University | | | | | | | | | | | | |
| Lees-McRae College | | | | | | | | | | | | |
| Lenoir-Rhyne College | | | | | | | | | | | | |
| Livingstone College | | | | | | | | | | | | |
| Mars Hill College | | | | | | | | | | | | |
| Meredith College | | | | | | | | | | | 1 | * |
| Methodist College | | | | | | | | | | | | |
| Montreat College | | | | | | | | | | | | |
| NC A&T State University | | | | | 2 | * | | | | | | |
| NC Central University | 1 | * | | | | | | | | | | |
| NC State University | | | | | 5 | 100 | 5 | 60 | 4 | 100 | | |
| NC Wesleyan College | | | | | | | | | | | | |
| Pfeiffer University | | | | | | | | | | | | |
| Queens University | | | | | | | | | | | | |
| Salem College | | | | | | | | | | | | |
| Shaw University | | | | | | | | | | | | |
| St. Andrews Presbyterian College | | | | | | | | | | | | |
| St. Augustine's College | | | | | | | | | | | | |
| UNC-Asheville | | | 1 | * | | | | | | | | |
| UNC-Chapel Hill | | | 3 | * | | | | | | | | |
| UNC-Charlotte | | | | | | | | | | | | |
| UNC-Greensboro | | | | | 1 | * | 1 | * | | | | |
| UNC-Pembroke | | | | | | | | | | | | |
| UNC-Wilmington | | | | | | | | | | | | |
| Wake Forest University | | | | | | | | | | | | |
| Warren Wilson College | | | | | | | | | | | | |
| Western Carolina University | | | | | | | | | | | 1 | * |
| Wingate University | | | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | | | |

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, 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 their preparation in curriculum content and delivery strategies (3.57), followed closely by the program in general (3.51). Their satisfaction with their preparation to meet the needs of diverse learners, manage the classroom and utilize technology were 3.33, 3.36, and 3.34 respectively. The mean ratings of principals and mentor teachers ranged from 3.25 to 3.58.

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

**Table X: Number of Student Teachers Licensed/Employed
within One Year of Program Completion**

| Institution | Number of Student Teachers | % Licensed | % Employed |
|----------------------------------|---------------------------------------|-------------------|-------------------|
| Appalachian State University | 376 | 92 | 75 |
| Barber-Scotia College | | | |
| Barton College | 36 | 78 | 50 |
| Belmont Abbey College | 19 | 68 | 53 |
| Bennett College | 7 | 57 | 43 |
| Campbell University | 49 | 94 | 74 |
| Catawba College | 17 | 88 | 88 |
| Chowan College | 18 | 83 | 56 |
| Davidson College | 2 | 50 | |
| Duke University | 29 | 62 | 14 |
| East Carolina University | 330 | 86 | 69 |
| Elizabeth City State University | 42 | 69 | 55 |
| Elon University | 91 | 76 | 52 |
| Fayetteville State University | 64 | 72 | 66 |
| Gardner-Webb University | 41 | 93 | 68 |
| Greensboro College | 16 | 75 | 63 |
| Guilford College | 13 | 77 | 46 |
| High Point University | 42 | 86 | 71 |
| Johnson C. Smith University | 4 | 75 | 50 |
| Lees-McRae College | 33 | 94 | 88 |
| Lenoir-Rhyne College | 38 | 100 | 63 |
| Livingstone College | 8 | 75 | 75 |
| Mars Hill College | 37 | 95 | 76 |
| Meredith College | 97 | 99 | 72 |
| Methodist College | 39 | 82 | 33 |
| Montreat College | 3 | 67 | 33 |
| NC A&T State University | 61 | 79 | 62 |
| NC Central University | 67 | 90 | 75 |
| NC State University | 105 | 74 | 58 |
| NC Wesleyan College | 9 | 100 | 89 |
| Pfeiffer University | 21 | 81 | 76 |
| Queens University | 27 | 100 | 82 |
| Salem College | 50 | 88 | 74 |
| St. Andrews Presbyterian College | 14 | 93 | 79 |
| St. Augustine's College | 9 | 67 | 67 |
| UNC-Asheville | 64 | 100 | 73 |
| UNC-Chapel Hill | 122 | 91 | 61 |
| UNC-Charlotte | 206 | 98 | 81 |
| UNC-Greensboro | 202 | 91 | 76 |
| UNC-Pembroke | 56 | 91 | 82 |
| UNC-Wilmington | 274 | 94 | 64 |
| Wake Forest University | 30 | 87 | 40 |
| Warren Wilson College | 6 | 67 | 50 |
| Western Carolina University | 134 | 96 | 70 |
| Wingate University | 20 | 95 | 75 |
| Winston-Salem State University | 34 | 77 | 71 |
| Totals | 2,962 | 89% | 68% |

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

| Ranking by Number of Student Teachers | # | Ranking by Percentage of Student Teachers Licensed | % Licensed | Ranking by Percentage of Student Teachers Employed in NC Public Schools | % Employed |
|---------------------------------------|--------------|--|------------|---|------------|
| Appalachian State University | 376 | Lenoir-Rhyne College | 100% | NC Wesleyan College | 89% |
| East Carolina University | 330 | NC Wesleyan College | 100% | Catawba College | 88% |
| UNC-Wilmington | 274 | Queens University | 100% | Lees-McRae College | 88% |
| UNC-Charlotte | 206 | UNC-Asheville | 100% | Queens University | 82% |
| UNC-Greensboro | 202 | Meredith College | 99% | UNC-Pembroke | 82% |
| Western Carolina University | 134 | UNC-Charlotte | 98% | UNC-Charlotte | 81% |
| UNC-Chapel Hill | 122 | Western Carolina University | 96% | St. Andrews Presby. College | 79% |
| NC State University | 105 | Mars Hill College | 95% | Mars Hill College | 76% |
| Meredith College | 97 | Wingate University | 95% | Pfeiffer University | 76% |
| Elon University | 91 | Campbell University | 94% | UNC-Greensboro | 76% |
| NC Central University | 67 | Lees-McRae College | 94% | Appalachian State University | 75% |
| Fayetteville State University | 64 | UNC-Wilmington | 94% | Livingstone College | 75% |
| UNC-Asheville | 64 | Gardner-Webb University | 93% | NC Central University | 75% |
| NC A&T State University | 61 | St. Andrews Presby. College | 93% | Wingate University | 75% |
| UNC-Pembroke | 56 | Appalachian State University | 92% | Campbell University | 74% |
| Salem College | 50 | UNC-Chapel Hill | 91% | Salem College | 74% |
| Campbell University | 49 | UNC-Greensboro | 91% | UNC-Asheville | 73% |
| Elizabeth City State University | 42 | UNC-Pembroke | 91% | Meredith College | 72% |
| High Point University | 42 | NC Central University | 90% | High Point University | 71% |
| Gardner-Webb University | 41 | Catawba College | 88% | Winston-Salem State University | 71% |
| Methodist College | 39 | Salem College | 88% | Western Carolina University | 70% |
| Lenoir-Rhyne College | 38 | Wake Forest University | 87% | East Carolina University | 69% |
| Mars Hill College | 37 | East Carolina University | 86% | Gardner-Webb University | 68% |
| Barton College | 36 | High Point University | 86% | St. Augustine's College | 67% |
| Winston-Salem State University | 34 | Chowan College | 83% | Fayetteville State University | 66% |
| Lees-McRae College | 33 | Methodist College | 82% | UNC-Wilmington | 64% |
| Wake Forest University | 30 | Pfeiffer University | 81% | Greensboro College | 63% |
| Duke University | 29 | NC A&T State University | 79% | Lenoir-Rhyne College | 63% |
| Queens University | 27 | Barton College | 78% | NC A&T State University | 62% |
| Pfeiffer University | 21 | Guilford College | 77% | UNC-Chapel Hill | 61% |
| Wingate University | 20 | Winston-Salem State University | 77% | NC State University | 58% |
| Belmont Abbey College | 19 | Elon University | 76% | Chowan College | 56% |
| Chowan College | 18 | Greensboro College | 75% | Elizabeth City State University | 55% |
| Catawba College | 17 | Johnson C. Smith University | 75% | Belmont Abbey College | 53% |
| Greensboro College | 16 | Livingstone College | 75% | Elon University | 52% |
| St. Andrews Presby. College | 14 | NC State University | 74% | Barton College | 50% |
| Guilford College | 13 | Fayetteville State University | 72% | Johnson C. Smith University | 50% |
| NC Wesleyan College | 9 | Elizabeth City State University | 69% | Warren Wilson College | 50% |
| St. Augustine's College | 9 | Belmont Abbey College | 68% | Guilford College | 46% |
| Livingstone College | 8 | Montreat College | 67% | Bennett College | 43% |
| Bennett College | 7 | St. Augustine's College | 67% | Wake Forest University | 40% |
| Warren Wilson College | 6 | Warren Wilson College | 67% | Methodist College | 33% |
| Johnson C. Smith University | 4 | Duke University | 62% | Montreat College | 33% |
| Montreat College | 3 | Bennett College | 57% | Duke University | 14% |
| Davidson College | 2 | Davidson College | 50% | Davidson College | 0% |
| Barber-Scotia College | 0 | Barber-Scotia College | * | Barber-Scotia College | * |
| Totals | 2,962 | | 89% | | 68% |

Table XI: Survey Results

| Satisfaction | Number Responding | | | Program Quality | | | Managing the Classroom | | | Technology | | | Diverse Learners | | | Instructional Delivery | | |
|---------------------------------|-------------------|-----|-----|-----------------|------|------|------------------------|------|------|------------|------|------|------------------|------|------|------------------------|------|------|
| | C | m | p | C | m | p | C | m | p | C | m | p | C | m | p | C | m | p |
| C = Program Completer | | | | | | | | | | | | | | | | | | |
| M = Mentor | | | | | | | | | | | | | | | | | | |
| P = Principal | | | | | | | | | | | | | | | | | | |
| Appalachian State University | 130 | 178 | 169 | 3.43 | 3.53 | 3.49 | 3.26 | 3.33 | 3.27 | 3.35 | 3.53 | 3.30 | 3.19 | 3.31 | 3.30 | 3.50 | 3.53 | 3.38 |
| Barber-Scotia College | | | | | | | | | | | | | | | | | | |
| Barton College | 14 | 13 | 10 | 3.71 | 3.85 | 3.60 | 3.50 | 3.46 | 3.40 | 3.93 | 3.54 | 3.50 | 3.86 | 3.42 | 3.10 | 3.79 | 3.77 | 3.60 |
| Belmont Abbey College | 6 | 7 | 6 | 4.00 | 3.86 | 3.00 | 3.00 | 3.86 | 3.83 | 3.67 | 3.86 | 3.50 | 3.67 | 3.57 | 3.67 | 4.00 | 3.71 | 4.00 |
| Bennett College | 2 | 2 | 1 | 3.50 | 3.50 | 3.00 | 3.50 | 3.50 | 3.00 | 3.00 | 3.00 | 3.00 | 3.50 | 3.50 | 3.00 | 3.50 | 3.50 | 3.00 |
| Campbell University | 19 | 18 | 26 | 3.58 | 3.72 | 3.73 | 3.53 | 3.56 | 3.65 | 3.42 | 3.78 | 3.31 | 3.32 | 3.56 | 3.42 | 3.58 | 3.72 | 3.62 |
| Catawba College | 13 | 12 | 8 | 3.69 | 3.67 | 3.88 | 3.54 | 3.33 | 3.75 | 3.08 | 3.50 | 3.63 | 3.62 | 3.17 | 3.38 | 3.69 | 3.64 | 3.63 |
| Chowan College | 3 | 8 | 4 | 3.33 | 3.25 | 3.50 | 4.00 | 3.75 | 3.50 | 3.33 | 3.63 | 3.25 | 3.00 | 3.25 | 3.00 | 3.67 | 3.63 | 3.00 |
| Duke University | 1 | 2 | 1 | 4.00 | 3.50 | 3.00 | 4.00 | 3.50 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 | 3.50 | 3.00 | 4.00 | 3.50 | 3.00 |
| East Carolina University | 113 | 130 | 131 | 3.54 | 3.62 | 3.51 | 3.31 | 3.44 | 3.34 | 3.24 | 3.48 | 3.28 | 3.30 | 3.34 | 3.26 | 3.54 | 3.53 | 3.39 |
| Elizabeth City State University | 10 | 14 | 13 | 3.30 | 3.43 | 3.23 | 3.40 | 3.43 | 3.00 | 2.90 | 3.36 | 3.00 | 3.10 | 3.36 | 3.00 | 3.30 | 3.43 | 3.08 |
| Elon University | 20 | 27 | 17 | 3.40 | 3.70 | 3.53 | 3.00 | 3.19 | 3.53 | 3.55 | 3.52 | 3.25 | 3.30 | 3.33 | 3.44 | 3.60 | 3.37 | 3.47 |
| Fayetteville State University | 16 | 25 | 24 | 2.88 | 3.04 | 3.25 | 3.13 | 3.24 | 3.21 | 3.06 | 3.33 | 3.13 | 3.00 | 3.08 | 3.04 | 3.06 | 3.16 | 3.13 |
| Gardner-Webb University | 14 | 20 | 15 | 3.71 | 3.65 | 3.60 | 3.86 | 3.60 | 3.47 | 3.21 | 3.45 | 3.40 | 3.64 | 3.40 | 3.40 | 3.93 | 3.68 | 3.40 |
| Greensboro College | 5 | 7 | 8 | 3.80 | 3.57 | 3.63 | 3.60 | 3.29 | 3.63 | 3.60 | 3.43 | 3.00 | 3.60 | 3.14 | 3.13 | 3.80 | 3.29 | 3.25 |
| Guilford College | 4 | 5 | 4 | 3.25 | 3.40 | 3.25 | 2.75 | 3.60 | 2.50 | 3.50 | 3.20 | 3.50 | 3.75 | 3.40 | 3.25 | 3.75 | 3.40 | 3.25 |
| High Point University | 13 | 16 | 12 | 3.42 | 3.56 | 3.64 | 3.42 | 3.33 | 3.64 | 3.33 | 3.27 | 3.36 | 3.58 | 3.13 | 3.55 | 3.42 | 3.40 | 3.64 |
| Johnson C. Smith University | | | | | | | | | | | | | | | | | | |
| Lees-McRae College | 17 | 13 | 19 | 3.29 | 3.31 | 3.26 | 3.24 | 3.23 | 3.00 | 2.94 | 3.31 | 3.11 | 3.18 | 3.08 | 3.00 | 3.47 | 3.31 | 3.21 |
| Lenoir-Rhyne College | 11 | 13 | 12 | 3.45 | 3.54 | 3.55 | 3.18 | 3.54 | 3.25 | 3.27 | 3.69 | 3.45 | 3.18 | 3.54 | 3.33 | 3.36 | 3.62 | 3.42 |
| Livingstone College | 1 | 1 | 2 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.50 | 4.00 | 4.00 | 2.50 | 3.00 | 4.00 | 2.50 | 4.00 | 4.00 | 2.50 |
| Mars Hill College | 13 | 17 | 10 | 3.38 | 3.41 | 3.60 | 3.31 | 3.41 | 3.30 | 3.15 | 3.35 | 3.10 | 3.15 | 3.29 | 3.30 | 3.38 | 3.47 | 3.20 |
| Meredith College | 41 | 39 | 45 | 3.71 | 3.64 | 3.62 | 3.56 | 3.51 | 3.42 | 3.49 | 3.42 | 3.34 | 3.41 | 3.47 | 3.31 | 3.76 | 3.66 | 3.44 |
| Methodist College | 5 | 6 | 7 | 3.80 | 3.67 | 3.57 | 3.80 | 3.50 | 3.29 | 3.80 | 3.67 | 3.14 | 4.00 | 3.33 | 3.00 | 3.80 | 3.83 | 3.14 |
| Montreat College | 0 | 1 | 1 | | 2.00 | 2.00 | | 1.00 | 2.00 | | 3.00 | 3.00 | | 1.00 | 3.00 | | 2.00 | 2.00 |
| NC A&T State University | 15 | 13 | 19 | 3.33 | 3.75 | 3.17 | 3.40 | 3.46 | 3.05 | 3.47 | 3.77 | 3.00 | 3.53 | 3.31 | 3.11 | 3.53 | 3.54 | 3.26 |
| NC Central University | 18 | 21 | 16 | 3.41 | 3.33 | 3.38 | 3.28 | 3.62 | 3.38 | 3.22 | 3.24 | 3.13 | 3.28 | 3.33 | 3.44 | 3.50 | 3.57 | 3.19 |
| NC State University | 28 | 29 | 30 | 3.39 | 3.54 | 3.53 | 3.11 | 3.24 | 3.30 | 3.46 | 3.66 | 3.53 | 3.11 | 3.17 | 3.27 | 3.33 | 3.52 | 3.20 |
| NC Wesleyan College | 4 | 5 | 3 | 3.75 | 3.60 | 3.33 | 3.25 | 3.60 | 2.67 | 3.25 | 3.40 | 3.00 | 3.50 | 3.20 | 3.00 | 3.50 | 3.40 | 3.00 |
| Pfeiffer University | 8 | 8 | 12 | 3.86 | 3.38 | 3.33 | 4.00 | 3.50 | 3.50 | 3.75 | 3.38 | 3.17 | 3.88 | 3.13 | 3.33 | 3.88 | 3.50 | 3.42 |
| Queens University | 6 | 8 | 7 | 3.83 | 4.00 | 3.33 | 3.33 | 3.50 | 2.71 | 3.50 | 3.88 | 3.00 | 3.50 | 3.63 | 2.71 | 3.83 | 3.88 | 3.00 |
| Salem College | 14 | 17 | 18 | 3.86 | 3.65 | 3.56 | 3.71 | 3.65 | 3.28 | 3.43 | 3.65 | 3.22 | 3.64 | 3.65 | 3.39 | 3.93 | 3.76 | 3.50 |
| Shaw University | | | | | | | | | | | | | | | | | | |

Table XI: Survey Results

| Satisfaction | Number Responding | | | Program Quality | | | Managing the Classroom | | | Technology | | | Diverse Learners | | | Instructional Delivery | | |
|----------------------------------|-------------------|-------|-------|-----------------|------|------|------------------------|------|------|------------|------|------|------------------|------|------|------------------------|------|------|
| | | | | | | | | | | | | | | | | | | |
| | C | M | P | C | M | P | C | M | P | C | M | P | C | M | P | C | M | P |
| C = Program Completer | | | | | | | | | | | | | | | | | | |
| M = Mentor | | | | | | | | | | | | | | | | | | |
| P = Principal | | | | | | | | | | | | | | | | | | |
| St. Andrews Presbyterian College | 4 | 5 | 4 | 3.00 | 3.20 | 2.75 | 3.25 | 2.60 | 2.50 | 3.25 | 3.40 | 3.00 | 3.00 | 2.80 | 2.25 | 3.50 | 3.00 | 2.50 |
| St. Augustine's College | 2 | 3 | 1 | 4.00 | 2.67 | 4.00 | 4.00 | 3.33 | 3.00 | 4.00 | 2.67 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 3.00 | 4.00 |
| UNC-Asheville | 24 | 24 | 25 | 3.63 | 3.57 | 3.42 | 3.21 | 3.33 | 3.36 | 3.63 | 3.52 | 3.32 | 3.33 | 3.30 | 3.28 | 3.63 | 3.43 | 3.32 |
| UNC-Chapel Hill | 26 | 41 | 30 | 3.38 | 3.59 | 3.57 | 3.27 | 3.27 | 3.33 | 3.00 | 3.44 | 3.27 | 3.27 | 3.37 | 3.27 | 3.62 | 3.56 | 3.47 |
| UNC-Charlotte | 84 | 93 | 81 | 3.52 | 3.68 | 3.46 | 3.43 | 3.57 | 3.36 | 3.13 | 3.54 | 3.16 | 3.36 | 3.48 | 3.31 | 3.61 | 3.68 | 3.36 |
| UNC-Greensboro | 62 | 73 | 69 | 3.58 | 3.55 | 3.64 | 3.50 | 3.49 | 3.45 | 3.52 | 3.44 | 3.24 | 3.37 | 3.36 | 3.36 | 3.68 | 3.60 | 3.59 |
| UNC-Pembroke | 18 | 21 | 25 | 3.56 | 3.67 | 3.20 | 3.28 | 3.43 | 3.04 | 3.28 | 3.38 | 3.16 | 3.22 | 3.48 | 3.04 | 3.61 | 3.57 | 3.24 |
| UNC-Wilmington | 80 | 90 | 95 | 3.43 | 3.64 | 3.55 | 3.24 | 3.54 | 3.44 | 3.44 | 3.58 | 3.36 | 3.29 | 3.44 | 3.29 | 3.48 | 3.60 | 3.45 |
| Wake Forest University | 3 | 5 | 10 | 4.00 | 3.80 | 3.50 | 4.00 | 3.60 | 3.60 | 4.00 | 3.80 | 3.50 | 4.00 | 3.60 | 3.50 | 4.00 | 3.80 | 3.60 |
| Warren Wilson College | 1 | 3 | 3 | 4.00 | 3.33 | 3.33 | 4.00 | 3.00 | 3.00 | 3.00 | 3.33 | 3.33 | 3.00 | 3.33 | 3.33 | 4.00 | 3.33 | 3.33 |
| Western Carolina University | 56 | 55 | 58 | 3.70 | 3.58 | 3.38 | 3.41 | 3.49 | 3.09 | 3.50 | 3.55 | 3.26 | 3.43 | 3.45 | 3.12 | 3.66 | 3.58 | 3.26 |
| Wingate University | 10 | 12 | 8 | 3.30 | 3.64 | 3.38 | 3.00 | 3.42 | 3.13 | 2.90 | 3.58 | 3.38 | 3.10 | 3.42 | 3.25 | 3.50 | 3.58 | 3.50 |
| Winston-Salem State University | 7 | 11 | 15 | 3.57 | 3.40 | 3.40 | 3.29 | 3.36 | 3.20 | 3.43 | 3.00 | 2.71 | 3.86 | 3.18 | 2.93 | 3.29 | 3.09 | 3.13 |
| Grand Totals | 941 | 1,111 | 1,074 | | | | | | | | | | | | | | | |
| State Averages | | | | 3.51 | 3.58 | 3.48 | 3.36 | 3.44 | 3.31 | 3.34 | 3.51 | 3.25 | 3.33 | 3.36 | 3.25 | 3.57 | 3.56 | 3.37 |

REWARDS AND SANCTIONS

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 five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report is issued annually for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report are used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State and National Accreditation Standards

Teacher education programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

| Criterion 1: Compliance with State and National Accreditation Standards (30 points) | | |
|---|---|---|
| 0 The unit does not meet national accreditation standards. | 10 The unit meets all national accreditation standards, but weaknesses have been cited. | 15 The unit meets all national accreditation standards and no weaknesses have been cited. |
| 0 Unmet state standards have been identified in one or more specialty area programs. | 10 All specialty area programs meet state accreditation standards, but weaknesses have been cited. | 15 All specialty area programs meet all state standards and no weaknesses have been cited. |

Criterion 2: Quality of Program Completers

Teacher education programs must produce individuals who know the subject matter they teach, have the pedagogical knowledge and skills to effectively meet the needs of diverse learners, and demonstrate the dispositions associated with effective teaching.

| Criterion 2: Quality of Program Completers (60 points) | | |
|---|---|---|
| 0 Fewer than 70% of program completers pass the specialty area exams within the authorized period. | 5 70-85% of program completers pass the specialty area exams within the authorized period. | 10 More than 85% of program completers pass the specialty area exams within the authorized period. |
| 0 Fewer than 95% of program completers satisfactorily complete the Initial Licensure Program. | 5 95-99% of program completers satisfactorily complete the Initial Licensure Program. | 10 All program completers satisfactorily complete the Initial Licensure Program. |
| 0 Fewer than 70% of program completers express satisfaction with the program. | 5 70-85% of program completers express satisfaction with the program. | 10 More than 85% of program completers express satisfaction with the program. |

| Criterion 2: Quality of Program Completers (60 points) | | |
|---|---|---|
| Fewer than 70% of program completers express satisfaction with their preparation to use technology in the classroom. 0 | 70-85% of program completers express satisfaction with their preparation to use technology in the classroom. 5 | More than 85% of program completers express satisfaction with their preparation to use technology in the classroom. 10 |
| Fewer than 70% of employers express satisfaction with program completers. 0 | 70-85% of employers express satisfaction with program completers. 5 | More than 85% of employers express satisfaction with program completers. 10 |
| Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology in the classroom. 0 | 70-85% of employers express satisfaction with the preparation of program completers to use technology in the classroom. 5 | More than 85% of employers express satisfaction with the preparation of program completers to use technology in the classroom. 10 |

Criterion 3: Involvement with/Service to the Public Schools

Teacher education programs cannot exist in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

| Criterion 3: Involvement with/Service to the Public Schools (50 points) | | |
|--|---|--|
| There is minimal on-going teacher education faculty service to the public schools. 0 | Most teacher education faculty regularly provide service to the public schools. 5 | Faculty from teacher education and disciplines outside education regularly provide service to the public schools. 10 |
| The institution has minimal public school collaborations and partnerships. 0 | The institution supports and maintains public school collaborations and partnerships. 5 | The institution proactively initiates and builds upon public school collaboratives and partnerships. 10 |
| No special efforts are made to support beginning teachers. 0 | Beginning teachers are provided some assistance on an individual or group basis. 5 | The institution supports beginning teachers through special programs and initiatives on a consistent basis. 10 |
| No special efforts are made to support lateral entry teachers. 0 | General adjustments are made to meet the needs of lateral entry teachers. 5 | The institution supports the preparation of lateral entry teachers through special programs and initiatives. 10 |
| No special efforts are made to support career teachers. 0 | Career teachers are provided some assistance on an individual or group basis. 5 | The institution supports career teachers through special programs and initiatives on a consistent basis. 10 |

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 rewards/sanctions are described below.

For the 2001-2002 IHE Performance Report, institutions receiving 126 or more points will be recognized by the State Board of Education as "Exemplary." Institutions receiving fewer than 98 points will be designated as "Low Performing."

If a program is designated as "Low-Performing" the institution will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. If a program is designated as "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 State Board of Education and may result in closure of the licensure program.

For each item on the assessment scale on which the institution receives fewer than 5 points, the institution is to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies). Technical assistance will be available through the Teacher Education Section. If an institution receives fewer than 5 points on the same criteria 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 State Board of Education and may result in closure of the licensure program.

PRAXIS TESTING REQUIREMENTS

**Praxis Testing Requirements for the North Carolina License
Effective July 1, 2001**

| Area of Licensure | Code | Required Tests | Required Score on Subject Assessment |
|--|-------|-------------------------------------|--------------------------------------|
| <i>Special Service Personnel</i> | | | |
| School Administrator - Superintendent | 011 | School Leaders Licensure Assessment | 155 |
| School Administrator - Principal | 012 | School Leaders Licensure Assessment | 155 |
| Curriculum-Instructional Specialist | 113 | 0410 | 590 |
| Instructional Technology Specialist - Computers | 077 | none | n/a |
| Media Supervisor | 078 | 0410 | 590 |
| Workforce Development Director | 711 | 0410 | 590 |
| Exceptional Children Program Administrator | 88099 | 0410 | 590 |
| Counselor | 005 | 0420 | 570 |
| School Social Worker | 006 | none | n/a |
| School Psychologist | 026 | 0400 | 620 |
| Instructional Technology Specialist - Telecommunications | 074 | none | n/a |
| Media Coordinator | 076 | 0310 | 610 |
| Audiologist | 88003 | 0340 | 590 |
| Speech-Language Pathologist | 88082 | 0330 | 550 |
| <i>Preschool/Elementary</i> | | | |
| Birth through Kindergarten | 014 | none | n/a |
| Elementary (K-6) | 025 | 0011 and 0012 | 313 (total score) |
| Preschool Add-on | 015 | none | |
| <i>Middle Grades</i> | | | |
| Language Arts | 78180 | 0049 | 145 |
| Mathematics | 78200 | 0069 | 141 |
| Science | 78300 | 0439 | 134 |
| Social Studies | 78400 | 0089 | 149 |
| Agriculture | 78700 | none | n/a |
| Business | 78760 | none | n/a |
| Health Occupations | 78720 | none | n/a |
| Family & Consumer Sciences | 78710 | none | n/a |
| Marketing | 78730 | none | n/a |
| Technology | 78820 | none | n/a |

| | | | |
|-------------------------------------|-----|----------------------------|--|
| Secondary | | | |
| Anthropology | 433 | 0081 & 0084 | 320 (total score) |
| Bible | 905 | none | n/a |
| Biology | 310 | 0235 & 0234 | 302 (total score) |
| Business Education | 600 | 0100 | 580 |
| Chemistry | 330 | 0245 & 0483 | 307 (total score) |
| Earth Science | 302 | 0570 | 530 |
| Economics | 431 | 0081 & 0084 | 320 (total score) |
| English | 100 | 0041 & 0043 | 321 (total score) |
| French | 510 | 0171 & 0173 | 335 (total score) |
| Geography | 410 | 0081 & 0084 | 320 (total score) |
| German | 530 | 0180 | 540 |
| History | 420 | 0081 & 0084 | 320 (total score) |
| Latin | 590 | none | n/a |
| Mathematics | 200 | 0061 & 0065 | 281 (total score) |
| Physics | 320 | 0260 | 510 |
| Political Science | 405 | 0081 & 0084 | 320 (total score) |
| Russian | 580 | none | n/a |
| Science (Comprehensive) | 300 | 0435 & either 0483 or 0234 | 0435 & 0483 – 305 (total score) 0435 & 0234 – 303 (total score) |
| Social Studies (Comprehensive) | 400 | 0081 & 0084 | 320 (total score) |
| Sociology | 432 | 0081, & 0084 | 320 (total score) |
| Spanish | 520 | 0191 & 0192 | 327 (total score) |
| | | | |
| Special Subject Areas (K-12) | | | |
| Art | 810 | 0131 & 0133 | 322 (total score) |
| Dance | 805 | none | n/a |
| English as a Second Language | 110 | 0360 | 520 |
| French | 511 | 0171 & 0173 | 335 (total score) |
| German | 531 | 0180 | 540 |
| Health Specialist | 098 | 0550 | 640 |
| Junior ROTC | 999 | none | n/a |
| Music | 800 | 0111 & 0113 | 299 (total score) |
| Physical Education | 090 | 0091 | 158 |

| | | | |
|---|-------|-------------|-------------------|
| Reading (bachelor's level) | 190 | 0200 | 540 |
| Reading (graduate level) | 190 | 0300 | 570 |
| Safety and Driver Education | 096 | none | n/a |
| Spanish | 521 | 0191 & 0192 | 327 (total score) |
| Speech Communication | 109 | 0220 | 560 |
| Theater Arts | 108 | none | n/a |
| | | | |
| Exceptional Children | | | |
| Academically Gifted | 88087 | none | n/a |
| *Behaviorally/Emotionally Disabled | 88085 | 0351 | 143 |
| | | 0371 | 147 |
| *Cross Categorical | 88001 | 0351 | 143 |
| | | 0352 | 136 |
| Hearing Impaired | 88088 | none | n/a |
| *Mentally Disabled | 88081 | 0351 | 143 |
| | | 0321 | 144 |
| *Severely Profoundly Mentally Disabled | 88002 | 0351 | 143 |
| | | 0321 | 144 |
| *Learning Disabled | 88086 | 0351 | 143 |
| | | 0381 | 139 |
| Visually Impaired | 88083 | 0280 | 550 |
| | | | |
| Workforce Development (Vocational) Education | | | |
| Agricultural Education | 700 | none | n/a |
| Career Development Coordinator | 747 | none | n/a |
| Handicapped/Disadvantaged | 770 | none | n/a |
| Health Occupations Education | 720 | none | n/a |
| Family & Consumer Sciences | 710 | 0120 | 540 |
| Marketing Education | 730 | 0560 | 690 |
| Technology Education | 820 | 0050 | 580 |
| Trade and Industrial Education | 740 | none | n/a |
| Business Education | 760 | 0100 | 580 |

Questions about administration of these tests should be addressed to The Praxis Series, Educational Testing Service, P.O. Box 6051, Princeton, New Jersey 08541-6051. You may call 609-771-7395. Fax numbers are 609-530-0581 and 609-771-7906. E-mail: praxis@ets.org

* Independent Scoring Model: The individual must earn the required validated score on each module.

SURVEYS OF PROGRAM COMPLETERS, MENTORS, PRINCIPALS

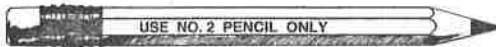
IHE PERFORMANCE REPORT

Mentor Survey

In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which your beginning teacher graduated.

| ID NUMBER | | | | SPECIAL CODES | | | | | | | | | | | |
|-----------|---|---|---|---------------|---|---|---|---|---|---|---|---|---|--|--|
| | | | | A | B | C | D | E | F | G | H | I | J | | |
| XXXXXX | | | | X | X | X | X | X | X | X | X | X | X | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | | |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | | |

GENERAL PURPOSE DATA SHEET II form no. 70921



| | | Lowest rating (D) | | | | | (C) | | | | | (B) | | | | | Highest rating (A) | | | | |
|--|--|-------------------|--|--|--|--|-----|--|--|--|--|-----|--|--|--|--|--------------------|--|--|--|--|
| | | D | | | | | C | | | | | B | | | | | A | | | | |
| QUESTIONS 1-5 | | | | | | | | | | | | | | | | | | | | | |
| 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 recent graduate's teacher education program. → | | | | | | | | | | | | | | | | | | | | | |
| ***** | | | | | | | | | | | | | | | | | | | | | |
| As a result of the recent graduate's teacher education program, he/she is prepared to: | | | | | | | | | | | | | | | | | | | | | |
| 2. effectively manage the classroom. → | | | | | | | | | | | | | | | | | | | | | |
| 3. use technology to enhance learning. → | | | | | | | | | | | | | | | | | | | | | |
| 4. address the needs of diverse learners. → | | | | | | | | | | | | | | | | | | | | | |
| 5. deliver curriculum content through a variety of instructional approaches. → | | | | | | | | | | | | | | | | | | | | | |
| ***** | | | | | | | | | | | | | | | | | | | | | |
| QUESTION 6 | | | | | | | | | | | | | | | | | | | | | |
| Please indicate the recent graduate's teaching assignment. | | | | | | | | | | | | | | | | | | | | | |
| 6. He/she is (indicate A, B, C, or D on this line): → | | | | | | | | | | | | | | | | | | | | | |
| A) a North Carolina public school teacher. | | | | | | | | | | | | | | | | | | | | | |
| B) a North Carolina private school teacher. | | | | | | | | | | | | | | | | | | | | | |
| C) teaching in a school outside the State of North Carolina. | | | | | | | | | | | | | | | | | | | | | |
| D) not currently teaching. | | | | | | | | | | | | | | | | | | | | | |
| QUESTIONS 7-8 | | | | | | | | | | | | | | | | | | | | | |
| Please write in the grade level and subject the recent graduate is teaching. | | | | | | | | | | | | | | | | | | | | | |
| 7. Grade Level _____ | | | | | | | | | | | | | | | | | | | | | |
| 8. Subject _____ | | | | | | | | | | | | | | | | | | | | | |

IHE PERFORMANCE REPORT

Principal Survey

In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which your beginning teacher graduated.

| ID NUMBER | | | | SPECIAL CODES | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---|---|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | A | B | C | D | E | F | G | H | I | J | | | | | | | | | | | | | |
| XXXXXX | | | | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | |

GENERAL PURPOSE DATA SHEET II
form no. 70921




| | | Lowest rating (D) | | | | | (C) | | | | | (B) | | | | | Highest rating (A) | | | | |
|---------------|--|-------------------|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|--------------------|---|---|---|---|
| | | D | | | | | C | | | | | B | | | | | A | | | | |
| QUESTIONS 1-5 | 1. I am satisfied with the quality of the recent graduate's teacher education program. → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | ***** | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | As a result of the recent graduate's teacher education program, he/she is prepared to: | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 2. effectively manage the classroom. → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 3. use technology to enhance learning. → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 4. address the needs of diverse learners. → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 5. deliver curriculum content through a variety of instructional approaches. → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | ***** | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 6. He/she is (indicate A, B, C, or D on this line): → | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | A) a North Carolina public school teacher. | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | B) a North Carolina private school teacher. | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | C) teaching in a school outside the State of North Carolina. | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | D) not currently teaching. | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 7. Grade Level _____ | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |
| | 8. Subject _____ | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E | A | B | C | D | E |

QUESTION 6

Please indicate the recent graduate's teaching assignment.

QUESTIONS 7-8

Please write in the grade level and subject the recent graduate is teaching.



Graduate Teacher Education Programs

2001-02

GRADUATE TEACHER EDUCATION PROGRAMS

During the 2001-02 academic year 25 institutions offered programs leading to graduate level licensure. The institutions are:

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

Graduate Teacher Education

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

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

Quality of Students Entering the Programs

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

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to meet a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or

Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2001 enrollment in graduate teacher education programs. This data was provided by the institution. **Table XIII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2001

| | Full-Time | | | | Part-Time | | | |
|---------------------------------|------------|--------------|----------------|-----------|------------|--------------|----------------|------------|
| | Graduate | | Licensure-Only | | Graduate | | Licensure-Only | |
| | M | T | M | T | M | T | M | T |
| M=Minority, T=Total | | | | | | | | |
| Appalachian State University | 4 | 56 | | | 26 | 400 | | 3 |
| Campbell University | 3 | 12 | | 2 | 13 | 112 | 5 | 16 |
| Catawba College | | | | | 1 | 20 | | |
| Duke University | | 12 | | | | | | |
| East Carolina University | 37 | 213 | 1 | 1 | 45 | 129 | 1 | 6 |
| Elizabeth City State University | | | | | 7 | 17 | | |
| Elon University | | | | | 14 | 75 | 1 | 1 |
| Fayetteville State University | 1 | 2 | | | 122 | 191 | | |
| Gardner-Webb University | 1 | 12 | | 1 | 77 | 589 | | 4 |
| Lenoir-Rhyne College | | 1 | | | 6 | 42 | | 14 |
| Meredith College | | 2 | | | 4 | 30 | | 2 |
| NC A&T State University | 7 | 8 | | | 5 | 12 | 5 | 6 |
| NC Central University | 38 | 70 | 1 | 1 | 83 | 176 | 3 | 4 |
| NC State University | 46 | 164 | | | 102 | 440 | | |
| Queens University | | 8 | | | 3 | 24 | | |
| Salem College | | | | 1 | 2 | 16 | 4 | 48 |
| UNC-Chapel Hill | 38 | 259 | | | 56 | 238 | 21 | 82 |
| UNC-Charlotte | 29 | 132 | | | 176 | 882 | 8 | 18 |
| UNC-Greensboro | 27 | 212 | | 14 | 40 | 311 | | 107 |
| UNC-Pembroke | 1 | 4 | | | 28 | 162 | 2 | 7 |
| UNC-Wilmington | 7 | 40 | | | 16 | 150 | | |
| Wake Forest University | 15 | 66 | | | | | | |
| Western Carolina University | 19 | 151 | | | 10 | 294 | | |
| Wingate University | | | | | 4 | 44 | | |
| Winston-Salem State University | | | | | 6 | 14 | | |
| | | | | | | | | |
| Totals | 273 | 1,424 | 2 | 20 | 846 | 4,368 | 50 | 318 |

Table XIII: Admission Test Data Graduate Teacher Education Programs

| | MAT | GRE | GPA |
|---------------------------------|------------|------------|------------|
| State Mean | 45 | 1278 | |
| Appalachian State University | 43 | 1460 | |
| Campbell University | 42 | 1502 | 3.27 |
| Catawba College | | | 3.29 |
| Duke University | | 1827 | 3.55 |
| East Carolina University | | | 3.21 |
| Elizabeth City State University | 40 | | 3.90 |
| Elon University | 47 | 1003 | 3.28 |
| Fayetteville State University | | | 3.64 |
| Gardner-Webb University | 42 | 1394 | 3.26 |
| Lenoir-Rhyne College | | 1318 | 3.17 |
| Meredith College | 52 | | 3.78 |
| NC A&T State University | | 985 | 3.66 |
| NC Central University | | 898 | 3.68 |
| NC State University | | | 3.71 |
| Queens University | | 1522 | 3.81 |
| Salem College | | 1439 | 3.31 |
| UNC-Chapel Hill | 45 | 1110 | 3.44 |
| UNC-Charlotte | 46 | 968 | 3.18 |
| UNC-Greensboro | | | 3.40 |
| UNC-Pembroke | 41 | 1479 | |
| UNC-Wilmington | 46 | 1001 | 3.85 |
| Wake Forest University | | 1760 | 3.75 |
| Western Carolina University | 50 | 1460 | 3.82 |
| Wingate University | 41 | 1351 | 3.26 |
| Winston-Salem State University | | | 3.70 |

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams. **Table XIV** provides Praxis pass rates as available.

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | | | 9-12 | | | | | |
|---------------------------------|---------|-----|---------|-----|---------|---|-----------|---|
| | Elem Ed | | Science | | Biology | | Chemistry | |
| | N | % | N | % | N | % | N | % |
| Appalachian State University | 4 | 100 | | | | | | |
| Campbell University | 5 | 100 | | | | | | |
| Catawba College | | | | | | | | |
| Duke University | | | | | 1 | * | | |
| East Carolina University | | | 1 | * | | | | |
| Elizabeth City State University | | | | | | | | |
| Elon University | 2 | * | | | | | | |
| Fayetteville State University | | | | | | | | |
| Gardner-Webb University | 3 | * | | | | | | |
| Lenoir-Rhyne College | | | | | | | | |
| Meredith College | | | | | | | | |
| NC A&T State University | 4 | 100 | | | | | | |
| NC Central University | | | | | | | | |
| NC State University | | | | | | | | |
| Queens University | 17 | 100 | | | | | | |
| Salem College | | | | | | | | |
| UNC-Chapel Hill | | | 15 | 100 | | | | |
| UNC-Charlotte | | | | | | | | |
| UNC-Greensboro | 29 | 100 | | | 1 | * | | |
| UNC-Pembroke | | | | | | | | |
| UNC-Wilmington | | | | | | | | |
| Wake Forest University | | | | | 1 | * | 2 | * |
| Western Carolina University | | | | | | | | |
| Wingate University | 2 | * | | | | | | |
| Winston-Salem State University | | | | | | | | |
| | | | | | | | | |

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | Physics | | 9-12 Math | | 9-12 S St. | | 9-12 English | | French | |
|---------------------------------|---------|---|-----------|---|------------|---|--------------|----|--------|---|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | | | | | | |
| Campbell University | | | | | | | 1 | * | | |
| Catawba College | | | | | | | | | | |
| Duke University | | | | | | | 3 | * | | |
| East Carolina University | | | | | | | | | | |
| Elizabeth City State University | | | | | | | | | | |
| Elon University | | | | | | | | | | |
| Fayetteville State University | | | | | | | | | | |
| Gardner-Webb University | | | | | | | | | | |
| Lenoir-Rhyne College | | | | | | | | | | |
| Meredith College | | | | | | | | | | |
| NC A&T State University | | | | | 1 | * | | | | |
| NC Central University | | | | | | | | | | |
| NC State University | | | | | | | 1 | * | | |
| Queens University | | | | | | | | | | |
| Salem College | | | | | | | | | | |
| UNC-Chapel Hill | | | 3 | * | | | 14 | 93 | 1 | * |
| UNC-Charlotte | | | 1 | * | | | | | | |
| UNC-Greensboro | | | | | | | | | 1 | * |
| UNC-Pembroke | | | | | | | | | | |
| UNC-Wilmington | | | | | | | 1 | * | | |
| Wake Forest University | 1 | * | 1 | * | | | 2 | * | | |
| Western Carolina University | | | | | | | | | | |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | |
| | | | | | | | | | | |

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | German | | Spanish | | Reading | | 6-9 L Arts | | 6-9 Math | |
|---------------------------------|--------|---|---------|---|---------|----|------------|---|----------|------|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | 13 | 92 | 3 | * | 7 | 100% |
| Campbell University | | | | | | | | | | |
| Catawba College | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | | | | | 1 | * | | | | |
| Elizabeth City State University | | | | | | | | | | |
| Elon University | | | | | | | | | | |
| Fayetteville State University | | | | | | | | | | |
| Gardner-Webb University | | | | | | | 2 | * | | |
| Lenoir-Rhyne College | | | | | | | | | | |
| Meredith College | | | | | 1 | * | | | | |
| NC A&T State University | | | | | 1 | * | | | | |
| NC Central University | | | | | | | | | | |
| NC State University | | | | | | | 2 | * | | |
| Queens University | | | | | | | | | | |
| Salem College | | | | | | | | | | |
| UNC-Chapel Hill | 1 | * | 3 | * | | | | | | |
| UNC-Charlotte | | | | | 15 | 80 | | | | |
| UNC-Greensboro | | | 2 | * | 10 | 90 | 1 | * | 2 | * |
| UNC-Pembroke | | | | | | | | | | |
| UNC-Wilmington | | | | | 3 | * | 1 | * | | |
| Wake Forest University | | | 2 | * | | | 1 | * | | |
| Western Carolina University | | | | | | | | | | |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | |

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | 6-9 Science | | 6-9 Soc. St. | | Art | | Music | | Health Specialist | |
|---------------------------------|-------------|---|--------------|---|-----|---|-------|------|-------------------|---|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | | | 8 | 100% | | |
| Campbell University | | | | | | | | | | |
| Catawba College | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | | | | | | | | | | |
| Elizabeth City State University | | | | | | | | | | |
| Elon University | | | | | | | | | | |
| Fayetteville State University | | | | | | | | | | |
| Gardner-Webb University | 2 | * | | | | | | | | |
| Lenoir-Rhyne College | | | | | | | | | | |
| Meredith College | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | |
| NC Central University | | | | | | | | | | |
| NC State University | | | | | | | | | | |
| Queens University | | | | | | | | | | |
| Salem College | | | | | | | | | | |
| UNC-Chapel Hill | | | | | | | 3 | * | | |
| UNC-Charlotte | | | | | | | | | | |
| UNC-Greensboro | | | 2 | * | 1 | * | | | | |
| UNC-Pembroke | | | | | | | | | | |
| UNC-Wilmington | | | | | | | | | | |
| Wake Forest University | | | | | | | | | | |
| Western Carolina University | | | | | | | | | | |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | |
| | | | | | | | | | | |

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | Physical Education | | Cross-Cat. | | Mentally Disabled | | BEH | | LD | |
|---------------------------------|--------------------|---|------------|------|-------------------|-----|-----|-----|----|-----|
| | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | 10 | 100% | | | | | | |
| Campbell University | 1 | * | | | | | | | | |
| Catawba College | | | | | | | | | | |
| Duke University | | | | | | | | | | |
| East Carolina University | 2 | * | | | 2 | * | | | | |
| Elizabeth City State University | | | | | | | | | | |
| Elon University | | | | | | | | | 3 | * |
| Fayetteville State University | | | | | | | | | | |
| Gardner-Webb University | 2 | * | | | | | | | | |
| Lenoir-Rhyne College | | | | | | | | | | |
| Meredith College | | | | | | | | | | |
| NC A&T State University | 1 | * | | | | | | | | |
| NC Central University | | | | | 1 | * | 8 | 100 | | |
| NC State University | | | | | | | 3 | * | 6 | 100 |
| Queens University | | | | | | | | | | |
| Salem College | | | | | | | | | | |
| UNC-Chapel Hill | | | | | | | | | | |
| UNC-Charlotte | | | | | 4 | 100 | 5 | 100 | 7 | 100 |
| UNC-Greensboro | 1 | * | 2 | * | | | | | 1 | * |
| UNC-Pembroke | | | | | | | | | | |
| UNC-Wilmington | | | | | | | | | | |
| Wake Forest University | | | | | | | | | | |
| Western Carolina University | | | | | 2 | * | | | | |
| Wingate University | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | |

Table XIV: Praxis Performance of Graduate Program Completers

| Institution | Visually Impaired | | ESL | | Bus Ed | | Marketing | | Tech Ed | | Family/ Cons Sci. | |
|---------------------------------|-------------------|---|-----|---|--------|---|-----------|---|---------|---|-------------------|---|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Appalachian State University | | | | | | | | | 2 | * | | |
| Campbell University | | | | | | | | | | | | |
| Catawba College | | | | | | | | | | | | |
| Duke University | | | | | | | | | | | | |
| East Carolina University | | | | | | | | | | | | |
| Elizabeth City State University | | | | | | | | | | | | |
| Elon University | | | | | | | | | | | | |
| Fayetteville State University | | | | | | | | | | | | |
| Gardner-Webb University | | | | | | | | | | | | |
| Lenoir-Rhyne College | | | | | | | | | | | | |
| Meredith College | | | | | | | | | | | | |
| NC A&T State University | | | | | | | | | | | | |
| NC Central University | 3 | * | | | | | | | | | 1 | * |
| NC State University | | | | | | | 1 | * | 1 | * | | |
| Queens University | | | | | | | | | | | | |
| Salem College | | | | | | | | | | | | |
| UNC-Chapel Hill | | | | | | | | | | | | |
| UNC-Charlotte | | | | | | | | | | | | |
| UNC-Greensboro | | | | | 3 | * | | | | | | |
| UNC-Pembroke | | | | | | | | | | | | |
| UNC-Wilmington | | | | | | | | | | | | |
| Wake Forest University | | | | | | | | | | | | |
| Western Carolina University | | | | | | | | | | | | |
| Wingate University | | | | | | | | | | | | |
| Winston-Salem State University | | | | | | | | | | | | |
| | | | | | | | | | | | | |

EMPLOYMENT AND PROGRAM SATISFACTION

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

On a 4.0 scale, the average ratings on each of the items by both program completers and their principals ranged from 3.47 to 3.68.

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

Table XV: Graduate Survey Results

| Satisfaction | Number Responding | | Program Quality | | Connecting Subject Matter | | Research-Based Approaches | | Leadership | | Diverse Learners | | Professional Development | |
|---------------------------------|-------------------|-----|-----------------|------|---------------------------|------|---------------------------|------|------------|------|------------------|------|--------------------------|------|
| | | | c | p | c | p | c | p | c | p | c | p | c | p |
| C = Program Completer | | | | | | | | | | | | | | |
| P = Principal/Employer | | | | | | | | | | | | | | |
| Appalachian State University | 18 | 34 | 3.72 | 3.74 | 3.67 | 3.59 | 3.61 | 3.62 | 3.61 | 3.47 | 3.61 | 3.53 | 3.67 | 3.68 |
| Campbell University | 6 | 6 | 3.67 | 3.33 | 3.67 | 3.33 | 3.50 | 3.50 | 3.67 | 3.33 | 3.67 | 3.50 | 3.83 | 3.60 |
| Catawba College | 3 | 3 | 4.00 | 3.33 | 3.67 | 3.33 | 4.00 | 3.67 | 4.00 | 3.33 | 3.67 | 3.67 | 3.67 | 3.67 |
| Duke University | 1 | | 4.00 | | 4.00 | | 4.00 | | 4.00 | | 4.00 | | 4.00 | |
| East Carolina University | 12 | 22 | 3.58 | 3.82 | 3.42 | 3.77 | 3.42 | 3.59 | 3.58 | 3.67 | 3.42 | 3.73 | 3.58 | 3.77 |
| Elizabeth City State University | | 1 | | 3.00 | | 3.00 | | 3.00 | | 3.00 | | 3.00 | | 3.00 |
| Elon University | 6 | 5 | 3.67 | 3.40 | 3.67 | 3.20 | 3.50 | 3.40 | 3.67 | 3.40 | 3.67 | 3.20 | 3.33 | 3.40 |
| Fayetteville State University | | | | | | | | | | | | | | |
| Gardner-Webb University | 15 | 13 | 3.71 | 3.54 | 3.73 | 3.54 | 3.60 | 3.54 | 3.60 | 3.62 | 3.67 | 3.46 | 3.67 | 3.62 |
| Lenoir-Rhyne College | | 1 | | 4.00 | | 4.00 | | 4.00 | | 4.00 | | 4.00 | | 4.00 |
| Meredith College | | 1 | | 4.00 | | 3.00 | | 3.00 | | 3.00 | | 3.00 | | 4.00 |
| NC A&T State University | 2 | 2 | 4.00 | 3.50 | 4.00 | 4.00 | 3.50 | 3.50 | 3.50 | 3.50 | 4.00 | 3.00 | 4.00 | 4.00 |
| NC Central University | 8 | 12 | 3.50 | 3.58 | 3.63 | 3.67 | 3.50 | 3.58 | 3.50 | 3.50 | 3.75 | 3.75 | 33.88 | 3.58 |
| NC State University | 9 | 10 | 3.75 | 3.50 | 3.78 | 3.44 | 3.56 | 3.44 | 3.56 | 3.40 | 3.75 | 3.50 | 3.78 | 3.40 |
| Queens University | 6 | 3 | 4.00 | 3.33 | 4.00 | 3.33 | 3.67 | 3.33 | 3.67 | 3.00 | 3.67 | 2.67 | 3.67 | 3.33 |
| UNC-Chapel Hill | 16 | 14 | 3.56 | 3.92 | 3.69 | 3.57 | 3.50 | 3.43 | 3.31 | 3.57 | 3.63 | 3.64 | 3.56 | 3.57 |
| UNC-Charlotte | 17 | 20 | 3.59 | 3.50 | 3.53 | 3.55 | 3.41 | 3.45 | 3.53 | 3.30 | 3.47 | 3.55 | 3.35 | 3.55 |
| UNC-Greensboro | 34 | 32 | 3.68 | 3.58 | 3.68 | 3.72 | 3.56 | 3.53 | 3.59 | 3.25 | 3.52 | 3.50 | 3.76 | 3.63 |
| UNC-Wilmington | 4 | 9 | 3.75 | 3.89 | 3.75 | 3.78 | 3.75 | 3.78 | 4.00 | 3.78 | 3.75 | 3.67 | 3.75 | 3.78 |
| Wake Forest University | 2 | 6 | 4.00 | 3.83 | 4.00 | 3.83 | 4.00 | 3.83 | 4.00 | 3.83 | 4.00 | 3.83 | 4.00 | 3.83 |
| Western Carolina University | 9 | 9 | 3.78 | 3.67 | 3.67 | 3.78 | 3.89 | 3.44 | 3.78 | 3.78 | 3.56 | 3.89 | 3.63 | 3.78 |
| Wingate University | | 1 | | 3.00 | | 3.00 | | 3.00 | | 3.00 | | 3.00 | | 3.00 |
| Grand Totals | 168 | 204 | | | | | | | | | | | | |
| State Averages | | | 3.68 | 3.64 | 3.66 | 3.62 | 3.57 | 3.54 | 3.59 | 3.47 | 3.59 | 3.56 | 3.65 | 3.63 |

REWARDS AND SANCTIONS

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 five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report is issued annually for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report is used to reward and sanction programs as required by the Excellent Schools Act.

Criterion for Rewards and Sanctions

| Criterion 1: Compliance with State and National Accreditation Standards (30 points) | | |
|--|--|--|
| 0 The unit does not meet national accreditation standards at the graduate level. | 10 The unit meets all national accreditation standards, but weaknesses have been cited at the graduate level. | 15 The unit meets all national accreditation standards and no weaknesses have been cited at the graduate level. |
| 0 Unmet state standards have been identified in one or more specialty area programs at the graduate level. | 10 All specialty area programs meet state accreditation standards, but weaknesses have been cited at the graduate level. | 15 All specialty area programs meet all state standards and no weaknesses have been cited at the graduate level. |
| Criterion 2: Satisfaction of Program Completers (60 points) | | |
| 0 Fewer than 70% of program completers express satisfaction with the program. | 5 70-85% of program completers express satisfaction with the program. | 10 More than 85% of program completers express satisfaction with the program. |
| 0 Fewer than 70% of program completers indicate they are better prepared to connect subject matter and learner needs. | 5 70-85% of program completers indicate they are better prepared to connect subject matter and learner needs. | 10 More than 85% of program completers indicate they are better prepared to connect subject matter and learner needs. |
| 0 Fewer than 70% of program completers indicate they are better prepared to implement research-based approaches. | 5 70-85% of program completers indicate they are better prepared to implement research-based approaches. | 10 More than 85% of program completers indicate they are better prepared to implement research-based approaches. |
| 0 Fewer than 70% of program completers indicate they are better prepared to assume leadership roles in their schools and in the profession. | 5 70-85% of program completers indicate they are better prepared to assume leadership roles in their schools and in the profession. | 10 More than 85% of program completers indicate they are better prepared to assume leadership roles in their schools and in the profession. |

| | | | | | |
|---|---|---|---|--|----|
| Fewer than 70% of program completers indicate they are better prepared to facilitate learning for diverse learners. | 0 | 70-85% of program completers indicate they are better prepared to facilitate learning for diverse learners. | 5 | More than 85% of program completers indicate they are better prepared to facilitate learning for diverse learners. | 10 |
| Fewer than 70% of program completers indicate they are better prepared to engage in continuous professional development. | 0 | 70-85% of program completers indicate they are better prepared to engage in continuous professional development. | 5 | More than 85% of program completers indicate they are better prepared to continuous professional development. | 10 |
| Criterion 3: Satisfaction of Employers (60 points) | | | | | |
| Fewer than 70% of employers express satisfaction with the program. | 0 | 70-85% of employers express satisfaction with the program. | 5 | More than 85% of employers express satisfaction with the program. | 10 |
| Fewer than 70% of employers indicate that program completers are better prepared to connect subject matter and learner needs. | 0 | 70-85% of employers indicate that program completers are better prepared to connect subject matter and learner needs. | 5 | More than 85% of employers indicate that program completers are better prepared to connect subject matter and learner needs. | 10 |
| Fewer than 70% of employers indicate that program completers are better prepared to implement research-based approaches. | 0 | 70-85% of employers indicate that program completers are better prepared to implement research-based approaches. | 5 | More than 85% of employers indicate that program completers are better prepared to implement research-based approaches. | 10 |
| Fewer than 70% of employers indicate that program completers are better prepared to assume leadership roles in their schools and in the profession. | 0 | 70-85% of employers indicate that program completers are better prepared to assume leadership roles in their schools and in the profession. | 5 | More than 85% of employers indicate that program completers are better prepared to assume leadership roles in their schools and in the profession. | 10 |
| Fewer than 70% of employers indicate that program completers are better prepared to facilitate learning for diverse learners. | 0 | 70-85% of employers indicate that program completers are better prepared to facilitate learning for diverse learners. | 5 | More than 85% of employers indicate that program completers are better prepared to facilitate learning for diverse learners. | 10 |
| Fewer than 70% of employers indicate that program completers are better prepared to engage in continuous professional development. | 0 | 70-85% of employers indicate that program completers are better prepared to engage in continuous professional development. | 5 | More than 85% of employers indicate that program completers are better prepared to in continuous professional development. | 10 |

Scale
Total Points = 150

The cut-off points for Exemplary and Low-Performing Status will be determined using 2001-02 as the benchmarking year.

If a program is designated as "Low-Performing" the institution will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. If a program is designated as "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 State Board of Education and may result in closure of the licensure program.

For each item on the assessment scale on which the institution receives fewer than 5 points, the institution is to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies). Technical assistance will be available through the Teacher Education Section. If an institution receives fewer than 5 points on the same criteria 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 State Board of Education and may result in closure of the licensure program.

SURVEYS OF PROGRAM COMPLETERS AND PRINCIPALS



School Administration Programs

2001-02

SCHOOL ADMINISTRATION PROGRAMS

School Administration

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

During the 2001-02 academic year 11 institutions offered school administration programs. The institutions are:

| | |
|-------------------------------|-----------------------------|
| Appalachian State University | UNC - Chapel Hill |
| Campbell University | UNC - Charlotte |
| East Carolina University | UNC - Greensboro |
| Fayetteville State University | UNC - Wilmington |
| Gardner-Webb University | Western Carolina University |
| NC State University | |

Quality of Students Entering the Programs

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

School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to meet a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample (essay). Prospective school administrators are expected to hold or be eligible to hold a teaching license.

Table XVI summarizes the Fall 2001 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

**Table XVI: Enrollment in Master's of School Administration Programs
Fall 2001**

| | Full-Time | | Part-Time | |
|-------------------------------|------------------|------------|------------------|------------|
| | Graduate | | Graduate | |
| M=Minority, T=Total | M | T | M | T |
| Appalachian State University | 1 | 10 | 7 | 54 |
| Campbell University | 1 | 1 | 2 | 13 |
| East Carolina University | 12 | 52 | 37 | 60 |
| Fayetteville State University | 5 | 9 | 6 | 12 |
| Gardner-Webb University | 1 | 7 | 64 | 357 |
| NC State University | 4 | 19 | 37 | 92 |
| UNC-Chapel Hill | 2 | 22 | 23 | 47 |
| UNC-Charlotte | 11 | 62 | 16 | 45 |
| UNC-Greensboro | 27 | 118 | 22 | 92 |
| UNC-Wilmington | 6 | 17 | 7 | 29 |
| Western Carolina University | 1 | 11 | 1 | 38 |
| | | | | |
| Totals | 71 | 328 | 222 | 839 |

Table XVII: Admission Test Data for School Administration Programs

| | MAT | GRE | GPA |
|-------------------------------|------------|------------|------------|
| State Mean | 44 | 1212 | NA |
| Appalachian State University | 37 | 1501 | |
| Campbell University | 41 | | 3.23 |
| East Carolina University | | | 3.20 |
| Fayetteville State University | | | |
| Gardner-Webb University | 37 | 1362 | 3.25 |
| NC State University | | | 3.73 |
| UNC-Chapel Hill | 45 | 1044 | 3.32 |
| UNC-Charlotte | 47 | 1024 | 3.20 |
| UNC-Greensboro | | | |
| UNC-Wilmington | 44 | 1018 | 3.80 |
| Western Carolina University | | 1406 | 3.81 |

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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

To be licensed as a school administrator, program completers must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam.

Table XVIII summarizes the performance of program completers on the SLLA exam.

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

| | Number Tested | Pass Rate |
|-------------------------------|--------------------------|------------------|
| State-Wide | 308 | 99% |
| Appalachian State University | 7 | 100% |
| Campbell University | 2 | * |
| East Carolina University | 60 | 100% |
| Fayetteville State University | 24 | 100% |
| Gardner-Webb University | 36 | 100% |
| NC State University | 52 | 100% |
| UNC-Chapel Hill | 20 | 100% |
| UNC-Charlotte | 38 | 97% |
| UNC-Greensboro | 42 | 100% |
| UNC-Wilmington | 13 | 100% |
| Western Carolina University | 14 | 100% |

EMPLOYMENT AND PROGRAM SATISFACTION

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

On a 4.0 scale, program completers expressed the greatest satisfaction with the overall quality of their program. They expressed least satisfaction with their preparation to use technology to support the instructional program. On all categories, the mean ratings of employers were higher than program completers. They ranged from 3.48 to 3.65.

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

Table XIX: School Administration Survey Results

| Satisfaction | Number Responding | | Program Quality | | | Technology | | | Instructional Leadership | | | Diverse Learners | | |
|-------------------------------|-------------------|------------|-----------------|-------------|--|-------------|-------------|---|--------------------------|-------------|---|------------------|-------------|---|
| | C | E | C | e | | C | c | e | C | c | e | C | c | e |
| C = Program Completer | | | | | | | | | | | | | | |
| E = Employer | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Appalachian State University | 22 | 22 | 3.50 | 3.45 | | 2.91 | 3.23 | | 3.59 | 3.41 | | 3.45 | 3.32 | |
| Campbell University | | 1 | | 4.00 | | | 4.00 | | | 4.00 | | | 4.00 | |
| East Carolina University | 30 | 28 | 3.87 | 3.64 | | 3.40 | 3.46 | | 3.67 | 3.61 | | 3.29 | 3.25 | |
| Fayetteville State University | | | | | | | | | | | | | | |
| Gardner-Webb University | 18 | 18 | 3.83 | 3.78 | | 3.11 | 3.56 | | 3.83 | 3.72 | | 3.61 | 3.56 | |
| NC State University | 25 | 28 | 3.40 | 3.71 | | 2.88 | 3.71 | | 3.40 | 3.54 | | 3.32 | 3.48 | |
| UNC-Chapel Hill | 10 | 10 | 3.20 | 3.90 | | 3.30 | 3.60 | | 3.20 | 3.20 | | 3.00 | 3.40 | |
| UNC-Charlotte | 24 | 23 | 3.54 | 3.52 | | 3.04 | 3.65 | | 3.67 | 3.61 | | 3.25 | 3.61 | |
| UNC-Greensboro | 31 | 26 | 3.74 | 3.69 | | 3.16 | 3.62 | | 3.71 | 3.73 | | 3.50 | 3.58 | |
| UNC-Wilmington | 6 | 4 | 2.83 | 3.75 | | 3.50 | 3.50 | | 2.67 | 3.75 | | 2.67 | 3.50 | |
| Western Carolina University | 8 | 9 | 3.50 | 3.33 | | 3.50 | 3.44 | | 3.38 | 3.50 | | 3.13 | 3.44 | |
| | | | | | | | | | | | | | | |
| Grand Totals | 174 | 169 | | | | | | | | | | | | |
| State Averages | | | 3.58 | 3.65 | | 3.13 | 3.55 | | 3.56 | 3.61 | | 3.32 | 3.48 | |

Master of School Administration (MSA) Rewards and Sanctions

If schools are to succeed, they must have quality administrators. The quality of MSA programs is a significant factor in determining the quality of school administrators. Because of this, programs should be evaluated on a regular basis. One key approach in evaluating 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 five years. To assist in carrying out this process and in assessing the on-going quality of MSA programs, beginning Fall 2002, a Performance Report will be issued for each North Carolina institution with an approved MSA program. Data from the program approval process and the MSA Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State Accreditation Standards

MSA programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

| Criterion 1: Compliance with State Accreditation Standards (15 points) | | |
|--|--|--|
| 0 | 10 | 15 |
| One or more unmet state standards have been identified in the MSA program. | The MSA program meets all state accreditation standards, but weaknesses have been cited. | The MSA program meets all state accreditation standards and no weaknesses have been cited. |

Criterion 2: Quality of Program Completers

MSA programs must produce individuals who know the subject matter, have the instructional leadership skills to effectively lead teachers to meet the needs of diverse learners, and demonstrate the dispositions associated with effective school administration.

| Criterion 2: Quality of Program Completers | | |
|--|--|---|
| 0 | 5 | 10 |
| Fewer than 70% of program completers satisfactorily complete SLLA exam within the authorized period. | 70 – 85% of program completers satisfactorily complete the SLLA exam within the authorized period. | More than 85% of program completers satisfactorily complete the SLLA exam within the authorized period. |
| 0 | 5 | 10 |
| Fewer than 70% of program completers express satisfaction with the program. | 70-85% of program completers express satisfaction with the program. | More than 85% of program completers express satisfaction with the program. |
| 0 | 5 | 10 |
| Fewer than 70% of program completers express satisfaction with their preparation to use technology to support the instructional program. | 70-85% of program completers express satisfaction with their preparation to use technology to support the instructional program. | More than 85% of program completers express satisfaction with their preparation to use technology to support the instructional program. |
| 0 | 5 | 10 |
| Fewer than 70% of program completers express satisfaction with their preparation in instructional leadership. | 70-85% of program completers express satisfaction with their preparation in instructional leadership. | More than 85% of program completers express satisfaction with their preparation in instructional leadership. |
| 0 | 5 | 10 |
| Fewer than 70% of employers express satisfaction with program completers. | 70-85% of employers express satisfaction with program completers. | More than 85% of employers express satisfaction with program completers. |

| Criterion 2: Quality of Program Completers | | |
|---|----|----|
| Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology to support the instructional program. | 0 | 5 |
| 70-85% of employers express satisfaction with the preparation of program completers to use technology to support the instructional program. | 5 | 10 |
| More than 85% of employers express satisfaction with the preparation of program completers to use technology to support the instructional program. | 10 | |
| Fewer than 70% of employers express satisfaction with the preparation of program completers in instructional leadership. | 0 | 5 |
| 70-85% of employers express satisfaction with the preparation of program completers in instructional leadership. | 5 | 10 |
| More than 85% of employers express satisfaction with the preparation of program completers in instructional leadership. | 10 | |

Criterion 3: Involvement with/Service to the Public Schools

MSA programs cannot exit in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

| Criterion 3: Involvement with/Service to the Public Schools | | |
|--|----|----|
| There is minimal on-going service of MSA faculty to the public schools. | 0 | 5 |
| Some MSA faculty regularly provide service to the public schools. | 5 | 10 |
| Most/all MSA faculty regularly provide service to the public schools. | 10 | |
| No special efforts are made to support beginning administrators. | 0 | 5 |
| Beginning administrators are provided some assistance on an individual or group basis. | 5 | 10 |
| Beginning administrators are provided assistance through special programs and initiatives on a consistent basis. | 10 | |
| No special efforts are made to support career administrators. | 0 | 5 |
| Career administrators are provided some assistance on an individual or group basis. | 5 | 10 |
| Career administrators are provided assistance through special programs and initiatives on a consistent basis. | 10 | |

The cut-off points for Exemplary and Low-Performing will be determined using 2001-02 as the benchmarking year.

If a program is designated as "Low-Performing" the institution will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. If a program is designated as "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 State Board of Education and may result in closure of the licensure program.

For each item on the assessment scale on which the institution receives fewer than 5 points, the institution is to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies). Technical assistance will be available through the Teacher Education Section. If an institution receives fewer than 5 points on the same criteria 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 State Board of Education and may result in closure of the licensure program.

SURVEYS OF PROGRAM COMPLETERS AND EMPLOYERS

