



## AAQEP Annual Report for 2023

Provider/Program Name:	North Carolina Wesleyan University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The North Carolina Wesleyan University Teacher Education Program is accredited by both the state of North Carolina’s State Board of Education/Department of Public Instruction and the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting body for Teacher Education programs. While the accreditation requirements for the State of North Carolina must be met annually, the accreditation time period for AAQEP is a seven-year cycle and will conclude on June 30, 2029.

Students with a degree in the Teacher Education Program are eligible for licensure by the State of North Carolina upon completion of all requirements.

Program Design:

The North Carolina Wesleyan University Teacher Education Program is a licensure program that offers majors in the following areas (Initial License Only):

- Elementary Education (grades K-6)
- Middle Grades Education (grades 6-9) in the areas of Language Arts, Mathematics, Science and Social Studies.
- Special Education General Curriculum K-12
- Licensure in Secondary Education (grades 9-12) in the areas of Biology, English, History, or Mathematics. Students seeking 9-12 certification **minor** in Teacher Education while majoring in a respective content area.
- Residency Pathway for Elementary and Special Education (Adult Students)- We will be adding Residency Pathways for Middle and Secondary Programs beginning Fall 2024.

To gain entry into the Teacher Education program, traditional candidates must meet the following criteria:

- Take and pass the following courses: EDU 202, EDU 205, EDU 208
- Field Placement Time Log submitted after the aforementioned courses,

- Pass the Praxis Core exam,
- Have an overall GPA of 3.0 on all work taken at NC Wesleyan,
- Participate in an admission interview,
- Provide a writing sample (obtained from the completion of a case study initiated in EDU 202),
- Two letters of recommendation.

NOTE: Entry into the Residency Program requires a minimum undergraduate GPA of 3.0, 24 credit hours in the content area one is teaching and a signed employment contract with a school employer.

The ultimate goal of the teacher education program is to develop teachers who are reflective decision-makers and who work well with diverse K-12 learners. The education program begins with courses taken during the sophomore year. Throughout the program, students complete case studies, develop portfolios, respond to teacher narratives, and work closely with K-12 educators to promote reflective practice and effective decision-making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester practicum experience and 16 weeks of student teaching. Completion of the program requires candidates to: pass all Praxis and/Pearson licensure tests, pass the North Carolina required PPAT, pass student teaching, and complete all coursework while maintaining at least a 3.0 GPA.

Candidate Population: At the conclusion of the 2022-23 academic year, North Carolina Wesleyan University had 52 teacher education candidates. Of those, the majority were Caucasian American (White), followed by African American (Black) and Hispanic American. Similar to the general population at the University, at least 70% of our candidates hail from rural counties/towns, with the majority of them coming from the state of North Carolina.

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[Teacher Education Programs | North Carolina Wesleyan University \(ncwu.edu\)](https://www.ncwu.edu/teacher-education-programs)

**2. Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 12/23)	Number of Completers in most recently completed academic year (12 months ending 12/23)
<b><i>Programs that lead to initial teaching credentials</i></b>			
B.S. Degrees in: Elementary Education (K-6), Special Education (K-12), Middle Grades Education (grades 6-9 in Social Studies, Language Arts, Mathematics, Science),	Licenses are earned by each completer	52	10

Secondary Education (grades 9-12 in Biology, English, History, Mathematics)			
Total for programs that lead to initial credentials		52	10
<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
N/A	N/A	N/A	N/A
Total for programs that lead to additional/advanced credentials			
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
We only offer credentials for those seeking degrees and/or licensure to be a classroom teacher.			
Total for additional programs			
TOTAL enrollment and productivity for all programs		52	10
Unduplicated total of all program candidates and completers		52	10

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

N/A
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### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
52
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
1- We had one completer during this time who graduated with a license to teach both Elementary Education and Special Education. This student was listed as a “double major”.
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
10 students were recommended for licensure.
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.
93%
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<ol style="list-style-type: none"><li>1. Pass rate on all licensure tests for completers is <b>100%</b> as we do not allow any students to student teach who have not passed all assessments.</li><li>2. Pass rates for candidates who are seeking to enter the program officially is 85% during this time period. The assessment referenced is the PraxisCore. We provide a significant amount of support to students taking this assessment, including a lab class. The aforementioned pass rate is the highest in my three year tenure at the institution, as it has been as low as 60%. We still require assistance in this area as a number of our candidates are first generation and attended</li></ol>

schools where they did not have licensed teachers. Our adult/evening students have the lowest pass rate.

3. Pass rate for candidates who have been admitted into the program, and seeking to be eligible to student teach is approximately **55%** across all categories during this time. This includes all attempts by candidates who have taken ETS and Pearson tests.
4. The pass rate for the PPAT is **100%** for all completers. This is the state-required ETS electronic portfolio that students complete during practicum and student teaching.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

In a review of candidate satisfaction surveys received from the State Department of Public Instruction, regarding NC Wesleyan University completers, we considered data from 2019-2023. This range of years was used to account for at least one year prior to Covid-19 impact as satisfaction surveys were not sent to the majority of completers over the past two years by the State Department. There were 36 questions on the survey sent to select completers from the State Department of Public Instruction. Over the four-year period, 35 surveys were sent to randomly selected completers, 15 completers opened the email containing the survey, with nine individuals completing the survey (60% response rate). The survey, which contained approximately 100 questions, addressed four categories: Preparation, Student Teaching, Mentor Support, Career Satisfaction. In a review of the results, it is clear that the program completers thought that their experience, overall, was a positive one.

Specifically, when addressing the following in regards to preparation:

- Completers responded that their overall preparation (i.e. skill building, how to teach, working with diverse groups, etc.) was more than adequate. An area of concern that was noted that we must do a better job of preparing students to teach English Language Learners and better address teaching students how to teach reading comprehension.
- Completers overwhelmingly felt that coursework, fieldwork, and student teaching were valuable.
- Completers responded that they need more opportunity to learn strategies to manage student behavior.

Specifically, when addressing the following in regards to student teaching:

- Completers overall responded that their student teaching experience was a very positive one.
- Completers responded that the demographics of their student teaching classroom was similar to their current classroom
- Completers did not feel as though the student performance of their current students was similar to the students they had when student teaching, especially when it pertained to teaching/learning reading comprehension
- Completers noted that their student teaching experience prepared them very well to develop student's oral language through reading, writing, and speaking.
- Completers noted that the teachers they observed during student teaching provided positive learning opportunities.

- Completers noted that their cooperating teachers during student teachers provided a number of learning opportunities.

Specifically, when addressing the current mentor relationship:

- Completers responded that they have overall supportive relationships with their mentors.
- Completers noted that they need to engage with mentors more often regarding co-teaching and observing.
- Completers noted that mentors influenced their assessment of student learning.

Specifically, when addressing their current career satisfaction:

- At least 70% of completers responded that they were satisfied in their current job.

Overall, the Teacher Education program at NC Wesleyan is doing a very good job of matriculating candidates. Though, there are challenges that need to be addressed within the curriculum, especially as it relates to classroom management and literacy. We are also challenged in the number of marginalized students who gain entry into, and complete, the program. Additionally, we must continue our work in the area of recruiting candidates into the program, as we are a small-liberal arts institution that has higher tuition with fewer scholarship opportunities.

Survey Questions:

Align instruction with state standards

Analyze student performance data (e.g. formative and summative assessments, standardized tests, performance tasks, etc.) to improve instruction

Collaborate with colleagues to improve student learning

Create an environment of high expectations for all students

Develop a classroom environment that promotes respect and group responsibility

Develop a variety of assessments (e.g. tests, observations, portfolios, performance tasks)

Develop lessons that build on students' experiences, interests, and abilities

Develop positive and supportive relationships with students

Develop students' questioning and discussion skills

Differentiate instruction

Empower students to become self-directed and productive learners

Help students think critically and solve problems

Maintain discipline and an orderly, purposeful learning environment

Provide purposeful feedback to students to guide their learning



Relate classroom teaching to the real world  
Self-assess and reflect on own practices  
Set challenging and appropriate goals for student learning and performance  
Teach in ways that support academically gifted students  
Teach in ways that support English Language Learners  
Teach in ways that support special education students  
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds  
Teach the concepts, knowledge, and skills of your discipline(s)  
Use technology in the classroom to improve learning outcomes  
Work with parents and families to better understand students to support their learning  
Design instruction that integrates reading and writing and acknowledges their interconnectedness  
Develop reading comprehension for students at different levels of language and literacy  
Develop students' concepts of print to support their reading and writing skills  
Develop students' oral language through an emphasis on reading, writing, speaking, and listening  
Develop students' reading comprehension through the interconnectedness of proficient word reading, background knowledge, language, and vocabulary  
Develop students' reading fluency through understanding the relationships between accuracy, decoding, and word recognition  
Teach oral and written vocabulary using a variety of approaches, including teaching individual words and word learning strategies  
Teach students how to decode words  
Teach students how to map individual sounds to printed letters  
Teach students how to recognize and manipulate phonemes  
Fieldwork  
Instructors of your classes  
Student teaching experiences  
University coursework  
Analyze student assessment data/work to adjust instruction  
Apply national or state standards to instruction  
Assess students' literacy development and analyze progress monitoring data to inform instruction  
Create formative and summative student assessments  
Develop instructional strategies to promote students' critical thinking skills

Develop strategies for establishing classroom procedures  
 Develop strategies for managing student behavior  
 Develop strategies for teaching English Language Learners  
 Develop strategies for teaching students from diverse racial, ethnic, cultural and socioeconomic backgrounds  
 Develop strategies for teaching students of varying ability  
 Develop strategies for teaching students who are academically gifted  
 Develop strategies for teaching students with special needs  
 Implement literacy instruction with K-12 students focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension  
 Implement literacy instruction with teacher educators (e.g. program faculty) and peers focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension  
 Observe literacy instruction focused on phonics, phonemic awareness, fluency, vocabulary, and comprehension  
 Plan units and lessons  
 Provide meaningful and specific academic feedback to students  
 Receive substantive and actionable feedback on your literacy instruction  
 Study stages of child development and learning  
 More coaching and feedback during student teaching  
 More exposure to a variety of school environments (e.g. urban vs. rural; high-need vs. high-achieving)  
 More guidance on task/time management  
 More opportunities to analyze student learning to inform instruction  
 More opportunities to learn about and develop assessments  
 More opportunities to learn about and practice classroom management  
 More opportunities to learn about and practice differentiated classroom instruction  
 More opportunities to learn about and practice instructional planning  
 More opportunities to learn about and practice non-teaching tasks (e.g. communicating with parents, developing IEPs, etc.)  
 Student demographics (e.g. student race/ethnicity, free and reduced-priced lunch status, English language learner status, exceptional children status, etc.)  
  
 Student performance  
 Had extensive knowledge of pedagogical methods  
 Had extensive knowledge of the curriculum material covered  
 Modeled effective classroom management strategies  
 Taught in ways that were quite different from the methods I learned in my courses

Allowed me to implement the strategies and techniques I learned in my preparation courses  
Helped me understand the academic content of the grade-level/subject-area  
Met regularly with me to discuss my progress  
Modeled effective classroom management strategies  
Modeled effective teaching strategies  
Provided me with useful feedback about my teaching  
I always implement the suggestions and advice my mentor gives me  
I have a strong professional relationship with my mentor  
My mentor provides individualized support based on my needs  
Assessing students' learning  
Classroom management  
Of the success you have had as a beginning teacher, what amount would you attribute to help from your mentor?  
Pedagogical strategies  
Reflection and professional growth  
Unit and lesson planning  
Co-teaching with my mentor  
Observing my mentor's teaching  
Planning instruction with my mentor  
Reflecting on the effectiveness of my teaching with my mentor  
taught in ways that were quite different from the methods I learned in my courses  
Analyze student performance data to improve effectiveness  
Collaborate with other professionals in the school  
Develop a classroom environment that promotes respect and group responsibility  
Develop lessons that build on student experiences, interests, and abilities  
Develop positive and supportive relationships with students  
Differentiate instruction based on student needs  
Help students assess their own learning  
Help students think critically and solve problems  
Maintain discipline and an orderly, purposeful learning environment  
Plan instruction aligned with state standards  
Provide purposeful feedback to students to guide their learning

Set challenging and appropriate goals for student learning and performance  
Use a variety of assessments (e.g. tests, observations, portfolios, performance tasks) to monitor student learning  
Use technology in the classroom to improve learning outcomes  
Work with parents and families to better understand students and to support their learning  
Administrator support  
Colleague support  
Fewer mandated assessments  
Health and retirement benefits  
Mentor support  
More autonomy over instructional decisions  
Opportunities to assume leadership roles  
Parental support  
Professional development  
Salary  
Student behavior  
Your instructional resources  
Your overall workload  
Your teaching assignment  
I consider teaching to be my ideal career  
In general, I am satisfied with my current job

**G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.**

This response considers the Employer Satisfaction Survey from 2019-2023, in an effort to account for comprehensive data that was not collected during the so-called Covid-19 months of 2020-2022. Similar to the surveys sent to completers for three years after they complete a licensed teacher education program, school systems that employ completers receive a survey as well. The surveys are sent to school leaders, with the majority of the surveys being completed by building level principals. The survey contains 37 questions, all followed by the prompt, “Relative to Teachers with comparable experience, how effective is the teacher at the following teaching tasks?”, with response options being, “much less”, “less”, “comparable”, “more”, and “much more”. Approximately 35 schools were selected, 19 principals opened the survey and 16 completed the item (84%). The survey addressed

items ranging from the following: teaching, learning, relationship with parents, committee work, curriculum mastery, critical thinking, learning communities, following state mandates, test scores, working with students from diverse backgrounds, etc.).

Narrative Summary of Findings:

- 24 of the 37 responses noted that more than 50% of the completers were “more” or “much more” effective at said tasks relative to teachers with comparable experience.
- For the remaining 13 responses, administrators noted that NC Wesleyan completers were at minimum comparable to educators who had similar experience in selected areas.
- No administrators selected either “much less” or “less” for any of their responses for the time period considered (e.g. 2019-2023).

\*\* The system does not allow me to download the questions to the survey.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

Regarding how NC Wesleyan investigates employment rates for program completers:

- For the past three years (2020-2023), students who complete the teacher education program apply for employment prior to graduating. Students take a seminar course during the student teaching semester and during this course, students set up a licensure application account with the Department of Public Instruction, finalize their resume’s, and apply for jobs. Once students confirm school system where they are accepting a job, we log that information and maintain it in an Excel spread sheet.
- Because of growing teacher shortages in the state, all of our graduates (100%) have received employment contracts prior to graduation.
- We do not maintain data regarding completer’s ongoing education. That said, now that we have a newly incorporated professional development center, we will add graduate study criteria as an option for all data collected from participants, many of whom will be our graduates.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Candidate Performance Measure- 30 hours of field placement each semester	All candidates are expected to accumulate at least 30 contact hours volunteering, observing, and tutoring at a local school during each semester. Candidates are required to have at least 150 contact hours prior to student teaching.	All student teachers accumulated the required number of field placement hours. 96% of our students completed the 30-hour field requirement during the past 12 months.
Candidate Performance Measure- At least a “2” on the disposition review.	The Teacher Education Council reviews disposition forms at three points in the candidate process. The group chooses from three options for each candidate: 1 (Needs Improvement); 2 (At Standard); 3 (Above Average). Candidates are expected to receive at least a “2” prior to student teaching and at the conclusion of student teaching.	100% of student teachers have received a “2” or higher upon entry or completion of student teaching.
Candidate Performance Measure- Passage of PPAT prior to graduation	The PPAT (Praxis Performance Assessment for Teachers) is a 4-part electronic portfolio required by the state of North Carolina for students completing EPP programs (some EPPs in NC use a comparable portfolio titled the EdTPA). Candidates must make at least a 38 out of a possible 60 on the assessment.	100% of our student teachers have passed the PPAT during the past 12 months, with an average score of 43.

Completer Performance Measure- At least 75% of completers are considered as comparable, more, or much more effective in their role as teachers with similar experience.	Employers are randomly selected of completers and sent an employee survey each year (minus the Covid year) where they are compared/contrasted with educators of comparable standing and experience.	AT least 96% of NC Wesleyan completers are rated as comparable or much more comparable to similar employees with similar experience.
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
After-school Program Engagement	As a part of Introduction to Special Education course requirements, students are required to tutor, for an entire semester, local K-12 students who have IEPs. Passage of the course represents that the standard has been met.	Over the course of the past 12 months, with the exception of two students who withdrew from the institution, all candidates have passed this course.
Successful Case Study Completion	To gain entry into the program, candidates must successfully complete a case study where the follow a student who has a challenging social, educational, and family situation. Students are required to write a case study that captures the challenges of the student and make recommendations regarding how the student’s situation can be supported.	All students who have been admitted into the program have met this requirement.
Passage of EDU 400 (Education and Diversity Course)	Candidates must pass this course with a “C” or higher.	All students admitted into the program have passed this course, which also has a research paper component.
Employer Survey Response (Teaching in diverse settings section)	There is a section on the Employer Survey where completers are assessed	Employers have rated all our completers as competent or more than competent

	regarding their preparation to work in diverse environments.	when compared to educators who have similar experience.
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## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

### Accomplishments:

- .1. Creation of a new Professional Development Center
- .2. Welcomed a group of nine new applicants into the Teacher Education program who have the best credentials of any cohort in the past six years.
- .3. Completed a year-long process/program review to bring the program into compliance with the state regarding the Science of Reading.

### Efforts/Innovations:

- .1. We are revamping our online presence by updating our website (more interactive), updating our Instagram account, and creating a Facebook account.
- .2. We are increasing our recruitment efforts at area high schools, community colleges, and on campus.
- .3. We are reviewing all syllabi to make sure they include aspects of the Science of Reading.
- .4. We have a proposal in place that would transition our math methods course to the Teacher Education Department and out of the Math Department. It is the only method's course that was not in the Teacher Education department when I arrived three years ago.
- .5. We are adding middle and secondary school to our Residency (alternate licensure) offerings. We already have elementary and special education as options.
- .6. We are applying for a \$45,000 grant to the Belk Foundation to support our K-6 licensure candidates and our K-6 completers who work at Title 1 schools (in the area of reading comprehension support for needy students).
- .7. We are applying to be a Teaching Fellows Program site, where qualified candidates receive a four-year scholarship, paid by the state of North Carolina. Recipients are required to teach in the state for four years upon completing the program.

### Challenges/Priorities:



- .1. We need to do a much better job recruiting students to the program in general, but specifically, recruiting students who have higher GPAs and stronger high school resumes'. Recruitment will be a major priority this year. We do not offer the level of scholarships that many other programs offer to lure candidates to their campus.
- .2. We need to increase the first-time pass rate on all licensure tests, as well as the Praxis Core. This has been more challenging since Covid. Major priority for us as we continue to add resources.
- .3. Recruiting qualified adjunct instructors to teach select courses, especially Reading and Math methods courses is a challenge and major priority.

## Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

### 6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

**Table 5. Provider Self-Assessment and Continuous Improvement**

	<b>Standard 1</b>
<b>Goals for the 2023-24 year</b>	Increasing First-Time Pass Rate on All Licensure Tests
<b>Actions</b>	Provide all test takers with a 240Tutoring Account (online tutoring); Purchase more test prep resources for the library.
<b>Expected outcomes</b>	Increase the first-time pass rate by a minimum of 25%
<b>Reflections or comments</b>	Reflection: Such a challenging area for us as a small liberal arts, high first gen institution that does not offer many scholarships or grants in the area of education.
	<b>Standard 2</b>
<b>Goals for the 2023-24 year</b>	Expand the role of the Professional Development Center
<b>Actions</b>	Market the new PD Center to surrounding school systems.
<b>Expected outcomes</b>	In the next 12 months, offer workshops in the following areas: Test preparation, classroom management, Science of Reading, Using EVAAS data in the classroom, Technology basics for the classroom.
<b>Reflections or comments</b>	There is no regional Professional Development Center in this part of the state. After speaking with local school systems regarding the need, we pursued the initiative and will begin formal implementation in Spring 2024.

	<b>Standard 3</b>
<b>Goals for the 2023-24 year</b>	Review and revision of the following handbooks: Teacher Education Handbook, Student Teaching Handbook, Residency Handbook
<b>Actions</b>	We are currently in the process of creating working committees to complete this project by May '24.
<b>Expected outcomes</b>	Handbooks will be updated to reflect current practices.
<b>Reflections or comments</b>	As Director of Teacher Education, this was one of my goals when I started in this role three years ago. I now have enough experience at this campus to do so efficiently.
	<b>Standard 4</b>
<b>Goals for the 2023-24 year</b>	Recruitment of Students of Color into Teacher Education
<b>Actions</b>	Seeking a scholarship to be added by the administration which targets students of color.
<b>Expected outcomes</b>	Increase qualified applicants of color by a minimum of 10-15% by December 2024.
<b>Reflections or comments</b>	This is such a challenging aspect of the work. As an educator of color, I too recognize the challenge in getting minority students to enter teacher education since so many of them have had less than positive K-12 experiences.

## 7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

We had no “noted” concerns. The issue that we were addressing was expanding the number of external partners who were not affiliated with NC Wesleyan University.

## 8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We will be expanding our Residency (alternative licensure) program to include middle school and secondary school applicants,

## 9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

Regulatory Change 1: This past year, we were required to update our Reading program to the Science of Reading methodology as required by the state of North Carolina.

## 10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Kelvin L. Spragley, Ph.D, Director of Teacher Education	Joe Lane, Ph.D. Provost

Date sent to AAQEP:	1/1/2024
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