

Title II

Higher Education Act

SUBMIT REPORTS

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UNC-Asheville
 Traditional Program
 2008-09

Print Report Card

Program Information

Name of Institution: UNC-Asheville
Institution/Program Type: Traditional
Academic Year: 2008-09
State: North Carolina

Address: One University Heights
 Asheville, NC, 28804

Contact Name: Dr. Jeanne McGlinn
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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:
 No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No

Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	Yes
Minimum SAT score	Yes	Yes
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

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

www.unca.edu/education; www.unca.edu/admissions

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

Junior year

Does your initial teacher certification program conditionally admit students? Yes

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

Candidates with a GPA between 2.0 and 2.5 can be admitted to a licensure program under a Plan of Study. Candidates are required to complete 9 hours of course work on this plan with a GPA of B or better and to have passing scores on Praxis I.

Section I.b Program 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.

Total number of students enrolled in 2008-09:	205
Unduplicated number of males enrolled in 2008-09:	49
Unduplicated number of females enrolled in 2008-09:	156

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	199
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	80
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	14
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	77

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

Candidates engage in field based learning through placements in a variety of diverse settings. They begin observations in their first course in a licensure program. The requirements for these placements increase in complexity in each course, with candidates interacting with K-12 students as assistants to the teacher, tutors, and eventually teaching 3-5 days of a planned Unit. Placements are recorded on a Log of Diverse Field Placements and reviewed by course instructors to ensure that candidates observe and interact with diverse students in diverse settings, both urban and rural.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/	Number certified/	Number certified/

	licensed 2008-09	licensed 2007-08	licensed 2006-07
TOTAL (all areas/subjects)	90	68	76
Art	8	4	10
Biology (9-12)	2	1	4
Birth thru Kindergarten	0	3	0
Business Education	1	0	0
Chemistry (9-12)	1	0	1
Earth Science	2	0	0
Elementary Education	23	21	27
English	9	8	4
French	1	0	0
History	0	0	1
Latin	0	1	0
Math (9-12)	4	2	4
MG-Language Arts	4	6	3
MG-Math	1	0	1
MG-Science	0	1	1
MG-Social Studies	5	7	3
Physics	2	0	0
Reading	1	0	0
Science (9-12)	8	2	3
Social Studies	7	9	12
Spanish	2	3	2
Theater	9	0	0

Section I.e Program Completers

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

2008-09: 76

2007-08: 56

2006-07: 65

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2008-09</p> <p>Goal: 4</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Developed systems that enabled student data to be compiled and reported for prospective and current teacher education students; Developed electronic communication strategies to market to, and follow-up with, prospective teacher recruitment students; Formed student contact teams to make phone calls, correspond with prospective teachers via e-mail, utilize social networking, instant messaging and chat; re-design school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Instituted Exploring Worlds Building Bridges Dialogues- A two-part conversation between public teachers and University faculty regarding teaching strategies and curriculum in order to facilitate transitions for high school students to the university.</p> <p>Developed marketing to build awareness about the state's financial incentive programs for prospective teachers.</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: 4</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Developed systems that enabled student data to be compiled and reported for prospective and current teacher education students; developed electronic communication strategies to market to, and follow-up with, prospective teacher recruitment students; formed student contact teams to make phone calls, correspond with prospective teachers via e-mail, utilize social networking, instant messaging and chat; re-design school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Instituted Exploring Worlds Building Bridges Dialogues- A two-part conversation between public teachers and University faculty regarding teaching strategies and curriculum to facilitate transitions for high school students to the university.</p>

	Developed marketing to build awareness about the state's financial incentive programs for prospective teachers.
Special education	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Middle Grades	<p>Academic year: 2008-09</p> <p>Goal: 6</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Developed systems that enabled student data to be compiled and reported for prospective and current teacher education students; developed electronic communication strategies to market to, and follow-up with, prospective teacher recruitment students; formed student contact teams to make phone calls, correspond with prospective teachers via e-mail, utilize social networking, instant messaging and chat; re-design school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the

instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

General education teachers are prepared to teach students with exceptionalities through study of: legislation, policies, and practices as they pertain to educating Exceptional 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
0011 -Elementary Education Educational Testing Service (ETS) All program completers, 2008-09	21	350	21	100	95	333
0011 -Elementary Education Educational Testing Service (ETS) All program completers, 2007-08	21	347	21	100	98	334
0011 -Elementary Education Educational Testing Service (ETS) All program completers, 2006-07	27	344	27	100	96	335

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	21	21	100	96
All program completers, 2007-08	21	21	100	98
All program completers, 2006-07	27	27	100	97

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. Technology

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 how your program 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 how your program 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 produce a technology portfolio based on ISTE NETS*T standards concurrent to completing program coursework and are assessed on their final portfolio

product before completion of the program .

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.

Section VI. Teacher Training

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

Provide a description of how your program prepares general 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.

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 (Ruby Payne, Gorski) and reflection upon field experiences involving children at a range of socioeconomic statuses

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 how your program 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.

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.

Supporting Files

UNC-Asheville
Traditional Program
2008-09

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