

# Title II

## Higher Education Act

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UNC-Asheville  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** UNC-Asheville  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** North Carolina

**Address:** One University Heights  
  
Asheville, NC, 28804

**Contact Name:** Dr. Meg Moss  
**Phone:** 828-258-7730  
**Email:** mmoss@unca.edu

**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	No	No
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
Recommendation(s)	No	No
Essay or personal statement	No	No
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:**

<http://education.unca.edu/>; [www.unca.edu/admissions](http://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:**

Post-bac candidates with a GPA between 2.0 and 2.5 can be admitted to a licensure program under a Plan of Study. These 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 2010-11:	130
Unduplicated number of males enrolled in 2010-11:	33
Unduplicated number of females enrolled in 2010-11:	97

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	123
Two or more races:	3

### Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	60
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2
Number of students in supervised clinical experience during this academic year	83

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

### Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	2
Teacher Education - Elementary Education	30
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	23
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	14
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	10
Teacher Education - Social Science	15
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	3
Teacher Education - French	1
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 :	

### Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the 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	2
Psychology	15
Social Sciences	1
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	2
Visual and Performing Arts	10
History	8
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	14
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	1
Biology	4
Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	1
Chemistry	
Geological and Earth Sciences/Geosciences	4
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other	2

Specify : Women's Studies Sports Administration

## Section I.e Program Completers

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

2010-11: 83

2009-10: 83

2008-09: 78

## 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><b>Academic year:</b> 2012-13</p> <p><b>Goal:</b> 6</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Continued to implement systems that enabled student data to be compiled and reported for prospective and current teacher education students.</p> <p>Continued to implement electronic communication strategies to market to, and follow-up with, prospective teacher recruitment students.</p> <p>Formulated an organizational structure to increase equitable access in recruitment strategies to geographical areas of the state previously underserved.</p> <p>Continued initiative with student contact teams to make phone calls, corresponded with prospective teachers via e-mail, social networking, instant messaging and chatting.</p> <p>Continued to hone school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.</p> <p>Focused utilization of high school guidance counselors and community college transfer counselors to increase awareness among prospective teachers.</p> <p>Targeted recruitment efforts towards currently enrolled students seeking bachelor's degrees in shortage areas to encourage inquiries into licensure possibilities.</p>

Increased implemented Burroughs Wellcome scholarship program, which provided candidates seeking 9-12 mathematics and science licensure with \$6500 per year for two years.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Continued 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.

Continued to develop marketing to build awareness about the state's financial incentive programs for prospective teachers.

Created a longitudinal, multi-year tracking system to build a cohesive understanding of retention of students in teacher shortage areas.

Improved communication with community stakeholders using local media outlets to more broadly disseminate information on licensure programming in shortage areas.

Offered programming to prospective students from multiple demographics including those currently enrolled at our institution, as well as off-site programming to prospective secondary and community college students.

Science

**Academic year:** 2012-13

**Goal:** 6

**Goal met?** Yes

**Description of strategies used to achieve goal:**

Continued to implement systems that enabled student data to be compiled and reported for prospective and current teacher education students.

Continued to implement electronic communication strategies to market to, and follow-up with, prospective teacher recruitment students.

Formulated an organizational structure to increase equitable access in recruitment strategies to geographical areas of the state previously underserved.

Continued initiative with student contact teams to make phone calls, corresponded with prospective teachers via e-mail, social networking, instant messaging and chatting.

Continued to hone school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.

Focused utilization of high school guidance counselors and community college transfer counselors to increase awareness among prospective teachers.

Targeted recruitment efforts towards currently enrolled students seeking bachelor's degrees in shortage areas to encourage inquiries into licensure possibilities.

Increased implemented Burroughs Wellcome scholarship program, which provided candidates seeking 9-12 mathematics and science licensure with \$6500 per year for two years.



	<p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>Continued 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>Continued to develop marketing to build awareness about the state's financial incentive programs for prospective teachers.</p> <p>Created a longitudinal, multi-year tracking system to build a cohesive understanding of retention of students in teacher shortage areas.</p> <p>Improved communication with community stakeholders using local media outlets to more broadly disseminate information on licensure programming in shortage areas.</p> <p>Offered programming to prospective students from multiple demographics including those currently enrolled at our institution, as well as off-site programming to prospective secondary and community college students.</p>
Special education	<p><b>Academic year:</b> 2012-13</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Instruction of limited English proficient students	<p><b>Academic year:</b> 2012-13</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>N/A</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
Middle Grades	<p><b>Academic year:</b> 2012-13</p> <p><b>Goal:</b> 9</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Continued to implement systems that enabled student data to be compiled and reported for prospective and current teacher education students.</p> <p>Continued to implement electronic communication strategies to market to, and</p>

follow-up with, prospective teacher recruitment students.

Formulated an organizational structure to increase equitable access in recruitment strategies to geographical areas of the state previously underserved.

Continued initiative with student contact teams to make phone calls, corresponded with prospective teachers via e-mail, social networking, instant messaging and chatting.

Continued to hone school/department/college brochures and web sites based on the results of the statewide research with the intent of improving messaging.

Focused utilization of high school guidance counselors and community college transfer counselors to increase awareness among prospective teachers.

Targeted recruitment efforts towards currently enrolled students seeking bachelor's degrees in shortage areas to encourage inquiries into licensure possibilities.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Studied the current curriculum for revision opportunities and possible changes.

Continued 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.

Continued to develop marketing to build awareness about the state's financial incentive programs for prospective teachers.

Created a longitudinal, multi-year tracking system to build a cohesive understanding of retention of students in teacher shortage areas.

Improved communication with community stakeholders using local media outlets to more broadly disseminate information on licensure programming in shortage areas.

Offered programming to prospective students from multiple demographics including those currently enrolled at our institution, as well as off-site programming to prospective secondary and community college students.

**Provide any additional comments, exceptions and explanations below:**

We do not have teacher preparation programs in either Special Education or LEP.

**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:**

Faculty engage in regular meetings with public school partners. During these meetings, partners provide input regarding school system needs, ideas related to departmental policies, 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.

During the Introduction to Education course, all candidates teach 5 lessons in the English language to students in Haiti via Skype. This is conducted in collaboration with Teach the World Online.

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 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
11 -ELEMENTARY EDUCATION Educational Testing Service (ETS) Other enrolled students	1				87	329
11 -ELEMENTARY EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	28	340	28	100	95	333

11 -Elementary Education Educational Testing Service (ETS) All program completers, 2009-10	23	340	23	100	97	332
11 -Elementary Education Educational Testing Service (ETS) All program completers, 2008-09	21	350	21	100	97	334

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
Other enrolled students	1			92
All program completers, 2010-11	28	28	100	96
All program completers, 2009-10	23	23	100	98
All program completers, 2008-09	21	21	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 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

**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 (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.

In Spring 2010, in collaboration with Teach the World Online, all students in the introductory

education course taught English and Mathematics to students in Haiti via Skype.

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**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.**

As a liberal arts University, all 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 evidences demonstrating outcomes in the areas of breadth of content knowledge, depth of content knowledge, certificate of teaching capacity, impact on student learning, unit planning, and professional development.

### Supporting Files

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