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University of North Carolina-Asheville
Traditional Program

2016 | Title II
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AY 2014-15

Institution Information

Name of Institution: University of North Carolina-Asheville
Institution/Program Type: Traditional
Academic Year: 2014-15
State: North Carolina

Address: 109A Zageir Hall, CPO #1950
 One University Heights
 Asheville, NC, 28804

Contact Name: Dr. Kim Brown
Phone: 828-258-7730
Email: kbrown@unca.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:**Grantee name:****Project name:****Grant number:****List partner districts/LEAs:****List other partners:****Project Type:**

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
6-9 Language Arts	No
6-9 Mathematics	No
6-9 Science	No
6-9 Social Studies	No
9-12 Biology	No
9-12 Chemistry	No
9-12 Comprehensive Science	No
9-12 Earth Science	No
9-12 English	No
9-12 Latin	No
9-12 Mathematics	No
9-12 Physics	No

K-12 Art	No
K-12 French	No
K-12 German	No
K-12 Health and Physical Education	No
K-12 Spanish	No
K-12 Theater Arts	No
K-6 Elementary Education	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://education.unca.edu/>; www.unca.edu/admissions

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**§205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Other positive field experience evaluations and disposition evaluations	Yes	Yes

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.315

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.373

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	71
Unduplicated number of males enrolled in 2014-15:	21
Unduplicated number of females enrolled in 2014-15:	50

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	5
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	67
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
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Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	10
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	46

Please provide any additional information about or descriptions of the supervised clinical experiences:

The 2 adjunct faculty accounted for were retired principals who were contracted to supervised some student teachers.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	15
Teacher Education - Secondary Education	21
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	11
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	7
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	2
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Health & Physical Education	1

Section I.e Teachers Prepared by Academic Major

number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (\$205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	7
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	
Sociology	1
Visual and Performing Arts	8
History	4
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	

Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	2
Mathematics and Statistics	4
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	3
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other Specify: Public Health, Health Wellness, Human Development, Classics	4

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 46

2013-14: 70

2012-13: 77

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**\$205(a)(1)(A)(ii)**, **\$206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

5

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The Department of Education collaborated with the Department of Mathematics to develop strategies for recruiting Mathematics majors into the teaching profession.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

How many prospective teachers does your program plan to add in mathematics in 2016-17?

6

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

5

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

A nearby private institution discontinued offering teacher licensure. The chair of the Department of Education was in communication with colleagues at the private institution to ensure that students interested in licensure were aware of our programs.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

8

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

2016-17 is the first year for our offering of a Special Education: General Curriculum license to be offered by the Department of Education.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Faculty engage in regular meetings with public school partners. During these meetings, partners provide input regarding school system needs, ideas related to departmental polices, and information aimed at assisting the department in implementing licensure program changes and improvements.

General education teachers are prepared to teach students with exceptionalities through study of legislation, policies, and practices as they pertain to educating diverse learners. They study the characteristics of students in major groups as defined by IDEA (particularly learning disabilities, developmental delay, autism spectrum disorder, emotional/behavioral disorder, giftedness) and strategies for teaching them. They are required to reflect on these types of learners in their field placements.

Candidates are required to plan three-level differentiation in lesson plans and reflection upon success/failure of their implementation during clinical placements. They are required to provide justification of developmental appropriateness in planning, delivering, assessing, and reflecting on instruction. Candidates indicate with what specific types of diverse learners they work during field experiences throughout their licensure program, and then complete a plan during student teaching which requires them to work with any types of students they have not encountered before.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2013-14	25	182	25	100
ETS5015 -ELEM ED INSTR PRACTICE AND APPL (DISC) Educational Testing Service (ETS) All program completers, 2012-13	31	182	31	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2014-15	7			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	3			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	11	249	11	100
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			

Evaluation Systems group of Pearson All program completers, 2014-15				
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson Other enrolled students	2			
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2014-15	11	245	11	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5601 -LATIN Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	17	183	17	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
	1			

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0084 -SOCIAL STUDIES PEDAGOGY Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	3			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	43	43	100
All program completers, 2013-14	29	29	100
All program completers, 2012-13	31	31	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Core technologies are introduced to all candidates in a hands-on introductory educational technology course with additional technologies and reinforcement of existing technology skills integrated within each program across the Unit.

Candidates collect and analyze data related to teaching and learning during their capstone and student teaching experiences. They demonstrate and are assessed on their understanding of the principles of universal design for learning by lesson planning artifacts and in-field demonstration of differentiated instruction.

Candidates are introduced to technology-based assessment techniques to be used to assess student learning.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

General education teachers are prepared to teach students with exceptionalities through study of legislation, policies, and practices as they pertain to educating Exceptional Learners; characteristics of students in major groups as defined by IDEA (particularly learning disabilities, developmental delay, autism spectrum disorder, emotional/behavioral disorder, giftedness) and strategies for teaching them; other student characteristics not necessarily related to IDEA (ADHD, 504 plans, low-performing students); and differentiation strategies.

Strategies for educating English Language Learners, include instruction in the use of differentiation in lesson planning, particularly SIOP; examination of literature on children in poverty (Gloria Ladson-Billings, Gorski) and reflection upon field experiences involving children at a range of socioeconomic statuses.

Candidates indicate with what specific types of diverse learners they work during field experiences throughout their licensure program, and then complete a plan during student teaching which requires them to work with any types of students they have not encountered before.

All licensure candidates take a course that is focused on teaching diverse learners in a general education classroom. They also interview and inclusion teacher in their clinical placement.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The program does not prepare special education teachers.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

As a liberal arts University, all undergraduate licensure students major in a content area at UNC Asheville while earning a teaching license through education coursework and fieldwork. Each of our candidates complete six state-required evidences demonstrating outcomes in the areas of breadth of content knowledge in the specialty area; depth of understanding and application of content knowledge in the specialty area; effective design of classroom instruction based on research-verified practice; knowledge, skills, and dispositions in practice; positive impact on student learning; and leadership and collaboration.

Supporting Files

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