



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

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# Report to the North Carolina General Assembly

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2012-2013 Institution of Higher Education (IHE)  
Annual Performance Report

Modify Teacher Career Status  
SL 2011-348 (SB466), Sec. 6  
(IHE Performance Report)

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**Date Due: October 1, 2013**

Report # 5

DPI Chronological Schedule, 2013-2014

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## PREFACE

In accordance with §115C 296 (b), the SBE shall submit the IHE performance report to the Joint Legislative Education Oversight Committee on an annual basis. This is the 15<sup>th</sup> IHE Performance Report issued by the State of North Carolina. 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. The data is self-report.

This is a summary report. Reports on individual institutions are available on the Department of Public Instruction website at <http://www.ncpublicschools.org/ihe/reports/>. 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.

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## TEACHER EDUCATION IN NORTH CAROLINA An Overview

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North Carolina has 48 approved Teacher Education Programs. All 48 offer undergraduate programs leading to initial teacher licensure; 32 offer graduate level programs leading to master's or doctoral level licensure; 17 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 and indicators prescribed by the State Board of Education (SBE) for the specialty area. Previously, on-site reviews of approved teacher education programs are conducted every seven years. The reviews were typically a joint venture between the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE) or Teacher Education Accreditation Council (TEAC). In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. All IHEs were required to submit to the SBE a "blueprint" of the proposed program(s) revisioned to align with the North Carolina Professional Teaching Standards and the North Carolina Standards for School Executives. All revisioned programs were required to be implemented with the incoming cohorts entering fall 2010. In spring 2013, the Department of Public Instruction published the NC Institutions of Higher Education Educator Preparation Program Report Cards for the first time. These report cards include data from the IHE Performance Report and effectiveness of program graduates data based on summary data collected through the North Carolina Educator Evaluation System. The second edition of the report cards will be available in October 2013 at [www.ncpublicschools.org/ihe](http://www.ncpublicschools.org/ihe).

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**Table I** details the teacher education programs offered by each college/university, approved by the SBE as of June 2012.



**Table I: Programs Offered by each IHE**

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	Birth - Kindergarten	Preschool Add-on	Elementary Education (K-6)	Elementary Math (K-6)	Elementary Science (K-6)	Middle Grades Language Arts	Middle Grades Math	Middle Grades Science	Middle Grades Social Studies
Appalachian State University	A M	ao	A M	ao		A M	A M	A M	A M
Barton College	A		A M			A	A	A	A
Belmont Abbey College			A						
Bennett College			A			A	A		
Brevard College			A						
Campbell University	A	ao	A M			A M	A M	A	A M
Catawba College	A		A M			A	A	A	A
Chowan University			A M						
Davidson College									
Duke University			A						
East Carolina University	A M		A M	ao		A M	A M	A M	A M
Elizabeth City State University	A		A M			A	A	A	A
Elon University	A		A M			A	A	A	A
Fayetteville State University	ao A		ao A M			ao A M	ao A M	ao A M	ao A M
Gardner-Webb University			A M			A M	A M	A M	A M
Greensboro College	AM		A M			A	A	A	A
Guilford College			A						
High Point University			A M			A	A	A	A
Johnson C. Smith University			A						
Lees-McRae College	ao A		AM						
Lenoir-Rhyne College	A M		A			A	A	A	A
Livingstone College	A		A						A
Mars Hill College			A			A	A	A	A
Meredith College	A		A M			A	A	A	A
Methodist University			AM			A	A	A	A
Mid-Atlantic Christian Univ.			A						
Montreat College			A M						
Mount Olive College	A		A						
NC A&T State University	A M		A M	ao					
NC Central University	A		A M			A M	A M	A M	A M
NC State University			A M	ao		AMSD	AMSD	AMSD	AMSD
NC Wesleyan College			A			A	A	A	A
Pfeiffer University			A M						
Queens University of Charlotte			A M						
Saint Andrews University			A						
Saint Augustine's University			A						
Salem College	ao		A M			A M	A M	A M	A M
Shaw University	A M		A						
UNC-Asheville			A			A	A	A	A
UNC-Chapel Hill	ao AM	ao	A M	ao M	M	A M	A M	A M	A M
UNC-Charlotte	A M		A M	ao		A M	A M	A M	A M
UNC-Greensboro	A M		A M	ao		A M	A M	A M	A M
UNC-Pembroke	A	ao	A M			A M	A M	A M	A M
UNC-Wilmington	A	ao	A M	ao		A M	A M	A M	A M
Wake Forest University			A						
Warren Wilson College			A						
Western Carolina University	A		A M			A M	A M	A M	A M
William Peace University			A						
Wingate University			A M			A	A	A	A
Winston-Salem State University	A		A M			A M	A M	A M	A

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	English	Math	Comprehensive Science	Biology	Chemistry	Earth Science	Physics	Comprehensive Social Studies	History
Appalachian State University	A M	A M	A	A	A	A	A	A	A M
Barton College	A	A	A					A	
Belmont Abbey College									
Bennett College	A	A		A					
Brevard College	A	A	A					A	
Campbell University	A M	A M		A				A M	
Catawba College	A	A	A	A	A			A	
Chowan University	A	A		A				A	
Davidson College	A	A		A				A	
Duke University	A M	A M	A M	M			M	A M	
East Carolina University	A M	A M	A M					A	M
Elizabeth City State University	A	A M	A	M					A
Elon University	A	A	A	A	A		A	A	A
Fayetteville State University	ao A	ao A M		ao A M					
Gardner-Webb University	A M	A						A	
Greensboro College	A	A	A	A				A	
Guilford College	A							A	
High Point University	A	A M	A	A				A	
Johnson C. Smith University	A	A						A	
Lees-McRae College									
Lenoir-Rhyne College	A	A	A	A				A	A
Livingstone College	A	A							
Mars Hill College	A	A	A					A	
Meredith College	A	A	A					A	
Methodist University	A	A						A	
Mid-Atlantic Christian Univ.									
Montreat College									
Mount Olive College	A	A	A					A	
NC A&T State University	A M	A M		A M	A M		A	A M	
NC Central University	A M	A M	A					A	
NC State University	A M S D	A M S D	A M S D					A M S D	
NC Wesleyan College	A	A		A					A
Pfeiffer University	A	A	A					A	
Queens University of Charlotte	A	A		A				A	A
Saint Andrews University									
Saint Augustine's University									
Salem College	A M	A M	A M					A M	
Shaw University	A								
UNC-Asheville	A	A	A	A	A	A	A	A	
UNC-Chapel Hill	M	A M	A M	A	A	A	A	M	
UNC-Charlotte	A M	A M	A M					A M	
UNC-Greensboro	A M	A M	A M					A M	
UNC-Pembroke	A M	A M	A M					A M	
UNC-Wilmington	A M	A M	A M	A	A	A	A	A	A M
Wake Forest University	A M	A M		A M	A M		A M	A M	
Warren Wilson College	A	A						A	A M
Western Carolina University	A M	A M	A	M	M			A M	
William Peace University									
Wingate University	A	A		A	ao			A	
Winston-Salem State University	A	A							

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	Art	Dance	Music	Theater Arts	Reading	Health Specialist	Health and Physical Education	Physical Education	Chinese	Classical Latin (9-12)	French	German	Japanese	Spanish	English as a Second Language (K-12)
Appalachian State University	A		A M	A	ao M	A		A			A M			A M	
Barton College	A						A							A	
Belmont Abbey College															
Bennett College			A												
Brevard College	A		A	A			A								
Campbell University			A				A M				A			A	
Catawba College			A	A	ao		A							A	
Chowan University			A					A							
Davidson College										A	A			A	
Duke University															
East Carolina University	A M	A	A M	A	ao M	A M	A	A M			A	A		A M	
Elizabeth City State University	A		A					A							
Elon University			A				A							A	
Fayetteville State University	ao A		ao A		ao M		ao A								ao
Gardner-Webb University	A		A				A				A			A	A
Greensboro College	A		A	A			A							A	ao
Guilford College											A			A	
High Point University	A						A							A	
Johnson C. Smith University						A	A								
Lees-McRae College				A			A								
Lenoir-Rhyne College			A				A							A	ao M
Livingstone College			A												
Mars Hill College	A		A					A						A	ao A
Meredith College	A	A	A	A	ao M		A				A			A	M
Methodist University	A		A					A							ao
Mid-Atlantic Christian Univ.															
Montreat College															
Mount Olive College			A				A								
NC A&T State University	A		A		M		A M							A	
NC Central University	A	A	A	A	ao			A M			A			A	ao
NC State University					AMSD				A		A M			A M	ao A
NC Wesleyan College															
Pfeiffer University			A				A								
Queens University of Charlotte											A			A	
Saint Andrews University								A							
Saint Augustine's University															
Salem College	A M		A M		ao M						A M			A M	ao
Shaw University															
UNC-Asheville	A			A			A			A	A	A		A	
UNC-Chapel Hill			A M		ao M					M	M	M	M	M	ao M
UNC-Charlotte	A	A	A	A	M						A M	A M		A M	ao M
UNC-Greensboro	A	A M	AMD	A	ao M		A			A M	A M			A M	ao M
UNC-Pembroke	A M		A M		M		A M							A	ao
UNC-Wilmington			A		ao M		A	A			A			A M	ao
Wake Forest University											A M	A		A M	
Warren Wilson College															
Western Carolina University	A M		A M		ao		A M							A	M
William Peace University															
Wingate University	A		A		ao		A M								
Winston-Salem State University			A					A							ao M

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	Exceptional Children Program Administrator	Academically Gifted	Special Education: Adapted Curriculum	Special Education: General Curriculum	American Sign Language	Audiology	Behaviorally - Emotionally Disabled	Deaf and Hard of Hearing	Learning Disabled	Mentally Disabled	Severely & Profoundly Disabled	Visually Impaired
Appalachian State University			A	A			M		M	M		
Barton College				A				A				
Belmont Abbey College												
Bennett College				A								
Brevard College												
Campbell University		ao		A								
Catawba College				A								
Chowan University												
Davidson College												
Duke University		ao										
East Carolina University		ao	A	A M			M		M	M	M	
Elizabeth City State University				A								
Elon University		M ao		A M								
Fayetteville State University				ao M			M		M	M		
Gardner-Webb University					A							
Greensboro College			AM	AM								
Guilford College												
High Point University	ao	ao		A						M		
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College								ao M				
Livingstone College												
Mars Hill College		ao		A								
Meredith College		ao M		ao M								
Methodist University		ao		A M								
Mid-Atlantic Christian Univ.												
Montreat College												
Mount Olive College												
NC A&T State University				ao A M								
NC Central University		ao		M			M		M			M
NC State University				A			MSD		MSD	D		
NC Wesleyan College				A								
Pfeiffer University				A M								
Queens University of Charlotte												
Saint Andrews University												
Saint Augustine's University												
Salem College		ao		A M								
Shaw University												
UNC-Asheville												
UNC-Chapel Hill				ao M								
UNC-Charlotte		ao M	A M	A M								
UNC-Greensboro				A M D	A		M	A	M			
UNC-Pembroke		ao		A M								
UNC-Wilmington		ao	A	A								
Wake Forest University												
Warren Wilson College												
Western Carolina University		ao M	A M	A M							M	
William Peace University				A								
Wingate University		ao										
Winston-Salem State University				A M								

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	Career and Technical Education Director	Agricultural Education	Business Education	Family and Consumer Sciences	Marketing Education	Technology Education	Trade and Industrial Education
Appalachian State University			A	A	A	A	A
Barton College							
Belmont Abbey College							
Bennett College							
Brevard College							
Campbell University				A			
Catawba College							
Chowan University							
Davidson College							
Duke University							
East Carolina University			A M	A M	A M		
Elizabeth City State University							
Elon University							
Fayetteville State University							
Gardner-Webb University							
Greensboro College							
Guilford College							
High Point University							
Johnson C. Smith University							
Lees-McRae College							
Lenoir-Rhyne College							
Livingstone College							
Mars Hill College							
Meredith College				A			
Methodist University							
Mid-Atlantic Christian Univ.							
Montreat College							
Mount Olive College		A					
NC A&T State University	M	A M	A M	A M		A M	A
NC Central University				A M			
NC State University		AMSD	A M		A M	AMSD	
NC Wesleyan College							
Pfeiffer University							
Queens University of Charlotte							
Saint Andrews University							
Saint Augustine's University							
Salem College							
Shaw University							
UNC-Asheville							
UNC-Chapel Hill							
UNC-Charlotte							
UNC-Greensboro							
UNC-Pembroke							
UNC-Wilmington							
Wake Forest University							
Warren Wilson College							
Western Carolina University							
William Peace University							
Wingate University							
Winston-Salem State University							

A = Bachelor's Level M = Master's Level S = Specialist's Level D = Doctoral Level ao = Add On Name of Institution	Curriculum Instructional Specialist	School Administrator - Superintendent	School Administrator - Principal	School Counselor	School Psychologist	School Social Worker	Instructional Technology Specialist - Computers	Media Coordinator	Media Supervisor	Mentor	Speech-Language Pathologist (NCBOESLPA)	Safety and Driver Education
Appalachian State University	M	S D	M ao	S	S		M	M			S	
Barton College												
Belmont Abbey College												
Bennett College												
Brevard College												
Campbell University			M	M								
Catawba College												
Chowan University												
Davidson College												
Duke University												
East Carolina University	MS D	S D	M	M	S	AMS	M	M			MS	ao
Elizabeth City State University			M									
Elon University												
Fayetteville State University			MD									
Gardner-Webb University	D	D	MD	M								
Greensboro College												
Guilford College												
High Point University			ao M									
Johnson C. Smith University												
Lees-McRae College												
Lenoir-Rhyne College			M	M								
Livingstone College												
Mars Hill College												
Meredith College												
Methodist University												
Mid-Atlantic Christian Univ.												
Montreat College												
Mount Olive College												
NC A&T State University			ao M	M S		AMS	M	M				
NC Central University			ao M	M			M	M			S	
NC State University	MS D	S D	MS D	MS D	S D	A	MS D					
NC Wesleyan College												
Pfeiffer University												
Queens University of Charlotte												
Saint Andrews University												
Saint Augustine's University												
Salem College				M								
Shaw University												
UNC-Asheville												
UNC-Chapel Hill	S D	S D	ao M	S	S D	M S	M	M			S	
UNC-Charlotte	ao M	D	ao M	M S			ao M					
UNC-Greensboro		S D	ao MS D	MS D		A M	M	M	M		M	
UNC-Pembroke	M		ao M	M								
UNC-Wilmington	ao M	D	ao M				ao M					
Wake Forest University				S								
Warren Wilson College												
Western Carolina University		D	ao MD	S	S	M					S	
William Peace University												
Wingate University		S D	ao M									
Winston-Salem State University			M									

## LINKAGES WITH THE PUBLIC SCHOOLS

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Faculty in institutions of higher education which prepare educators 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 school students and educator preparation 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 in-service 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 and screenings/testing for public school students. Information on the specific efforts of each institution to work collaboratively with the public schools is contained in the individual *Institutional Reports* on the NCDPI website, located at <http://www.ncpublicschools.org/ihe/reports/>.

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.

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**Table II: Number of Teacher Education Faculty**

<b>Institution</b>	<b>Full-Time in Professional Education</b>	<b>Part-Time in Professional Education; Full-Time to IHE</b>	<b>Part-Time in Professional Education; Not Otherwise Employed by IHE</b>
Appalachian State University	111	33	91
Barton College	7	4	8
Belmont Abbey College	10		5
Bennett College	6	2	1
Brevard College	2	7	3
Campbell University	12		11
Catawba College	5	3	5
Chowan University	4	6	4
Davidson College	2	2	1
Duke University	9	18	11
East Carolina University	146	150	50
Elizabeth City State University	15	9	10
Elon University	15	8	9
Fayetteville State University	31	7	23
Gardner-Webb University	16		26
Greensboro College	9	9	11
Guilford College	5		
High Point University	19	1	13
Johnson C Smith University	3	2	2
Lees-McRae College	7	1	9
Lenoir-Rhyne University	12	4	18
Livingstone College	5	6	
Mars Hill College	5	8	7
Meredith College	12	14	15
Methodist University	6	14	5
Mid-Atlantic Christian College	1		4
Mount Olive College	2	9	1
NC A&T State University	31	10	6
NC Central University	45	12	12
NC State University	85	3	32
NC Wesleyan College	2	2	15
Pfeiffer University	9	5	8
Queens University	7		2
Salem College	8	1	12
Shaw University	8	4	1
St Andrews Presbyterian College	4	2	1
St Augustines College	1	2	6
UNC-Asheville	10	6	2
UNC-Chapel Hill	42	6	11
UNC-Charlotte	119	18	71
UNC-Greensboro	110	22	114
UNC-Pembroke	75	13	1
UNC-Wilmington	78	6	42
Wake Forest University	12		7
Western Carolina University	55	-	48
William Peace University	2		5
Wingate University	6	6	
Winston-Salem State University	19	1	8
<b>Totals</b>	<b>1,205</b>	<b>436</b>	<b>747</b>



## LATERAL ENTRY TEACHERS SERVED

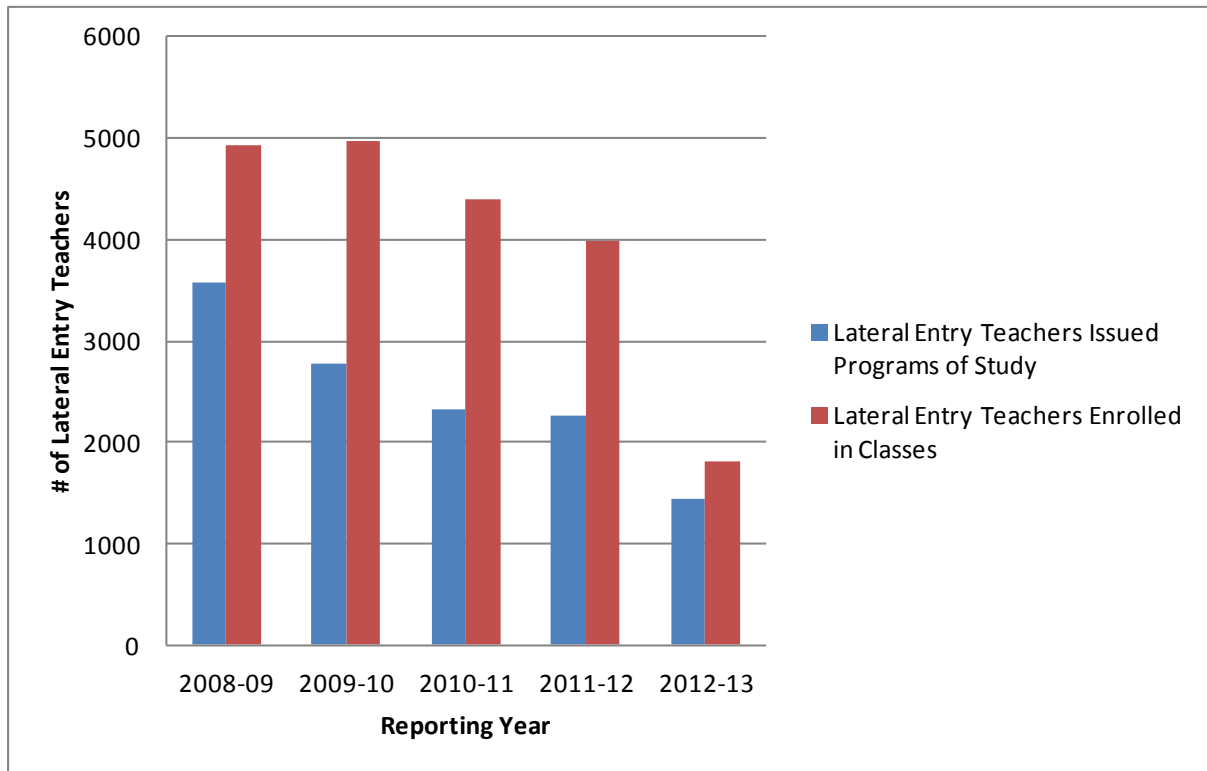
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Individuals who have not completed teacher education programs may be hired by local school systems as lateral entry teachers. To be eligible for a lateral entry license, individuals must have at least a bachelor's degree from a regionally accredited institution, a 2.5 cumulative grade point average, and an academic major related to the teaching assignment. Lateral entry teachers are issued individual programs of study based on review of their transcripts by a college or university with an approved teacher education program or one of the four Regional Alternative Licensing Centers (RALCs). Lateral entry teachers may affiliate with a college or university to clear licensure requirements or work through the RALCs to do so. **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. The numbers reported by the institutions for the undergraduate and graduate levels have been combined in the table. **Figure I** contains data on the number of lateral entry teachers seeking programs of study and enrolling in programs leading to licensure for the five year period of 2008-09 through 2012-2013. Individual institutional reports, accessible on the Department's website, provide narrative information on each institution's efforts to serve lateral entry teachers.

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**Table III: Lateral Entry Teachers Served**

<b>Institution</b>	<b>Number Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Classes Leading to Licensure</b>
Appalachian State University	5	19
Barton College	19	17
Belmont Abbey College	-	-
Bennett College	-	-
Brevard College	-	-
Campbell University	-	-
Catawba College	-	-
Chowan University	-	-
Davidson College	-	-
Duke University	-	-
East Carolina University	279	267
Elizabeth City State University	2	2
Elon University	-	-
Fayetteville State University	2	2
Gardner-Webb University	-	-
Greensboro College	14	14
Guilford College	-	-
High Point University	-	2
Johnson C Smith University	4	1
Lees-McRae College	-	-
Lenoir-Rhyne University	-	-
Livingstone College	-	-
Mars Hill College	-	-
Meredith College	-	-
Methodist University	-	-
Mid-Atlantic Christian University	-	-
Mount Olive College	3	14
NC A&T State University	-	-
NC Central University	19	19
NC State University	158	158
NC Wesleyan College	2	2
Pfeiffer University	3	3
Queens University	-	1
Salem College	-	-
Shaw University	-	-
St Andrews Presbyterian College	3	1
St Augustines College	-	-
UNC-Asheville	-	116
UNC-Chapel Hill	-	2
UNC-Charlotte	435	921
UNC-Greensboro	11	39
UNC-Pembroke	168	75
UNC-Wilmington	2	47
Wake Forest University	-	-
Western Carolina University	293	72
William Peace University	10	10
Wingate University	2	2
Winston-Salem State University	-	9
<b>Totals</b>	<b>1,434</b>	<b>1,815</b>



**Figure I Number of Lateral Entry Teachers Served from 2008-09 to 2012-13**

## EMPLOYMENT

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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 2012-2013 school year. The left column is in ascending order by alpha order of IHE. The right hand column denotes the cumulative number of individuals employed by the IHE in descending ranking order. **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.
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**Table IV: Individuals Employed in the Public Schools with Degrees from Each IHE**

Institution	Number Employed	Rank	Institution	Number Employed	Rank
Appalachian State University	11,488	1	East Carolina University	12,989	1
Barton College	1,191	2	Appalachian State University	11,488	2
Belmont Abbey College	400	3	Univ North Carolina Greensboro	8,390	3
Bennett College	200	4	Univ North Carolina Charlotte	7,105	4
Brevard College	51	5	Univ North Carolina Chapel Hi	5,889	5
Campbell University	1,942	6	North Carolina State Univ	5,441	6
Catawba College	713	7	Western Carolina University	4,755	7
Chowan University	165	8	Univ North Carolina Wilmington	4,579	8
Davidson College	98	9	Univ North Carolina Pembroke	3,790	9
Duke University	277	10	North Carolina A&T State Univ	2,994	10
East Carolina University	12,989	11	Gardner-Webb University	2,887	11
Elizabeth City State Univ	1,271	12	North Carolina Central Univ	2,867	12
Elon University	1,379	13	Fayetteville State University	2,738	13
Fayetteville State University	2,738	14	Campbell University	1,942	14
Gardner-Webb University	2,887	15	Meredith College	1,762	15
Greensboro College	693	16	Elon University	1,379	16
Guilford College	382	17	Winston-Salem State University	1,313	17
High Point University	1,128	18	Lenoir-Rhyne College	1,272	18
Johnson C. Smith University	279	19	Elizabeth City State Univ	1,271	19
Lees-McRae College	576	20	Barton College	1,191	20
Lenoir-Rhyne College	1,272	21	High Point University	1,128	21
Livingstone College	200	22	Mars Hill College	1,125	22
Mars Hill College	1,125	23	Wingate University	981	23
Meredith College	1,762	24	Pfeiffer University	829	24
Methodist College	565	25	Univ North Carolina Asheville	792	25
Mount Olive College	545	26	Wake Forest University	760	26
North Carolina A&T State Univ	2,994	27	Catawba College	713	27
North Carolina Central Univ	2,867	28	Greensboro College	693	28
North Carolina State Univ	5,441	29	Salem College	656	29
North Carolina Wesleyan Col	442	30	Lees-McRae College	576	30
Peace College	99	31	Methodist College	565	31
Pfeiffer University	829	32	Mount Olive College	545	32
Queens College	463	33	Queens College	463	33
Salem College	656	34	North Carolina Wesleyan Col	442	34
Shaw University	378	35	Belmont Abbey College	400	35
St. Andrews Presbyterian Col	356	36	Guilford College	382	36
St. Augustine's College	285	37	Shaw University	378	37
Univ North Carolina Chapel Hi	5,889	38	St. Andrews Presbyterian Col	356	38
Univ North Carolina Asheville	792	39	St. Augustine's College	285	39
Univ North Carolina Charlotte	7,105	40	Johnson C. Smith University	279	40
Univ North Carolina Greensboro	8,390	41	Duke University	277	41
Univ North Carolina Pembroke	3,790	42	Bennett College	200	42
Univ North Carolina Wilmington	4,579	43	Livingstone College	200	43
Wake Forest University	760	44	Chowan University	165	44
Western Carolina University	4,755	45	Peace College	99	45
Wingate University	981	46	Davidson College	98	46
Winston-Salem State University	1,313	47	Brevard College	51	47

**Table V: Top 10 LEAs Employing (at least 5) Teachers with Degrees from Each IHE (2012-2013)**

<b>Appalachian State University</b>		<b>Barton College</b>		<b>Belmont Abbey College</b>		<b>Bennett College</b>	
Forsyth Co Schs	690	Wilson County Schs	218	Gaston Co Schs	211	Guilford Co Schs	66
Caldwell Co Schs	588	Johnston Co Schs	164	Charlotte-Mecklenburg Schs	70	Charlotte-Mecklenburg Schs	21
Catawba Co Schs	570	Wake Co Schs	119	Lincoln Co Schs	38	Forsyth Co Schs	20
Charlotte-Mecklenburg Schs	546	Wayne Co Public Schs	105	Cleveland Co Schs	27	Wake Co Schs	14
Wake Co Schs	520	Nash-Rocky Mt Schs	99	Union Co Public Schs	8	Durham Public Schs	7
Burke Co Schs	490	Franklin Co Schs	42			Alamance-Burlington Schs	5
Wilkes Co Schs	484	Edgecombe Co Schs	38			Cumberland Co Schs	5
Guilford Co Schs	391	Granville Co Schs	27				
Gaston Co Schs	369	Greene Co Schs	23				
Cleveland Co Schs	339	Pitt Co Schs	23				
<b>Brevard College</b>		<b>Campbell University</b>		<b>Catawba College</b>		<b>Chowan University</b>	
Transylvania Co Schs	12	Harnett Co Schs	390	Rowan-Salisbury Schs	237	Hertford Co Schs	37
Henderson Co Schs	9	Johnston Co Schs	252	Davidson Co Schs	56	Northampton Co Schs	23
Buncombe Co Schs	5	Wake Co Schs	234	Cabarrus Co Schs	38	Gates Co Schs	19
		Cumberland Co Schs	161	Charlotte-Mecklenburg Schs	30	Bertie Co Schs	9
		Sampson Co Schs	122	Iredell-Statesville Schs	29	Roanoke Rapids City Schs	7
		Lee Co Schs	82	Davie Co Schs	26	Currituck Co Schs	6
		Wayne Co Public Schs	43	Forsyth Co Schs	23	Pitt Co Schs	6
		Onslow Co Schs	38	Kannapolis City Schs	21	Wake Co Schs	5
		Duplin Co Schs	37	Randolph Co Schs	19		
		Moore Co Schs	33	Guilford Co Schs	18		
<b>Davidson College</b>		<b>Duke University</b>		<b>East Carolina University</b>		<b>Elizabeth City State University</b>	
Charlotte-Mecklenburg Schs	32	Durham Public Schs	78	Pitt Co Schs	1,427	Pasquotank Co Schs	231
Wake Co Schs	12	Wake Co Schs	35	Wake Co Schs	1,242	Currituck Co Schs	74
Durham Public Schs	5	Charlotte-Mecklenburg Schs	21	Wayne Co Public Schs	649	Bertie Co Schs	69
		Guilford Co Schs	17	Johnston Co Schs	637	Camden Co Schs	64
		Chapel Hill-Carrbor Schs	15	Craven Co Schs	567	Edenton/Chowan Schs	62
		Forsyth Co Schs	12	Nash-Rocky Mount Schs	485	Hertford Co Schs	61
		Alamance-Burlington Schs	6	Onslow Co Schs	455	Perquimans Co Schs	57
		Orange Co Schs	6	Lenoir Co Schs	451	Wake Co Schs	54
		Johnston Co Schs	5	Beaufort Co Schs	394	Gates Co Schs	52
		Union Co Public Schs	5	Wilson Co Schs	360	Dare Co Schs	42
<b>Elon University</b>		<b>Fayetteville State University</b>		<b>Gardner-Webb University</b>		<b>Greensboro College</b>	
Alamance-Burlington Schs	336	Cumberland Co Schs	1,299	Cleveland Co Schs	408	Guilford Co Schs	264
Guilford Co Schs	161	Harnett Co Schs	158	Charlotte-Mecklenburg Schs	301	Rockingham Co Schs	76
Wake Co Schs	105	Hoke Co Schs	136	Gaston Co Schs	238	Forsyth Co Schs	41
Charlotte-Mecklenburg Schs	99	Robeson Co Schs	130	Rutherford Co Schs	186	Randolph Co Schs	40
Forsyth Co Schs	66	Sampson Co Schs	113	Iredell-Statesville Schs	182	Alamance-Burlington Schs	30
Rockingham Co Schs	44	Wake Co Schs	106	Forsyth Co Schs	151	Davidson Co Schs	23
Orange Co Schs	42	Charlotte-Mecklenburg Schs	88	Davidson Co Schs	112	Wake Co Schs	22
Randolph Co Schs	37	Bladen Co Schs	70	Lincoln Co Schs	94	Charlotte-Mecklenburg Schs	11
Durham Public Schs	35	Johnston Co Schs	40	Burke Co Schs	91	Asheboro City Schs	11
Chatham Co Schs	29	Wayne Co Schs	40	Surry Co Schs	77	Chatham Co Schs	9

<b>Guilford College</b>		<b>High Point University</b>		<b>Johnson C Smith University</b>		<b>Lees-McRae College</b>	
Guilford Co Schs	137	Guilford Co Schs	257	Charlotte-Mecklenburg Schs	183	Surry Co Schs	123
Forsyth Co Schs	35	Davidson Co Schs	229	Gaston Co Schs	11	Burke Co Schs	90
Rockingham Co Schs	31	Forsyth Co Schs	150	Wake Co Schs	10	Wilkes Co Schs	37
Alamance-Burlington Schs	21	Randolph Co Schs	150	Union Co Public Schs	9	Avery Co Schs	36
Randolph Co Schs	20	Thomasville City Schs	29	Cumberland Co Schs	7	Stokes Co Schs	34
Wake Co Schs	12	Lexington City Schs	28	Guilford Co Schs	6	Yadkin Co Schs	33
Davidson Co Schs	9	Asheboro City Schs	24	Forsyth Co Schs	5	Forsyth Co Schs	20
Charlotte-Mecklenburg Sc	9	Wake Co Schs	21			McDowell Co Schs	19
Buncombe Co Schs	7	Surry Co Schs	19			Mount Airy City Schs	16
Chatham Co Schs	6	Alamance-Burlington Schs	16			Caldwell Co Schs	15
Durham Public Schs	6	Charlotte-Mecklenburg Sc	16				
Chapel Hill-Carrboro Schs	6	Rockingham Co Schs	16				
<b>Lenoir-Rhyne University</b>		<b>Livingstone College</b>		<b>Mars Hill College</b>		<b>Meredith College</b>	
Catawba Co Schs	240	Charlotte-Mecklenburg Sc	49	Buncombe Co Schs	242	Wake Co Schs	657
Burke Co Schs	112	Rowan-Salisbury Schs	33	Henderson Co Schs	100	Johnston Co Schs	118
Caldwell Co Schs	103	Forsyth Co Schs	13	Madison Co Schs	92	Forsyth Co Schs	50
Alexander Co Schs	79	Guilford Co Schs	10	Yancey Co Schs	78	Harnett Co Schs	44
Hickory City Schs	76	Gaston Co Schs	9	McDowell Co Schs	71	Guilford Co Schs	43
Iredell-Statesville Schs	62	Cleveland Co Schs	6	Haywood Co Schs	49	Durham Public Schs	41
Gaston Co Schs	55	Iredell-Statesville Schs	5	Mitchell Co Schs	36	Franklin Co Schs	34
Lincoln Co Schs	50	Wake Co Schs	5	Asheville City Schs	30	Granville Co Schs	31
Charlotte-Mecklenburg Sc	47			Burke County Schs	28	Charlotte-Mecklenburg Sci	31
Newton Conover City Schs	34			Forsyth Co Schs	24	Sampson Co Schs	28
<b>Methodist College</b>		<b>Mount Olive College</b>		<b>NC A&amp;T State University</b>		<b>NC Central University</b>	
Cumberland Co Schs	275	Unable to determine with		Guilford Co Schs	920	Durham Public Schs	617
Harnett Co Schs	37	information from institution		Forsyth Co Schs	235	Wake Co Schs	571
Wake Co Schs	25			Charlotte-Mecklenburg Schs	202	Cumberland Co Schs	128
Hoke Co Schs	14			Wake Co Schs	159	Charlotte-Mecklenburg Sci	124
Robeson Co Schs	12			Alamance-Burlington Schs	137	Guilford Co Schs	102
Sampson Co Schs	12			Randolph Co Schs	134	Vance Co Schs	90
Guilford Co Schs	11			Rockingham Co Schs	123	Chapel Hill-Carrboro Schs	80
Bladen Co Schs	9			Durham Public Schs	90	Person Co Schs	73
Johnston Co Schs	9			Cumberland Co Schs	79	Granville Co Schs	69
Moore Co Schs	9			Davidson Co Schs	57	Forsyth Co Schs	57
Onslow Co Schs	9						
<b>NC State University</b>		<b>NC Wesleyan College</b>		<b>Pfeiffer University</b>		<b>Queens College</b>	
Wake Co Schs	2,017	Nash-Rocky Mount Schs	119	Stanly Co Schs	176	Charlotte-Mecklenburg Sci	303
Johnston Co Schs	400	Wayne Co Public Schs	33	Rowan-Salisbury Schs	114	Union Co Public Schs	30
Durham Public Schs	170	Wake Co Schs	30	Charlotte-Mecklenburg Schs	113	Gaston Co Schs	20
Guilford Co Schs	151	Halifax Co Schs	23	Cabarrus Co Schs	57	Cabarrus Co Schs	13
Charlotte-Mecklenburg Sc	151	Edgecombe Co Schs	22	Randolph Co Schs	44	Forsyth Co Schs	8
Franklin Co Schs	111	Roanoke Rapids City Schs	21	Montgomery Co Schs	42	Wake Co Schs	7
Cumberland Co Schs	100	Johnston Co Schs	19	Union Co Public Schs	29	Durham Public Schs	6
Harnett Co Schs	99	Franklin Co Schs	17	Davidson Co Schs	20	Iredell-Statesville Schs	6
Forsyth Co Schs	96	Wilson Co Schs	15	Forsyth Co Schs	17	Stanly Co Schs	6
Granville Co Schs	70	Lenoir Co Public Schs	14	Guilford Co Schs	17	Guilford Co Schs	5
						Moore Co Schs	5

<b>Salem College</b>		<b>Shaw University</b>		<b>St. Andrews Presbyterian College</b>		<b>St. Augustine's College</b>	
Forsyth Co Schs	343	Wake Co Schs	70	Moore Co Schs	78	Wake Co Schs	107
Davidson Co Schs	46	Cumberland Co Schs	29	Scotland Co Schs	37	Durham Public Schs	17
Stokes Co Schs	37	Durham Public Schs	29	Montgomery Co Schs	35	Nash-Rocky Mt Schs	16
Davie Co Schs	27	Nash-Rocky Mount Schs	26	Lee Co Schs	28	Charlotte-Mecklenburg Schs	14
Guilford Co Schs	24	Halifax Co Schs	19	Richmond Co Schs	22	Vance Co Schs	13
Surry Co Schs	23	Charlotte-Mecklenburg Schs	17	Wake Co Schs	14	Cumberland Co Schs	10
Yadkin Co Schs	16	Hertford Co Schs	11	Charlotte-Mecklenburg Schs	12	Pitt Co Schs	10
Charlotte-Mecklenburg Schs	12	Bertie Co Schs	10	Harnett Co Schs	11	Johnston Co Schs	8
Wake Co Schs	10	Guilford Co Schs	9	Hoke Co Schs	9	Franklin Co Schs	6
Wilkes Co Schs	9	New Hanover Co Schs	8	Guilford Co Schs	8		
		Vance Co Schs	8	Robeson Co Schs	8		
		Wilson Co Schs	8				
<b>UNC-Asheville</b>		<b>UNC-Chapel Hill</b>		<b>UNC-Charlotte</b>		<b>UNC-Greensboro</b>	
Buncombe Co Schs	234	Wake Co Schs	989	Charlotte-Mecklenburg Schs	2,158	Guilford Co Schs	1,947
Henderson Co Schs	75	Durham Public Schs	513	Cabarrus Co Schs	840	Forsyth Co Schs	829
Asheville City Schs	52	Chapel Hill-Carrboro Schs	378	Union Co Public Schs	573	Randolph Co Schs	487
McDowell Co Schs	26	Charlotte-Mecklenburg Schs	359	Gaston Co Schs	466	Wake Co Schs	444
Charlotte-Mecklenburg Schs	24	Guilford Co Schs	328	Rowan-Salisbury Schs	378	Alamance-Burlington Schs	424
Madison Co Schs	23	Forsyth Co Schs	243	Iredell-Statesville Schs	251	Charlotte-Mecklenburg Schs	350
Transylvania Co Schs	22	Alamance-Burlington Schs	183	Cleveland Co Schs	237	Rockingham Co Schs	350
Haywood Co Schs	21	Orange Co Schs	173	Lincoln Co Schs	229	Davidson Co Schs	306
Rutherford Co Schs	17	Chatham Co Schs	142	Stanly Co Schs	207	Durham Public Schs	169
Wake Co Schs	17	Cumberland Co Schs	110	Kannapolis City Schs	167	Asheboro City Schs	155
<b>UNC-Pembroke</b>		<b>UNC-Wilmington</b>		<b>Wake Forest University</b>		<b>Western Carolina University</b>	
Robeson Co Schs	1,140	New Hanover Co Schs	868	Forsyth Co Schs	212	Buncombe Co Schs	600
Cumberland Co Schs	552	Onslow Co Schs	540	Wake Co Schs	69	Haywood Co Schs	356
Richmond Co Schs	244	Brunswick Co Schs	319	Guilford Co Schs	63	Henderson Co Schs	246
Scotland Co Schs	236	Pender Co Schs	297	Charlotte-Mecklenburg Schs	50	Macon Co Schs	243
Columbus Co Schs	188	Wake Co Schs	291	Davidson Co Schs	25	Jackson Co Schs	218
Moore Co Schs	167	Duplin Co Schs	209	Stokes Co Schs	17	Cherokee Co Schs	185
Bladen Co Schs	163	Johnston Co Schs	145	Chapel Hill-Carrboro Schs	16	Charlotte-Mecklenburg Schs	140
Hoke Co Schs	126	Charlotte-Mecklenburg Schs	126	Cabarrus Co Schs	15	Swain Co Schs	128
Wake Co Schs	83	Columbus Co Schs	119	Durham Public Schs	15	Gaston Co Schs	119
Whiteville City Schs	54	Sampson Co Schs	119	Alamance-Burlington Schs	13	Wake Co Schs	118
				Buncombe Co Schs	13		
				Rowan-Salisbury Schs	13		
<b>Wingate University</b>		<b>Winston-Salem State University</b>		<b>William Peace University</b>			
Union Co Public Schs	339	Forsyth Co Schs	456	Wake Co Schs			
Charlotte-Mecklenburg Schs	150	Charlotte-Mecklenburg Schs	128	Johnston Co Schs			
Stanly Co Schs	74	Guilford Co Schs	98				
Anson Co Schs	62	Wake Co Schs	67				
Cabarrus Co Schs	38	Davie Co Schs	40				
Richmond Co Schs	24	Durham Public Schs	36				
Gaston Co Schs	19	Surry Co Schs	29				
Iredell-Statesville Schs	17	Stokes Co Schs	28				
Mooresville City Schs	17	Cumberland Co Schs	25				
Guilford Co Schs	15	Davidson Co Schs	24				
Rowan-Salisbury Schs	15						



## DEFINITIONS USED

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**Baccalaureate Degree Program:** A program that culminates in the awarding of a baccalaureate degree. Such programs may be five-year or extended programs that result in awarding 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 115 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.

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# Undergraduate Teacher Education Programs



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

**2012-2013**

## UNDERGRADUATE TEACHER EDUCATION PROGRAMS

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### Pre-service Teacher Education

Pre-service teachers, like all students enrolled in the college/university, complete a series of **General Education** courses which typically include mathematics, science, English, history, social science, and fine arts. In addition, pre-service teachers complete a sequence of **Professional Studies** courses which typically include foundations of education, educational psychology, developmental psychology, reading/writing in the content areas, exceptional children, and a sequence of **Specialty Studies** courses which are related to the specific licensure area (e.g., prospective math teachers complete courses in trigonometry, calculus, linear algebra, etc.; prospective social studies teachers complete courses in history, economics, political science, geography, etc.). Additional elective hours may be required to fulfill semester-hour graduation requirements.

Throughout their professional studies and specialty studies sequences pre-service teachers complete supervised field experiences in public school settings, culminating in a 10-week minimum student teaching experience.

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### Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university admission offices to promote teacher education programs. Brochures and other promotional materials are routinely distributed. Teacher education faculty regularly participate in career days, open houses, and other recruitment activities for prospective students. Some institutions have developed specific programs to recruit teacher assistants into teacher education programs. A growing number of institutions offer off-campus programs designed to bring teacher education programs to prospective students. Some have earmarked special scholarships for teacher education majors in addition to the Teaching Fellows Scholarships and Prospective Teacher Scholarship Loans available from the State.

Information on institution-specific efforts to recruit students into teacher education programs and to recruit minority teacher education candidates is contained in the individual *Institutional Reports* on the NCDPI website.

### Undergraduate Teacher Education Program Admission Requirements

To be admitted to an approved teacher education program, prospective teachers must:

- satisfactorily complete the Preprofessional Skills Tests (PPST) in Reading, Writing, and Mathematics [Praxis I exams]; and
- satisfy institution specific requirements such as an interview, speech proficiency screening, completion of prescribed courses with designated grades (e.g., usually a grade of "C" or better is required in a foundations of education course)

Per State Board of Education policy, undergraduate degree-seeking students must earn at least the following scores on the Pre-Professional Skills Test (PPST) exams to be admitted to teacher education:

TEST	REQUIRED SCORE
PPST Reading	176
PPST Math	173
PPST Writing	173
CBT Reading	323
CBT Math	318
CBT Writing	319

*\*Note: Educational Testing Service (ETS) has rescaled the scores candidates earn on the computerized versions of the PPST to match the scale used on the paper version of the exams, and the same scores (176, 173, 173) are now required on both formats of the exams. However, individuals may be admitted to the program under the previous CBT scoring scale.*

In January 2006, the Board approved the use of the SAT or ACT in lieu of Praxis I as follows:

Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

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

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

**Table VI** summarizes the Fall 2012 enrollment in teacher education programs, including full-time undergraduate teacher candidates as well as licensure-only, by minority enrollment and total enrollment. This data was provided by the institution. **Figure II** contains enrollment data for teacher education programs over the five year period of 2008-09 through 2012-2013. Part-time and full-time undergraduate students are combined. **Table VII** summarizes admission test results, including the average GPA. This data was provided by the institutions for the teacher candidates reported as admitted to their programs.

**Table VI: Enrollment in Undergraduate Teacher Education Programs Fall 2012**

	Full-Time				Part-Time			
	Undergraduate		Licensure-Only		Undergraduate		Licensure-Only	
	M	T	M	T	M	T	M	T
<b>M=Minority, T=Total</b>								
Appalachian State University	680	1,178	7	18	48	95	4	10
Barton College	5	46		2	4	13	8	14
Belmont Abbey College	5	50						
Bennett College	25	25						
Brevard College	2	25		2				
Campbell University	3	116				4		
Catawba College	9	73	2	9			1	18
Chowan University	10	36						
Davidson College		1						
Duke University	7	19					2	4
East Carolina University	140	1,274	10	69	28	223	190	692
Elizabeth City State University	47	100	11	20			29	42
Elon University	19	188						
Fayetteville State University	91	135	43	65	14	27	13	14
Gardner-Webb University	9	78		2				
Greensboro College	4	59	11	27			19	37
Guilford College	15	48	4	14				
High Point University	30	233	1	6				
Johnson C Smith University	12	12						
Lees-McRae College		71		4				
Lenoir-Rhyne University	7	82	1	1		1	1	4
Livingstone College	6	6						
Mars Hill College	3	75		2		7		8
Meredith College	9	110		1				3
Methodist University	2	16						
Mid-Atlantic Christian University		5						
Mount Olive College	20	101	1	3	5	10	9	21
NC A and T State University	75	89			7	8		
NC Central University	122	156	83	101	17	22	127	178
NC State University	98	606					75	269
NC Wesleyan College	7	27	1	4	1	2	6	7
Pfeiffer University	3	53			2	20		
Queens University	25	96		5	2	7	1	6
Salem College	8	57	49	157				3
Shaw University	13	13	3	3				
St. Andrews Presbyterian College	5	32	2	2	1	21	1	15
St. Augustines College	7	7					1	1
UNC - Chapel Hill	54	227				1		
UNC-Asheville	4	92	1	44				
UNC-Charlotte	167	860	32	77	17	98	319	950
UNC-Greensboro	144	707	17	70	3	14	39	120
UNC-Pembroke	83	242	26	40	5	23	129	333
UNC-Wilmington	87	755	1	23	11	48	3	32
Wake Forest University	3	39						
Western Carolina University	53	493	2	34	5	33	24	189
William Peace University		6						
Wingate University	5	78						
Winston-Salem State University	71	84	2	6	1	4	4	7
<b>Totals</b>	<b>2,194</b>	<b>8,881</b>	<b>310</b>	<b>811</b>	<b>171</b>	<b>681</b>	<b>1,005</b>	<b>2,977</b>

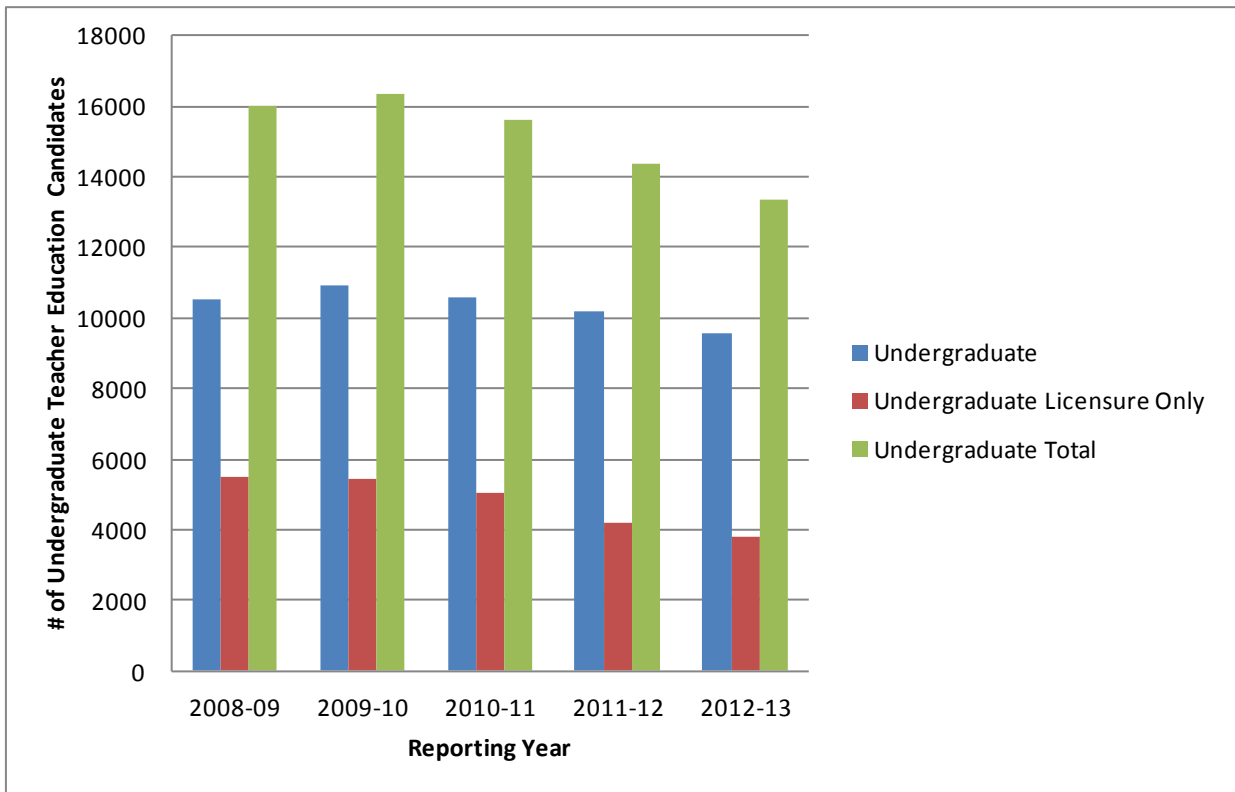


Figure II Undergraduate Teacher Education Enrollment (Part-time and Full-time) from 2008-09 to 2012-13

**Table VII: Admission Test Data for Undergraduate Programs, Fall 2012**

<b>State Avg</b>	<b>528</b>	<b>180</b>	<b>176</b>	<b>179</b>		<b>331</b>	<b>325</b>	<b>326</b>
<b>Institution</b>	<b>PPST - Combined</b>	<b>PPST - R</b>	<b>PPST - W</b>	<b>PPST - M</b>	<b>CBT - Combined</b>	<b>CBT - R</b>	<b>CBT - W</b>	<b>CBT - M</b>
Appalachian State University	527	180	176	180				
Barton College	526	180	176	180				
Belmont Abbey College	526	181	178	178				
Bennett College		*	*	*				
Brevard College	532	*	*	*				
Campbell University	526	179	176	180				
Catawba College	526	180	178	179				
Chowan University	525	179	176	178				
Davidson College								
Duke University	*							
East Carolina University	527	180	176	179				
Elizabeth City State University	525	180	176	179				
Elon University	531	*	*	*				
Fayetteville State University	526	179	175	178				
Gardner-Webb University								
Greensboro College	527	180	176	178				
Guilford College	527	182	177	179				
High Point University	530	179	176	179				
Johnson C Smith University								
Lees-McRae College	526	180	177	179				
Lenoir-Rhyne University	*	179	176	178				
Livingstone College	*							
Mars Hill College	526	181	177	178				
Meredith College	527	179	178	178				
Methodist University	527	179	176	181				
Mid-Atlantic Christian University	*	*	*	*				
Mount Olive College	531							
NC A and T State University	530	177	175	*				
NC Central University	526	179	176	179		*	*	
NC State University	529	180	177	181				
NC Wesleyan College	526	179	175	177				
Pfeiffer University	530	172	171	172				
Queens University	530	*	*	*				
Salem College	532							
Shaw University		*	*	*				
St. Andrews Presbyterian College	*	*	*	*				
St. Augustines College	*	*	*	*				
UNC-Asheville	*	*	*	*				
UNC-Chapel Hill		179	176	180				
UNC-Charlotte	532	180	176	179				
UNC-Greensboro	527	179	176	179		*	*	
UNC-Pembroke	529	179	176	178				
UNC-Wilmington	526	180	177	179		*	*	
Wake Forest University	*	*	*	*				
Western Carolina University	527	180	176	180				
William Peace University		*	*	*				
Wingate University	526	179	176	179				
Winston-Salem State University	525	179	175	179				
<b>State Avg</b>	<b>528</b>	<b>180</b>	<b>176</b>	<b>179</b>		<b>331</b>	<b>325</b>	<b>326</b>

<b>State Avg</b>	<b>3.3</b>	<b>1,179</b>	<b>567</b>	<b>570</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>3.3</b>
<b>Institution</b>	<b>GPA</b>	<b>SAT - Total</b>	<b>SAT - Math</b>	<b>SAT - Verbal</b>	<b>ACT - Composite</b>	<b>ACT - Math</b>	<b>ACT - English</b>	<b>GPA</b>
Appalachian State University	3.38	1,106	573	579	26	25	26	3.38
Barton College	3.16	1,215	*	*				3.16
Belmont Abbey College	3.54	1,170			*			3.54
Bennett College	3.1	1,231						3.02
Brevard College	3.44	1,142	*	*	*			3.44
Campbell University	3.47	1,198	571	*	26	*	*	3.47
Catawba College	3.39	1,186	*	*	26		*	3.39
Chowan University	3.42	*						3.42
Davidson College	*	*						*
Duke University	3.50	1,374			30	*		3.50
East Carolina University	3.30	1,177	564	573	25	25	*	3.30
Elizabeth City State University	3.31	1,173			*			3.31
Elon University	3.45	1,241	*	*				3.45
Fayetteville State University	3.33	1,268			*			3.33
Gardner-Webb University	3.32							3.32
Greensboro College	3.67	1,246		*				3.67
Guilford College	3.22	1,201	*	*	*			3.22
High Point University	3.38	1,184	576	561	26	*	25	3.38
Johnson C Smith University	3.51							3.51
Lees-McRae College	3.73	*		*	*			3.73
Lenoir-Rhyne University	3.44	1,162	583	*		28	28	3.44
Livingstone College	3.39							3.39
Mars Hill College	3.28	1,181	*	*	25			3.28
Meredith College	3.33	1,185	573	*	*	*	*	3.33
Methodist University	3.13	*			*			3.13
Mid-Atlantic Christian University	3.23	*						3.23
Mount Olive College	3.12	*			*			3.12
NC A and T State University	3.40	1,143	*		*	*	*	3.40
NC Central University	3.33	1,201	*	*	*			3.33
NC State University	3.28	1,149	565	557	26	25	*	3.28
NC Wesleyan College	3.50	*	*	*	*			3.50
Pfeiffer University	3.43	1,238			*			3.43
Queens University	3.54	1,210	*	*	26	*		3.54
Salem College	3.13	1,199			*			3.13
Shaw University	3.05	1,201						3.05
St. Andrews Presbyterian College	3.36		*					3.36
St. Augustines College	3.24		*	*			*	3.24
UNC-Asheville	3.33	1,193			26			3.33
UNC-Chapel Hill	3.43	1,281	*	*	28	*		3.43
UNC-Charlotte	3.22	1,179	558	563	26	*	*	3.22
UNC-Greensboro	3.28	1,199	563	568	26	*		3.28
UNC-Pembroke	3.28	1,171	562	572	25	*		3.28
UNC-Wilmington	3.39	1,182	566	573	25	25	25	3.39
Wake Forest University	3.19	1,302	*		28		*	3.19
Western Carolina University	3.44	1,187	577	569	26	*	*	3.44
William Peace University	3.20	*						3.20
Wingate University	3.41	1,072	*	572	*	*	*	3.41
Winston-Salem State University	3.25	1,160		*		*	*	3.25
<b>State Avg</b>	<b>3.3</b>	<b>1,179</b>	<b>567</b>	<b>570</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>3.3</b>



## QUALITY OF STUDENTS COMPLETING TEACHER EDUCATION PROGRAMS

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Teacher Education Programs are designed to provide pre-service teachers with the knowledge, skills, and dispositions that will allow them to effectively meet the needs of diverse learners in the public school setting. Colleges and universities take seriously their responsibility to recommend individuals for licensure. For this reason, the progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. As appropriate, students may be advised to consider alternative majors.

### Licensure Recommendations

In addition to satisfying all program/course requirements, to be recommended for a Standard Professional 1 License upon program completion prospective teachers must:

- » have a 2.5 GPA;
- » have the recommendation of the LEA in which student teaching was completed;
- » have the recommendation of the college/university; and
- » satisfy Praxis testing requirements if required by No Child Left Behind

### Beginning Teacher Support Program

After completion of a Teacher Education Program, pre-service teachers are issued a Standard Professional 1 License. Upon employment with an LEA, they participate in the Beginning Teacher Support Program. This three-year program is designed to provide continued support and assistance to the beginning teacher. During this time, the novice teacher is observed at least three times annually by the principal or principal's designee and at least once annually by a teacher. During the first two years of teaching the novice teacher is provided a mentor.

The success of individuals recommended for licensure by each approved teacher education program in converting a Standard Professional 1 License to a Standard Professional 2 License is monitored by the Department of Public Instruction.

### Efforts to Assist Students in Satisfying Praxis Testing Requirements

Institutions utilize a variety of means to assist students in satisfying Praxis testing requirements. Information on Praxis testing examination requirements is distributed to students early in their programs of study. Study materials, including those published by the ETS, are made available to students. Most institutions have purchased computer-based programs from ETS to assist students preparing to take the PPST. In some cases, use of this program is tied to specific courses; in other cases its use is optional. Faculty at a number of institutions have actually taken the Praxis II Specialty Area exams so that they are familiar with the format and scope of the exams. They have used this experience to restructure courses to assure better alignment of course and exam contents. The format of exams used in some university courses has been modified to prepare students for the types of questions they will encounter on the Praxis II Specialty Area exams. Some institutions have brought external consultants, including individuals from ETS, to campus to conduct workshops for faculty and students. Some institutions indicate that they provide tutoring for individuals experiencing difficulty with the exams. Efforts of individual institutions to assist students in satisfying Praxis testing requirements are detailed in the individual institutional reports.

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**Table VIII** summarizes information provided by the institutions on the length of time taken by students to complete the teacher education program from the time of formal admission.

**Table IX** provides summary information on the performance of program completers on the Praxis II exams for elementary education, special education: general curriculum and special education: adapted curriculum (those required by No Child Left Behind). The data in Table IX were generated by comparing those individuals identified by the institution as having student taught in 2010-2011 to the Praxis database available to the Department of Public Instruction. Institutions were provided the opportunity to verify the scores. It should be noted that if less than five students took an exam pass rates have not been reported.

Praxis testing requirements, required test number and score that were in effect for the 2012-2013 year are as follows:

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

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

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

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	46	114	190	101	45	13	3	3	2			
Barton College	7	8					2	2				
Belmont Abbey College	36											
Bennett College												
Brevard College	1	2	2									
Campbell University	34	14										
Catawba College	15	20	3									
Chowan University	2	6	6									
Davidson College		1										
Duke University		13	2									
East Carolina University	100	214	178	16	14	7	11	9	20	3		1
Elizabeth City State University	36											
Elon University	1		3	23	35	6						
Fayetteville State University	33	15	2	2	1	1						
Gardner-Webb University	22	8	1		1							1
Greensboro College	17	1	2	1	1							
Guilford College	12	4	2	1								
High Point University	3	68	2	9								
Johnson C Smith University	10											
Lees-McRae College	36											
Lenoir-Rhyne University	3	22	11	1	3	1						
Livingstone College		1	2									
Mars Hill College	14	11	15							3	1	
Meredith College	12	25	8									
Methodist University	10	2	2									
Mid-Atlantic Christian University		5										
Mount Olive College		18										
NC A&T State University	23	12	3	1			1	3	1			
NC Central University	7	13	3	5	1	6		1				
NC State University	173	4	20	2								
NC Wesleyan College	3		2	1		1		1				1
Pfeiffer University	5	10	5	1				4	2	1	1	1
Queens University	1	2	11	4	12	1						
Salem College		2	2		3	1						
Shaw University	1	1							1			
St Andrews Presbyterian College						9						
St Augustines College	2	2										
UNC-Asheville	10	20	9	4								
UNC-Chapel Hill	1	90	8							1		
UNC-Charlotte	10	126	106	5	26	12	1	2	8	4	1	3
UNC-Greensboro	47	189	48	18	3	1	3			1	1	
UNC-Pembroke	36		4	1								1
UNC-Wilmington	135	110	39	11	2		5	6	3	1	3	
Wake Forest University	18											
Western Carolina University	47	62	55	18	5	5		2	2	1		
William Peace University		5										
Wingate University	1	2	3	1								
Winston-Salem State University	20	10	9	2	2						1	
<b>Totals</b>	<b>990</b>	<b>1,232</b>	<b>758</b>	<b>228</b>	<b>154</b>	<b>64</b>	<b>26</b>	<b>33</b>	<b>39</b>	<b>15</b>	<b>8</b>	<b>8</b>

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

	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University		3	1	1	4	11			1		1	1
Barton College							3	1		1		
Belmont Abbey College												
Bennett College												
Brevard College	2											
Campbell University	3	1		1		1						
Catawba College	7										1	6
Chowan University												
Davidson College												
Duke University												
East Carolina University	4	4	3	1			25	45	18	12	4	6
Elizabeth City State University	18											
Elon University												
Fayetteville State University	3	2					10	6				
Gardner-Webb University												
Greensboro College	9		4				8	1	1			1
Guilford College	6			2								
High Point University	1			1								
Johnson C Smith University												
Lees-McRae College	3											
Lenoir-Rhyne University												
Livingstone College												
Mars Hill College							1	1				1
Meredith College							1	1				
Methodist University												
Mid-Atlantic Christian University												
Mount Olive College								4				
NC A&T State University												
NC Central University	22	4					31	5	2		2	1
NC State University							112	6	32	8		
NC Wesleyan College	1											
Pfeiffer University												
Queens University	2		2									
Salem College	3	9	4	2	4	7						
Shaw University	2							1				
St Andrews Presbyterian College									2			
St Augustines College												
UNC-Asheville	25	1	1					6	1			
UNC-Chapel Hill												
UNC-Charlotte							129	95	52	4	20	11
UNC-Greensboro	7	10		2			3	2	3	3	2	1
UNC-Pembroke	6							2				
UNC-Wilmington	8	2	1				2	3	3	2		
Wake Forest University												
Western Carolina University	11	4	4	2	2	2	27	7	5	5	2	1
William Peace University												
Wingate University												
Winston-Salem State University	2	1								1		
<b>Totals</b>	<b>145</b>	<b>41</b>	<b>20</b>	<b>12</b>	<b>10</b>	<b>21</b>	<b>352</b>	<b>186</b>	<b>120</b>	<b>36</b>	<b>32</b>	<b>29</b>

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

Institution	Special Education									
	Overall Pass Rate		BK		Elementary		Adapted		General	
	N	%	N	%	N	%	N	%	N	%
Appalachian State University	271	98			226	98	31	100	14	100
Barton College	33	94			21	100			12	83
Belmont Abbey College	36	97			36	97				
Bennett College	4	*			4	*				
Brevard College	2	*			2	*				
Campbell University	25	100			21	100			4	*
Catawba College	9	100			9	100				
Chowan University	8	100			8	100				
Davidson College	0	*								
Duke University	8	100			8	100				
East Carolina University	418	99			312	98	12	100	35	100
Elizabeth City State University	17	94			15	93			2	*
Elon University	42	100			36	100			6	100
Fayetteville State University	30	93			23	91			7	100
Gardner-Webb University	24	100			24	100				
Greensboro College	27	100			22	100	2	*	3	*
Guilford College	16	100			16	100				
High Point University	50	98			35	97			15	100
Johnson C Smith University	9	78			9	78				
Lees-McRae College	58	98			58	98				
Lenoir-Rhyne University	25	100			25	100				
Mars Hill College	21	95			14	93			7	100
Meredith College	22	100			22	100				
Methodist University	6	100			3	*			3	*
Mount Olive College	0	*								
NC A&T State University	39	100			33	100			6	100
NC Central University	49	96	5	*	39	97			3	*
NC State University	56	98			56	98				
NC Wesleyan College	9	100			8	100			1	*
Pfeiffer University	27	89			18	100			9	67
Queens University	15	100			15	100				
Salem College	53	100			38	100			15	100
Shaw University	5	100			5	100				
St. Andrews Presbyterian College	12	100			12	100				
St. Augustines College	1	*			1	*				
UNC-Asheville	20	100			20	100				
UNC-Chapel Hill	56	100			56	100				
UNC-Charlotte	302	100			247	100	23	100	32	100
UNC-Greensboro	224	99			172	99			45	98
UNC-Pembroke	42	95			37	95			5	100
UNC-Wilmington	209	99			175	99	4	*	30	100
Wake Forest University	16	100			16	100				
Western Carolina University	123	100			90	100	11	100	22	100
William Peace University	18	100			9	100			9	100
Wingate University	12	100			11	100				
Winston-Salem State University	21	100			18	100			3	*
<b>State Rates</b>	<b>2,470</b>	<b>99</b>	<b>5</b>	<b>80</b>	<b>2,025</b>	<b>99</b>	<b>83</b>	<b>100</b>	<b>288</b>	<b>98</b>

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

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the percent of individuals completing initial licensure programs at each institution who actually were licensed and employed in the public schools of North Carolina one year after program completion, a search of the DPI Licensure and the Salary Administration databases was conducted using the names of individuals provided by the institutions.

To determine the satisfaction with Teacher Education Programs of individuals who have completed the programs and their employers, historically, a survey was distributed to recent undergraduate program completers employed in the public schools of North Carolina, their mentors, and their principals. Respondents were asked to rate their satisfaction with the teacher education program in general, the beginning teacher's preparation for managing the classroom, his/her preparation for using technology as an instructional tool, his/her preparation for meeting the needs of diverse learners, and his/her preparation in curriculum content and delivery strategies.

***Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2012-2013 school year.***

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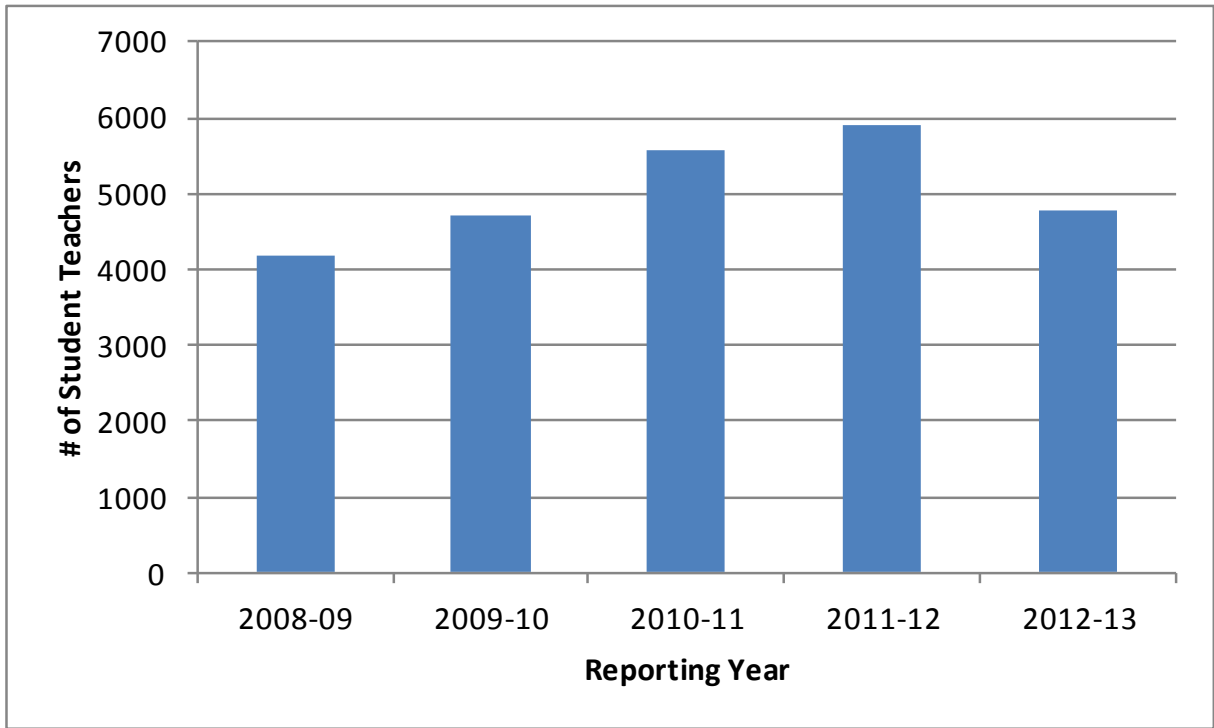
**Table X** provides information on the number of individuals completing undergraduate teacher education programs who were licensed and employed in the public schools of North Carolina within one year of program completion. **Figure III** contains data for the number of student teachers over the five year period of 2008-09 through 2012-2013.

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

<b>Institution</b>	<b>Number of Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Appalachian State University	571	94	63
Barton College	36	92	72
Belmont Abbey College	36	94	50
Bennett College	9	22	0
Brevard College	11	82	36
Campbell University	61	95	74
Catawba College	44	98	64
Chowan University	14	100	57
Davidson College	5	100	0
Duke University	13	100	0
East Carolina University	677	95	70
Elizabeth City State University	55	87	47
Elon University	66	89	41
Fayetteville State University	132	51	34
Gardner-Webb University	45	91	56
Greensboro College	58	95	48
Guilford College	24	100	46
High Point University	61	98	44
Johnson C Smith University	10	60	50
Lees-McRae College	65	97	52
Lenoir-Rhyne University	47	89	66
Mars Hill College	39	82	46
Meredith College	53	98	64
Methodist University	12	100	58
Mount Olive College	5	**	**
NC A&T State University	64	86	61
NC Central University	124	85	53
NC State University	281	88	60
NC Wesleyan College	9	100	78
Pfeiffer University	41	83	61
Queens University	42	95	64
Salem College	49	100	67
Shaw University	7	29	29
St. Andrews Presbyterian College	22	82	50
St. Augustines College	1	*	*
UNC-Asheville	75	96	45
UNC-Chapel Hill	71	92	55
UNC-Charlotte	564	95	65
UNC-Greensboro	417	96	67
UNC-Pembroke	105	90	70
UNC-Wilmington	331	92	53
Wake Forest University	24	92	25
Western Carolina University	297	95	55
William Peace University	9	67	56
Wingate University	33	85	48
Winston-Salem State University	46	98	54
<b>State Summary</b>	<b>4,761</b>	<b>92</b>	<b>60</b>

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

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



**Figure III Number of Student Teachers from 2008-09 to 2012-13**



## REWARDS AND SANCTIONS

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### Undergraduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

#### Historical State Approval Process

Formerly, this process required on-site reviews of teacher education programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report was issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program was designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

#### Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

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# Graduate Teacher Education Programs



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

2012-2013

## GRADUATE TEACHER EDUCATION PROGRAMS

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During the 2012-2013 academic year, 33 institutions were approved to offer programs leading to graduate level licensure. The institutions are as follows:

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

### 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 redesigned 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.

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.

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### Quality of Students Entering the Programs

Colleges and universities with approved Teacher Education Programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university 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, and on-line courses and programs designed to bring teacher education programs to prospective students.

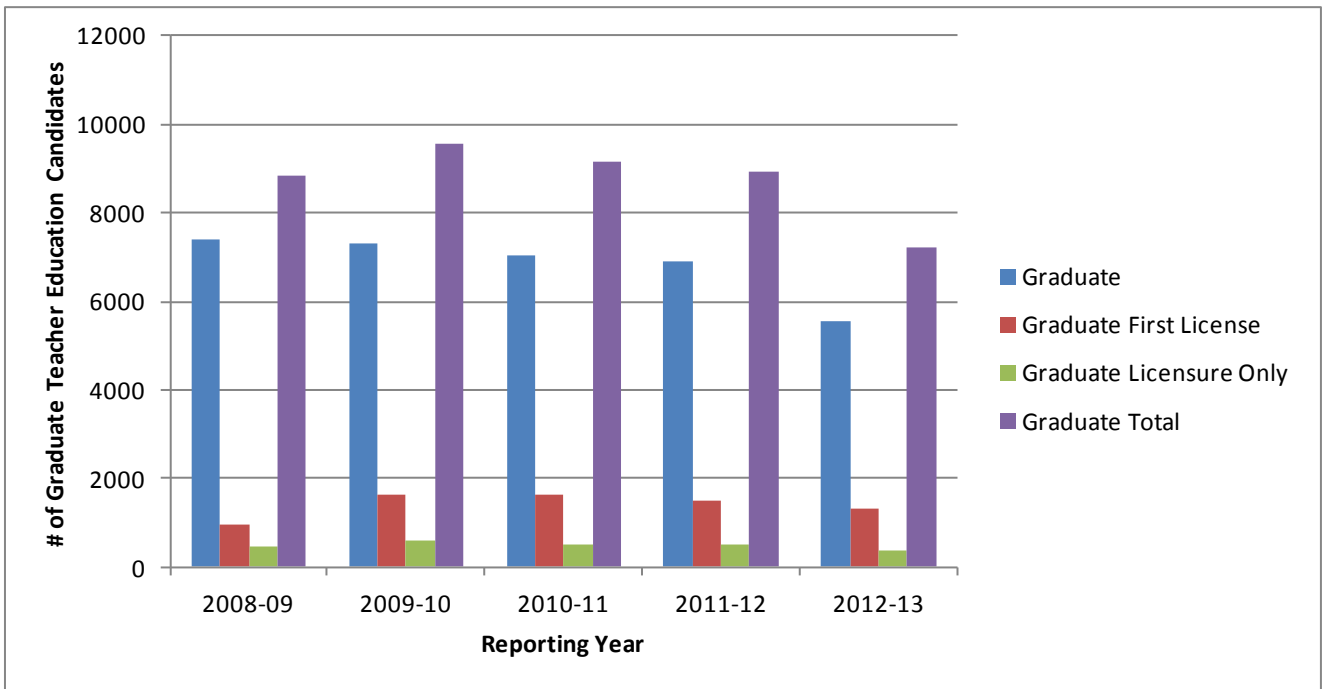
## Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have 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 XI** summarizes the Fall 2012 enrollment in graduate teacher education programs for full time and part time students. This data was provided by the institution. **Figure IV** contains enrollment data for graduate teacher education programs over the five year period of 2008-09 through 2012-2013. Part-time and full-time graduate students are combined. **Table XII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

**Table XI: Enrollment in Graduate Teacher Education Programs, Fall 2012**

	Full-Time						Part-Time					
	Graduate - First License Awarded		Graduate		Graduate Licensure Only		Graduate - First License Awarded		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T	M	T	M	T
Appalachian State University			93	149					193	330	3	8
Barton College			6	27						2		
Campbell University		5	9	59	9	49				1		
Catawba College									1	22		
Chowan University			3	7	1	1						
Duke University			2	15								
East Carolina University	20	115	77	600	1	18	2	3	79	588	17	103
Elizabeth City State University									19	37		
Elon University									11	64		
Fayetteville State University	4	6	59	89	6	6	10	16	71	111	14	21
Gardner-Webb University							8	30	126	555		
Greensboro College									2	9		
High Point University		6	6	55		1						
Lenoir-Rhyne University			1	21					5	14		
Mars Hill College									1	19		
Meredith College	9	37		1			1	18	10	63	1	8
NC A and T State University	40	49	55	68	1	1	30	49	53	123	2	4
NC Central University			15	27	1	1			8	24	2	3
NC State University	42	289	38	179			1	14	16	126		
Pfeiffer University	10	21	7	55				1		1		
Queens University		2		2				6	7	49		
Salem College			37	117					1	14		
Shaw University							16	17				
UNC - Chapel Hill	16	97	31	80		4	3	3	41	159	4	10
UNC-Charlotte			10	26	2	17			93	456	11	22
UNC-Greensboro	37	138	74	315	2	6	5	26	25	147	7	38
UNC-Pembroke	38	92	79	179			5	19	27	83	1	1
UNC-Wilmington	16	61	6	32			2	30	33	191	6	35
Wake Forest University	7	36		5								
Western Carolina University	2	36	5	82		1	7	65	10	143		4
Wingate University							6	19	2	10		2
Winston-Salem State University	10	10	1	1			8	9	4	4		
<b>Totals</b>	<b>251</b>	<b>1,000</b>	<b>614</b>	<b>2,191</b>	<b>23</b>	<b>105</b>	<b>104</b>	<b>325</b>	<b>838</b>	<b>3,345</b>	<b>68</b>	<b>259</b>



**Figure IV Graduate Teacher Education Candidate Enrollment from 2008-09 to 2012-13**

**Table XII: Graduate Teacher Education Programs Admission Test Data**

	<b>New MAT Scoring</b>	<b>Old MAT Scoring</b>	<b>New GRE Scoring</b>	<b>Old GRE Scoring</b>	<b>GPA</b>
<b>State Avg</b>	<b>402</b>	<b>42</b>	<b>297</b>	<b>995</b>	<b>3.40</b>
Appalachian State University	407		296	988	3.49
Barton College	407		289	790	3.22
Campbell University			291	931	3.36
Catawba College					3.40
Chowan University					3.26
Duke University			314		3.51
East Carolina University	407	44	*	1,013	3.30
Elizabeth City State University	381		*	898	3.59
Elon University	405			1,014	3.27
Fayetteville State University	388		*	851	3.43
Gardner-Webb University					*
Greensboro College	*			800	3.70
High Point University	*		*		3.49
Lenoir-Rhyne University	406			922	3.51
Mars Hill College	389		*	753	3.22
Meredith College	406		303	1,003	3.20
NC A&T State University	392		289	797	3.67
NC Central University					3.76
NC State University					3.80
Pfeiffer University	390	*		861	3.84
Queens University			292	990	3.28
Salem College					3.17
Shaw University			*		3.40
UNC-Chapel Hill			309	1,133	3.41
UNC-Charlotte	*	50		1,002	3.26
UNC-Greensboro	*		297	1,025	3.48
UNC-Pembroke	393	39			3.15
UNC-Wilmington	404		298	986	3.47
Wake Forest University			305	1,200	3.52
Western Carolina University	392		297	1,002	
Wingate University	396				3.12
Winston-Salem State University	374		*	690	2.86
* Less than five test takers. Results not reported.					

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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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 XIII** summarizes data provided by the institutions on the length of time taken by students to complete the graduate Teacher Education Programs.

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**Table XIII: Length of Time to Program Completion (Graduate 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							2	1	3			
Barton College	15											
Campbell University												
Catawba College					1	7						
Chowan University												
Duke University												
East Carolina University	15	48	59	24	19	20	3	17	51	20	13	26
Elizabeth City State University										7		
Elon University											24	1
Fayetteville State University												
Gardner-Webb University							7	264	5	11	8	5
Greensboro College							2	2				
High Point University			28	1								
Lenoir-Rhyne University												
Mars Hill College												
Meredith College								1	4	6	5	4
NC A&T State University	63	1	5	4	1	1	7	19	8	7	8	2
NC Central University	1						1	1				
NC State University	3	9	5				14	45	37	25	10	10
Pfeiffer University	22	8	5	3		2						1
Queens University							17			14		
Salem College												
Shaw University										1		
UNC-Chapel Hill	2						1	37	34	9	4	1
UNC-Charlotte		4	1	1			4	7	7	2	2	2
UNC-Greensboro	13	19	7	5	4	3	7	5	1	2		2
UNC-Pembroke	1	20	6	4	2			1	2	4	2	2
UNC-Wilmington	4	2	1				5	23	4	2	4	1
Wake Forest University		3										
Western Carolina University	3	3					8	10	18	7	8	18
Wingate University												
Winston-Salem State University									1			1
<b>Totals</b>	<b>142</b>	<b>117</b>	<b>117</b>	<b>42</b>	<b>27</b>	<b>33</b>	<b>78</b>	<b>433</b>	<b>175</b>	<b>117</b>	<b>88</b>	<b>76</b>

**Table XIII: Length of Time to Program Completion (Graduate First License)**

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	9	15	69	16	1		13	27	49	75	199	18
Barton College												
Campbell University			4		2	7						
Catawba College												
Chowan University		8										
Duke University	14	1										
East Carolina University	44	2					1					1
Elizabeth City State University												
Elon University												
Fayetteville State University	2	8	3	2	1		2	3	4		2	2
Gardner-Webb University									5			
Greensboro College												
High Point University			1									
Lenoir-Rhyne University		5	9									
Mars Hill College												
Meredith College	14											
NC A&T State University	24	1		2		1	20	1	2			
NC Central University	1	3	3	3	7	16	1	2	3	10	8	16
NC State University	149	26						34	95	42		
Pfeiffer University	2	6	3									
Queens University				2							1	2
Salem College			2	3	4	18						
Shaw University										1		
UNC-Chapel Hill	79	6	4	6	1		3			1		
UNC-Charlotte	3						73	42	24	3	12	19
UNC-Greensboro	26	27	8	12	5	7	1	4	1	4	1	8
UNC-Pembroke	2	11	21	14	1	2		2	2	18	3	2
UNC-Wilmington	14	1					10		3		1	
Wake Forest University		10	4									
Western Carolina University		3	4	1		1		2	2	3		2
Wingate University									2	1		5
Winston-Salem State University		4						2		2		1
<b>Totals</b>	<b>383</b>	<b>137</b>	<b>135</b>	<b>61</b>	<b>22</b>	<b>52</b>	<b>124</b>	<b>119</b>	<b>192</b>	<b>160</b>	<b>227</b>	<b>76</b>

**Table XIII: Length of Time to Program Completion (Graduate 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												
Barton College												
Campbell University												
Catawba College												
Chowan University												
Duke University												
East Carolina University		1					3	8	2			1
Elizabeth City State University												
Elon University												
Fayetteville State University												
Gardner-Webb University								17	1			
Greensboro College												
High Point University	1											
Lenoir-Rhyne University												
Mars Hill College												
Meredith College							1					
NC A&T State University							1					
NC Central University												
NC State University												
Pfeiffer University												
Queens University												
Salem College												
Shaw University										1		
UNC-Chapel Hill		4					1	2				
UNC-Charlotte		6					6	2	1		1	1
UNC-Greensboro	1		1				2			1		
UNC-Pembroke												
UNC-Wilmington								4			1	
Wake Forest University												
Western Carolina University	1						3		1			
Wingate University												
Winston-Salem State University												
<b>Totals</b>	<b>3</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>33</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>

## EMPLOYMENT AND PROGRAM SATISFACTION

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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.

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*Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2012-2013 school year.*

## REWARDS AND SANCTIONS

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### Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of Teacher Education Programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis.

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- (d) It does not meet 2 of the above 3 criteria in a single year; or
- (e) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (f) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SSE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

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

# School Administration Programs



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

**2012-2013**

## SCHOOL ADMINISTRATION PROGRAMS

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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 programs 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 2012-2013 academic year 19 institutions were approved to offer school administration programs. The institutions are:

Appalachian State	NC A & T University	UNC-Greensboro
Campbell University	NC Central University	UNC-Pembroke
East Carolina University	NC State University	UNC-Wilmington
Elizabeth City State Univ.	Queens University*	Western Carolina University
Fayetteville State Univ.	UNC-Chapel Hill	Wingate University
Gardner-Webb University	UNC-Charlotte	Winston-Salem State University*
High Point University		

\* Did not provide institutional reports due to a campus-based decision to suspend admissions into the School Administration program.

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### 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.

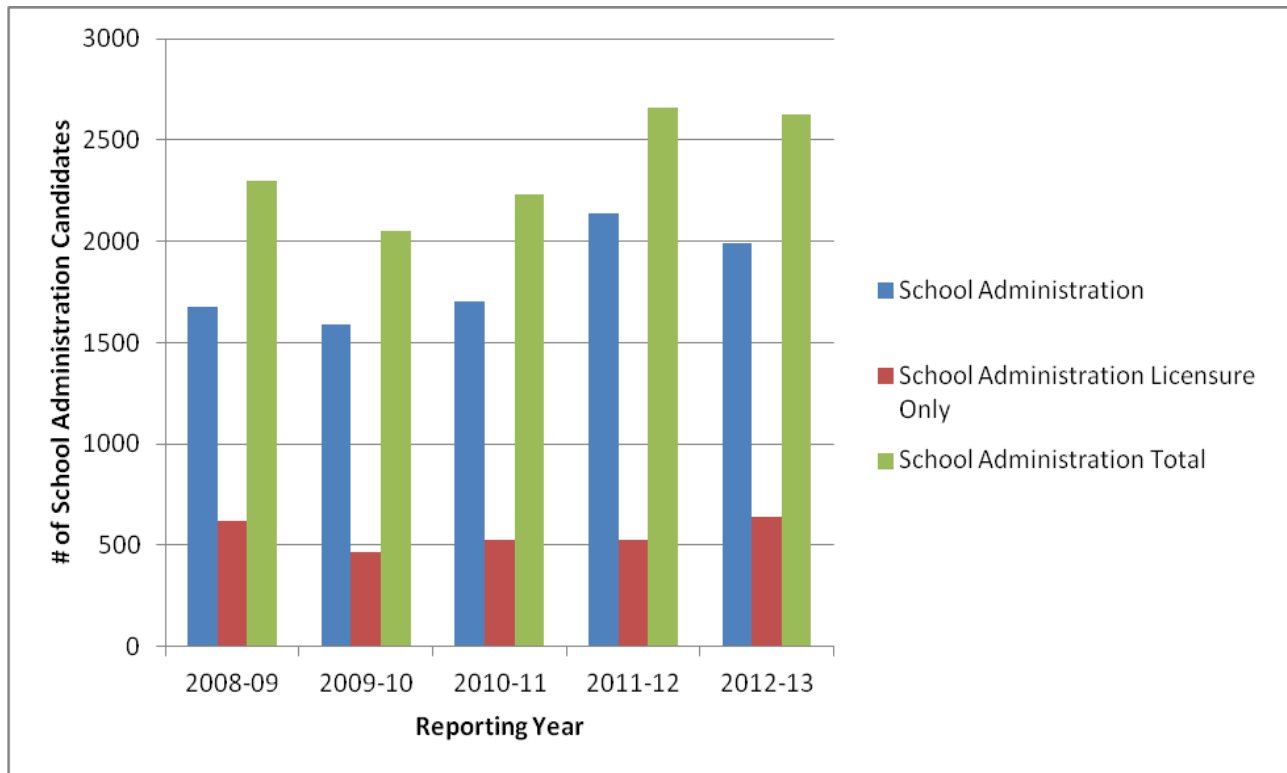
### School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

**Table XIV** summarizes the Fall 2012 enrollment in school administration programs. This data was provided by the institution. **Figure V** contains enrollment data for school administration programs over the five year period of 2008-09 through 2012-2013. Part-time and full-time school administration students are combined. **Table XV** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

**Table XIV: Enrollment in School Administration Programs Fall 2012**

	Full-Time				Part-Time			
	Graduate		Graduate Licensure Only		Graduate		Graduate Licensure Only	
	M	T	M	T	M	T	M	T
<b>M=Minority, T=Total</b>								
Appalachian State University			1	1	41	54	51	84
Campbell University	5	20		2				
East Carolina University	35	173	1	2	13	48	2	10
Elizabeth City State University					18	43	5	9
Fayetteville State University	13	21						
Gardner-Webb University	3	15			295	826	121	237
High Point University	19	46	12	23				
NC A and T State University	9	9	3	3	16	31	8	11
NC Central University	2	3			10	14		
NC State University	38	143			9	27		
UNC - Chapel Hill	30	93			1	1		5
UNC-Charlotte	7	22			7	63	3	12
UNC-Greensboro	15	52	28	64	3	3	4	12
UNC-Pembroke	37	75	1	4	10	36	2	6
UNC-Wilmington	2	11		1	2	19	11	45
Western Carolina University	2	7			7	94	8	50
Wingate University					12	42	18	56
<b>Totals</b>	<b>217</b>	<b>690</b>	<b>46</b>	<b>100</b>	<b>444</b>	<b>1,301</b>	<b>233</b>	<b>537</b>



**Figure V School Administration Candidate Enrollment from 2008-09 to 2012-13**



**Table XV: School Administration Program Admission Data**

	<b>New MAT Scoring</b>	<b>Old MAT Scoring</b>	<b>New GRE Scoring</b>	<b>Old GRE Scoring</b>	<b>GPA</b>
<b>State Avg</b>	<b>401</b>	<b>43</b>	<b>298</b>	<b>957</b>	<b>3.39</b>
Appalachian State University	405		298	1,135	3.50
Campbell University			*	*	3.66
East Carolina University	404	44		951	3.16
Elizabeth City State University	391			391	3.63
Fayetteville State University	384			*	3.51
Gardner-Webb University					*
High Point University	*		*	*	3.51
NC A&T State University	396		*	775	3.90
NC A&T State University	.		*	.	4.00
NC Central University					3.93
NC State University					
UNC-Chapel Hill			*	1,072	3.26
UNC-Charlotte		43		993	3.34
UNC-Greensboro	*		303	961	3.50
UNC-Pembroke	399	*			3.15
UNC-Wilmington	408		296	1,117	3.64
Western Carolina University	406		303	1,003	
Wingate University	397		*	*	3.25
* Less than five test takers. Results not reported.					

## QUALITY OF STUDENTS COMPLETING THE PROGRAMS

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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, candidates 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 candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

In August 2011, the SBE approved the removal of the School Leaders Licensure Assessment (SLLA) exam as a licensure requirement. Candidates completing an approved program are required to complete the DPI licensure portfolio of electronic evidences.

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**Table XVI: Length of Time to Program Completion (Graduate First License)**

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								1	1	25		
Campbell University						2						
East Carolina University	1	62		3		2		6		1		
Elizabeth City State University												12
Fayetteville State University		14										
Gardner-Webb University												
High Point University			14	9								
NC A & T State University	5							6	2			1
NC Central University	3	3	1					3	4		2	
NC State University												
UNC-Chapel Hill		19	19	2				1				
UNC-Charlotte		11	2			1			2	26		
UNC-Greensboro		10	2							1		
UNC-Pembroke		17	6	2	1			12	8	4	2	
UNC-Wilmington	5						2		1			
Western Carolina University		4	1						15	7	5	1
Wingate University										1	5	14
<b>Totals</b>	<b>14</b>	<b>140</b>	<b>45</b>	<b>16</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>29</b>	<b>33</b>	<b>65</b>	<b>14</b>	<b>28</b>

**Table XVI: Length of Time to Program Completion (Licensure Only)**

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		11					2	17		2		
Campbell University												
East Carolina University									1	1		1
Elizabeth City State University												7
Fayetteville State University												
Gardner-Webb University												
High Point University		12	3									
NC A & T State University												
NC Central University							5	1				
NC State University												
UNC-Chapel Hill								1	1			
UNC-Charlotte								3	1		1	
UNC-Greensboro	20	12	1					1				1
UNC-Pembroke		1		1	5		1					
UNC-Wilmington	1						5	2	1	1		
Western Carolina University								16	5	2		
Wingate University								3	7	3	1	
<b>Totals</b>	<b>21</b>	<b>36</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>-</b>	<b>13</b>	<b>44</b>	<b>16</b>	<b>9</b>	<b>2</b>	<b>9</b>

## EMPLOYMENT AND PROGRAM SATISFACTION

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To determine the satisfaction with individuals who have completed the MSA programs and their employers, a survey was distributed to recent program completers employed in the public schools of North Carolina. Respondents were asked to rate their satisfaction with the MSA program in general, and the impact of the graduate program on the school leader'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.

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***Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2012-2013 school year.***

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## REWARDS AND SANCTIONS

### School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of school administration programs is a significant factor in determining the quality of the school administrator's profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the MSA Program Approval process. This process required on-site reviews of school administrator programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of executive preparation, a Performance Report was issued for each North Carolina college or university with an approved MSA program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs as required by the Excellent Schools Act.

#### Historical State Approval Process

Masters of School Administration Programs (MSAs) had to:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

#### Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

For the MSA cohort that began the program prior to fall 2010, they must complete either the SLLA (Praxis II for Administrators) or the new licensure portfolio. For students starting the MSA and add-on licensure programs in Fall 2010, all of these students are required to complete the DPI licensure portfolio.

Beginning in summer 2012, a statewide pilot was conducted to review leader candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, effectiveness of program graduates, and other relevant data is under development.