

IHE Bachelor Performance Report

UNC Asheville

2012 - 2013

Overview of the Institution

The University of North Carolina Asheville (UNC Asheville) opened in 1927 as Buncombe County Junior College. The school underwent several name changes, mergers with local governments and school systems, and moves before relocating in 1961 to the present campus. Asheville-Biltmore College joined the UNC system in 1969 as UNC Asheville, with the distinct mission to offer an excellent undergraduate liberal arts education.

UNC Asheville is distinctive in the UNC system as its designated liberal arts university. UNC Asheville's practice of the liberal arts emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience. Primarily undergraduate, UNC Asheville offers a liberal arts education characterized by high quality faculty-student interaction. UNC Asheville offers this challenging educational experience to all promising students who are committed to liberal learning and personal growth.

The UNC Asheville liberal arts educational approach emphasizes life skills including critical thinking, clear and thoughtful expression, and honest open inquiry. Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines. UNC Asheville encourages students to clarify, develop and live their own values while respecting the views and beliefs of others. In addition, UNC Asheville cultivates an understanding of the dimensions of human diversity while recognizing the common humanity of all. UNC Asheville believes a quality liberal arts education enables graduates to be lifelong learners and to lead successful, flourishing lives as leaders and contributors to their communities.

At UNC Asheville, the conditions and concerns of the contemporary world both for individuals and the university are responded to. UNC Asheville incorporates economic, social and environmental sustainability into institutional practices and the curriculum. With a range of associated centers, partnerships, and initiatives, UNC Asheville fulfills the public responsibility to address the needs of the community through a continuum of learning. UNC Asheville demonstrates a commitment to continuing service characterized by an informed, responsible, and creative engagement with the Asheville area, the southern Appalachian region, the state of North Carolina, and a diverse and increasingly connected world.

Special Characteristics

UNC Asheville is one of 24 members of the national Council of Public Liberal Arts Colleges (COPLAC). UNC Asheville was the founding institution for the national Undergraduate Research Program, which provides academic-year and summer student research and travel grants, hosts annual spring and fall symposiums, and publishes an annual anthology of student research. Both the Humanities Core Cluster and the Integrated Liberal Studies Program (ILS) serve as a national model for other liberal arts universities. The ILS Program provides a broad context for majors by exposing students to ideas essential to understanding how their work in the major is part of a larger range of human concerns. Intensives and Clusters are designed to enable students to make connections across courses and disciplines UNC Asheville also offers interdisciplinary studies programs that enable students to study topics that transcend traditional disciplines. These include programs in Africana Studies, Ethics and Social Institutions, Fine and Performing Arts, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and a graduate program leading to the Master of Liberal Arts. In addition, UNC Asheville is home to the Center for Creative Retirement, College for Seniors, and Asheville Graduate Center.

The university has received national recognition for its Humanities and Undergraduate Research programs. *U.S. News & World Report* ranks UNC Asheville as one of the top five public liberal arts colleges in its America's Best Colleges edition. *U.S. News* lists the Undergraduate Research Program among "Programs to Look For" along with some of the top research universities in the country. UNC Asheville is consistently rated a "Best Buy" in the *Fiske Guide to Colleges*. UNC Asheville founded the National Conference on Undergraduate Research more than 25 years ago, and the university emphasizes student participation in faculty-mentored research projects. Additionally, most UNC Asheville students undertake career-related internships, and are supervised by university faculty during their time working in the field. Also, seventeen percent of UNC Asheville students take advantage of study abroad and study away programs. Finally, many courses and programs exist on campus which engage students in service projects aimed at improving the quality of life at home and around the world, which is a major focus of the university.

Program Areas and Levels Offered

The UNC Asheville Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Standard Professional Level I Teaching Licensure in the following areas: Birth-K; K-6; 6-9 Language Arts, Social Studies, Mathematics, and Science; 9-12 English, Latin, Mathematics, Biology, Chemistry, Comprehensive Science, Earth Science, Physics, and Social Studies; and K-12 Art, French, German, Spanish, Health and Physical Education, and Theater Arts. The licensure program serves undergraduates, transfers, and post-baccalaureate, and collaborates with the Regional Alternative Licensure Center (RALC) to support lateral entry candidates.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	Recruit & retain quality teachers	The Induction sub-committee of USTEP continued its annual beginning teachers' celebration and professional development opportunity. Progress toward continuing and implementing this program more completely among BT2s and BT3s will occur in 2013-14.	Fall 2012-Spring 2013	50	Fifty beginning teachers from area school districts participated in this event where, in round table format, they were both celebrated for their successes, and provided with supplies and learning opportunities, including exposure to the WRESA campus and its resources. BT1s meet with department faculty in February. The purpose of the meetings is to help BT1s navigate what they have identified as the most difficult time in the academic year for them and the time during the time during which they need the most support. Survey

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					<p>results have been overwhelmingly positive. Due to positive feedback from districts, we will implement a continued program with BT2s, grouping BT2s with those in similar grade levels in February to further professional development and to help BTs continue to access to resources and support mechanism. We did not work with BT3s because partner districts gave us feedback saying they were overwhelmed, but plan to extend the program to BT3s in the future.</p>
<p>Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools</p>	<p>recruit & retain quality teachers</p>	<p>The Professional Development sub- committee of USTEP awarded a total of \$3,395 distributed to 44 educators to participate in professional development.</p>	<p>Fall 2012- Spring 2013</p>	<p>44</p>	<p>Forty-two grants were awarded to teachers to attend professional conferences and faculty development workshops.</p>
<p>Asheville City Schools;</p>	<p>recruit & retain quality</p>	<p>The Initial Preparation sub-</p>	<p>Fall 2012 – Spring</p>	<p>20</p>	<p>In an effort to more intentionally involve</p>

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Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	teachers	<p>committee of USTEP worked with LEAs to design and pilot a new site-based supervisor initiative for student teachers.</p> <p>During 2012-13, the initial preparation sub-committee of USTEP created and piloted evaluation instruments for student teachers to evaluate their cooperating teacher and school-based university-based supervisor</p>	2013		<p>LEA's in the preparation of teachers and to save resources, the department implemented and assessed the use of teachers in the schools to serve as site-based supervisors for student teachers. Given student teacher and LEA feedback, his project was very successful and will be continued.</p> <p>There was a need for an instrument to evaluate cooperating teachers and university supervisors. An evaluation instrument was piloted and assessed in Spring 2013, and will continue to be used next year.</p>
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County	Recruit & retain quality teachers	NC Teacher Cadet program in LEAs	Fall 2012-Spring 2013	20	The department continues to support the NC Teacher Cadet program in LEAs despite recent budget cuts. Six department members visited LEA Teacher Cadet classrooms to offer deeper instruct in their areas of expertise such as Arts Integration, Special Education,

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Schools					<p>Multiculturalism in Public Schools, and the History of Schooling. UNC Asheville continues to maintain online modules on a variety of topics to be used in the Teacher Cadet curriculum. The Director of Teacher Recruitment and Diversity Outreach Coordinator also visited Teacher Cadet classrooms in the Charlotte/Belmont area increase exposure and awareness of opportunities in Teacher Education. Additionally, several Teacher Cadet classrooms throughout NC were sent individualized folders for each enrolled student concerning options in Teacher Education.</p>
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison	Recruit & retain quality teachers	Faculty partners with LEA in curriculum development and support.	Fall 2012- Spring 2013	12	<p>UNC Asheville faculty work with local LEAs to revise content and create a common framework for middle and high school social studies curriculum. Plans are underway between UNC Asheville's</p>

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County Schools					Department of Education and the Museum of the Cherokee Indian to co-create a digital story telling project with licensure candidates working to digitize archival collections in a manner that supports K-12 social studies curriculum for area educators.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	Globalization of teacher education	Several efforts have been implemented to internationalize our licensure program, including a summer study abroad trip to Ghana.	Fall 2012- Spring 2013	11	Eleven candidates traveled to Ghana for a study abroad trip during which they took courses in Education and Science.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools;	Recruit & retain quality teachers	Lateral Entry Distance Program	July 2012 - June 2013	261 students were served from fall 2012 to summer 2013 193 students were served In 2011-2012 and	Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy competencies and special education general curriculum competencies required to gain certification through RALC.

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Madison County Schools				102 in 2010-2011 50 participants in 2006-2007, the first year of the initiative	Beginning with 2011-2012, UNC Asheville began offering seven courses for special education general curriculum competencies. In the summer of 2013 lateral entry faculty engaged in professional development to realign their courses with one another. In addition, the Lateral Entry Coordinator submitted a grant to the NC Teacher Corps to obtain funding to serve the special education lateral entry teachers in the state. Finally, a survey was sent to over 300 people associated with lateral entry across the state to collect data on the strengths, needs, challenges and advice of and for lateral entry teachers. The results of this survey are being submitted to AERA and will be shared with the state RALC and policy makers.
Asheville City Schools (ACS)	Improve graduation rate/improve levels of achievement	Through the Advancement Via Individual Determination (AVID) program, our	August 2012-May 2013	118 Tutors	111 AVID tutors worked 4210 hours and 7 Sophomore Teaching Fellows worked 165 hours at the HELP Afterschool program

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		with the university's Center for Diversity Education and the City of Asheville Youth Leadership Academy, the department hosted the 1 st Annual Me2We Youth Leadership Conference.			attended by 100 middle and high school students. The program included a field trip to downtown Asheville, and a family celebration on the final evening of the program.
Asheville City Schools	improve graduation rate/improve levels of achievement	AVID tutors worked additional hours with their students to prepare them for EOGs, EOCs, and Senior Exit projects. Tutors attended extracurricular events to support students.	2012-2013	111 AVID Tutors	100% of AVID seniors (30 graduates) have been accepted to two or four year colleges. Many AVID students have been awarded scholarships, including one Gates Millennium Scholarship.
Asheville City Schools	Improve graduation rate/improve levels of achievement	The AVID Advocates Committee sponsored a Year-End AVID Celebration, honoring graduating seniors and rising 9th grade students in the	May 2013	150	150 people attended the AVID Year-End Celebration, including current students, AVID graduates, families, tutors, teachers, and UNC Asheville faculty and staff.

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		ACS AVID program.			
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	Improve graduation rate/improve levels of achievement	Three UNC Asheville education courses with a service learning emphasis were offered during 2012-2013. These courses were EDUC 320, EDUC 314, and EDUC 179. Each course had a different community partner. For example, EDUC 320 candidates work with students in an after school enrichment program at Asheville Middle School, an inner-city school. They also complete a field experience in classrooms with teachers in their content areas at Erwin Middle School.	2012-2013	124	<p>Service learning opportunities that resulted included tutoring in after school programs, assisting with science fairs and arts events for special needs students, and helping at the In Real Life afterschool program for middle school students.</p> <p>EDUC 320 candidate work in both settings adds over 40 hours of service to the community and provides candidates with insight into how young adolescents learn in and out of the classroom.</p>
Asheville City Schools; Buncombe County	To prepare teachers to meet the needs of a diverse	In order to aid in the preparation of educators who are culturally	Spring 2013	1000	1000 teachers, administrators from partner schools, and UNC Asheville faculty

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Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	group of learners	<p>competent and versed in social justice issues, candidates staffed and ran activity booths for kids during the following four community events: Goombay Festival (which celebrates African and African-American cultures), Fiesta Latina (which celebrates Hispanic Heritage Month and Latino culture), WNC's Walk/Run for Autism, and the Very Special Arts Festival (which is held for children with moderate to intensive disabilities). Candidates also had the opportunity to learn from and interact with eminent scholars in the field of education and related</p>			and students attended offered events

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		<p>disciplines. For instance, they participated in workshops and lectures by Dr. Lee-Ann Bell (a social justice scholar), Dr. James Loewen (an Anti-racist scholar), Michell Hicks (Principal Chief of the Eastern Band of Cherokee Indians), and Alex Kotlowitz (award winning journalist and author).</p> <p>Candidates and faculty traveled to the Atse Kituwah Cherokee Immersion Academy (at which all communication is done using the Cherokee language) to work with K – 2nd grade students as they collected artifacts for a nature journal.</p> <p>At the Cherokee</p>	<p>Fall 2012</p> <p>Spring</p>	<p>14 faculty & candidates</p> <p>17 faculty &</p>	<p>Candidates observed pedagogical strategies the teachers employed to motivate, engage and expand students’ knowledge of the natural world and the Cherokee language</p> <p>Faculty and candidates</p>

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		Youth Garden, faculty band candidates participated in a program designed to educate tribal members on healthy living, catalog traditional foods, and reintroduce traditional growing practices.	2013	candidates	worked directly with the Eastern Band of Cherokee Healthy Roots program and participated in a historical and cultural lesson on Kituwah
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	To prepare teachers to meet the needs of a diverse group of learners	A course focused on effective teaching of students with special needs is offered in all licensure areas. Candidates learn about gifted students, gifted students with disabilities, English language learners, English language learners with disabilities, and high incidence disabilities. Inevitably interwoven is teaching students in poverty.	Fall 2012 to Spring 2013	220	Differentiated instruction (DI), universal design for learning (UDL), and other evidence-based practices for reaching the needs of all learners became stronger components of all of the methods classes, and faculty learned more about the topic. A new course focused on meeting the needs of students with special needs within a general education classroom was approved and became a requirement in all licensure programs in Fall 2012.
Asheville City	Respond to	A K-12 Health	Fall 2012		Due to new legislation,

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Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	LEA's licensure needs	and PE licensure program was created and implemented			the need now exists for highly qualified health teachers in local LEA's. UNC Asheville also has a developing health and wellness center and houses the North Carolina Center for Health and Wellness. Through a collaborative effort with the university's Health and Wellness Promotion department, the Education department developed a new K-12 Health and PE licensure program in which candidates are now enrolled.

B. Brief Summary of faculty service to the public schools.

Education Department faculty serve partner schools in a number of ways directly related to LEA goals related to increasing students' academic achievement and retaining and training quality teachers. Following is a list of highlights from 2012-2013.

- The Education department hosted almost 100 elementary students on campus for a science inquiry fair; over 40 high school students for the Education Open House program; and 150 students from Black Mountain Elementary School, 20 students from Asheville City Schools' Exceptional Children program, and 20+ art students from Asheville Charter Schools for a college tour experience.
- The Math department hosted its annual western region middle and high school math contest for area Algebra I, Algebra II, and Geometry students in which Education department faculty participated.
- Department faculty made presentations at AVID programs; tutored in after school programs; and helped organize events like the Very Special Arts Festival, Goombay Festival, and Fiesta Latina.

- Education faculty hosted guest speakers on campus who gave presentations which many LEA representatives attended.
- UNC Asheville's Super Saturday program provided classes for over 1400 3rd-8th grade AIG students, some of which are taught by department faculty. Faculty were also involved with UNC Asheville's Super Summer Day Camp, a week-long camp for 3rd-6th graders who participate in hands-on Science, Art, Technology, and Community and Culture units.
- The Physics department was supported by the Education department as they hosted the annual Science Olympiad for middle and high school teams. Department faculty and candidates also served as event leaders for the elementary level Science Olympiad.
- Faculty made presentations to the Teacher Cadet classes in the area. The Foreign Languages Coordinator organized teachers for panel discussions and taught in and coordinated Education Department faculty presentations for a high school Teacher Cadet Program.
- Faculty and staff served as senior project judges and science fair judges for area schools.
- Faculty and staff coordinated the Summer Bridge for AVID students, a program which hosts rising 8th, 9th and 10th graders for a 2-week academic preparation program on campus.
- Faculty partner with community after school programs to provide after school tutoring for students in grades 1-5.
- The department participated in the WNC Access and Success Grant Project to improve college access in the Appalachian region.
- Many department courses now implement service learning components with area schools. For instance, EDUC 320 (Middle School Methods) provides support for an innovative program to give middle school students productive activities after school.
- The department's Art Education faculty member received a grant to work with area elementary students and teachers to study the relationship between math and traditional Appalachian quilt patterns and created a quilt tile mosaic for installation in Zageir Hall lobby.
- Faculty are officers and members of national and state professional organizations such as AMLE and the International Reading Association's Language Experience Special Interest Group.
- Faculty are leaders and members of public school-related organizations such as the Great Smokies Reading Council, Transylvania County Schools Health Advisory Council, Buncombe County Schools Superintendent's Advisory Committee, Asheville City Schools Foundation Board of Directors, Partnership for Art at the Core of Education for Art Space Charter School Board of Directors, United Way Education Focus Group, and Pisgah Forest Elementary School Improvement Team.
- Faculty present model lessons in public schools.
- Faculty collaborate with LEAs to develop field experiences.
- Faculty are co-presenters with LEA faculty at state and regional conferences.
- Faculty are regular collaborators to work on issues regarding candidate and student achievement with public school partners as members of the University School and Teacher Education Council (USTEC) and University School and Teacher Education Partnership (USTEP).
- Faculty are Principal Investigators (PIs), co-PIs, and partners on grant proposals and programs involving the university and public schools.

C. Brief description of unit/institutional programs designed to support beginning teachers.

- The Induction subcommittee of USTEP continued their successful Beginning Teacher Celebration and Professional Development program. This program was attended by 50 beginning teachers in the area. Plans are in place to continue this program with BT2s and BT3s in 2013-14.
- Faculty continued to provide on-line mentoring for ILTs and conduct workshops for teachers in area schools.
- The Professional Development Subcommittee of USTEP awarded 43 mini-grants to LEA teachers in all five partner districts to support professional development— particularly to teachers who do not often have access to professional development in areas such as music, art, and PE. Most mini-grants were in the amount of \$95 per teacher to pay registration fees and for substitute teachers. According to LEA partners who serve on the subcommittee, teachers are very grateful for that support.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Although lateral entry teachers taking courses at UNC Asheville are recommended for licensure by RALC, the Education department works closely with the lateral entry program to ensure quality and accessibility. In 2006-2007, UNC Asheville and Asheville Buncombe Technical Community College collaborated with RALC and the Department of Public Instruction to initiate the *Lateral Entry Initiative* for regular classroom teachers in the western region of the state. The target audience has grown over time from the western region to statewide. In general, classes fill for the general education classes. All but two of these courses are online. During 2011-2012, faculty, RALC personnel, and LEA administrators worked to design and implement courses to serve special education K-12 generalists in the state. That program is growing slowly. In an effort to increase the support of lateral entry teachers who serve this “high need,” the department’s Lateral Entry Coordinator applied for a NC Teacher Corps grant to serve the special education lateral entry teachers in the state by working closely with RALC. The seven pedagogy courses needed for special education K-12 licensure are offered on a yearly cycle. Since 2006, the program’s numbers have increased from 50 to over 200. Program offerings have been increased from one (general education) to two (general education and special education).

E. Brief description of unit/institutional programs designed to support career teachers.

- Education department and university Arts & Sciences faculty served as consultants, guest presenters, and resources for teachers in partner schools.
- UNC Asheville faculty and LEA faculty conducted research and co-presented at conferences.
- Through Service Learning opportunities in five department courses, faculty prepared pre-service teachers to provide tutoring and mentoring to children in K-12 schools. USTEP provided \$3395 to provide mini-grants to teachers to attend professional conferences and faculty development workshops.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

UNC Asheville serves diverse populations of students in inner city and rural schools with special educational needs, socioeconomic disadvantages and limited English proficiency through provision of candidates to assist during field experiences and student teachers, faculty partnerships for mentoring and demonstration teaching in LEAs, and engagement in tutoring and service learning projects with public schools. Middle school licensure candidates and two faculty members (one from university Arts and Sciences faculty and one from the Education department) have worked with the In Real Life after school program, a new program to provide Asheville Middle School students with a safe, fun and educational experience after school. These two faculty members are working together next year to continue this relationship. For the after school program, the Education faculty member and the director of the program are working together to increase the amount of advocacy for academic and behavioral monitoring next year. The Education department has developed the AP summer challenge program to support AVID students during the summer to prepare for AP classes. The AVID Summer Bridge program continues to support students from at risk populations. To support Teacher Cadet programs, the Education department faculty have created learning modules for topics identified by teacher cadets as interesting areas. Tutor training continues using a 10-step tutorial process model based on the revised AVID tutor training materials, emphasizing the difference between tutor-centered and student-centered, collaborative tutorials. Tutors attended parent and community events and led service activities with their students. Tutor leaders are utilized to coordinate tutors on site and to solve issues that arise concerning communication and staffing.

G. Brief description of unit/institutional efforts to promote SBE priorities.

1. All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated teaching and learning to all students. (HB23) – All candidates in all licensure programs must complete EDUC 211 (Instructional Technology for Educational Settings) with a passing grade in order to be formally admitted into the department. The department has worked with local LEA technology personnel in order to align course and program content according to current standards and school needs. The LEA technology personnel provided a full day of professional development to faculty on this topic. Candidates are instructed in proper integrative techniques in their various methods courses.

2. Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724) - Currently all K-6 candidates complete a Language Arts and a Foundations of Reading course. We are currently completing a comprehensive curriculum mapping and reconstruction exercise. One result of this process centers on restructuring these two courses to be in line with providing candidates what they need in order to successfully teach to the new common core standards, and redistributing the topics covered in these courses to create a more logical order. This will result in the teaching of Foundations of Literacy I and II. Another outcome of this exercise is the restructuring of the current science methods course to center on integrating the teaching of science methods with teaching English Language Arts and Literacy in Science (through exploring exemplar nonfiction literature, content area reading and writing instruction, etc.). Currently 2 content math courses specifically designed for K-6 candidates and 1 math methods course are required for all K-6 candidates. The new interdisciplinary major proposal we have drafted (see item 2 below) includes the reconfigured Language Arts/Reading/Science courses described above. In addition

to the Foundations of Academic Writing course that is already required of all undergraduates, candidates would also take an Introduction to Literature course. The interdisciplinary major proposal also includes a required Nature of Mathematics course, and two additional math courses. The latter would integrate the teaching of content and methods which, according to recent research, reflects best practice.

3. Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014. - UNC Asheville is unique because our licensure program is based on a liberal arts model. This means that candidates complete a major in any area they choose, and then come to our department to take the additional courses needed for license. Hence, our courses are almost wholly centered on methods. Our K-6 program has had a 100% pass rate on the Praxis II for years, but the content-based MTEL is going to pose a challenge for us and will require an ongoing revision of the K-6 program. We have proposed the idea of an interdisciplinary major that would give our K-6 candidates the content courses we feel they will need to be successful given the new common core standards and the MTEL. Additionally, we have post-bacs completing our program who are licensure only, so they only take courses in our department. We are also considering how to put content in our courses, but with the limited number of courses we can offer, this will not be enough. Therefore, we are creating a list of cognate courses across disciplines that will provide specific content. Post-bac candidate transcripts will be analyzed for appropriate coursework, and a plan of study will be developed as needed. Given all of this, we are exploring the possibility of having conversations with universities in Massachusetts that experience a high MTEL pass rate about resources, strategies, etc. for candidate success on the MTEL.

4. Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724) - K-6 candidates are currently required to complete a course entitled Assessment, Development, and Responsive Teaching. This course covers many topics, including an in-depth study of assorted formative and summative assessment foci, the various topics associated with RTI, and other assessment issues. Pertinent assessment topics associated with meeting the needs of diverse students are also covered in the required Classroom Management and Instructional Differentiation course. With the aforementioned interdisciplinary major proposal, candidates would complete an Educational Psychology course which will include appropriate experiences with formative and summative assessments. Topics not addressed in the Educational Psychology course would be redistributed into our Differentiation course that would provide an additional experience for candidates in assessing, analyzing, and meeting the needs of diverse students in the classroom.

5. Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724) - All K-6 candidates currently take either ARTS 310: Art of the Young Child (3 s.h.), or EDUC215: Creative Arts Integration (1 s.h.) plus an elective art course. Each course introduces various arts including movement, creative drama, visual art, music, poetry, story telling, and children's literature. Candidates address the state standard course of study across disciplines as they develop integrated lessons into a thematic unit appropriate to the elementary classroom. Candidates subsequently apply the arts in course assignments in other

content areas including social studies, science, reading, and math methods. With the aforementioned interdisciplinary major proposal, candidates would complete a 3-hour arts methods course that would focus on integration of the arts across the curriculum.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The department focused on implementing a new Unit assessment system, based on continuous improvement. In response to new standards and licensure exam requirements, the K-6 program faculty are in the process of conducting a substantial program revision. The department has worked with local LEA technology personnel in order to align course and program content according to current standards and school needs. Finally, the department is working to implement edTPA in an effort to improve candidate performance.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

UNC Asheville continues to have an exceptionally high pass rate on Praxis. The K-6 program, which is the only one requiring Praxis II, had a 100% pass rate this year. We collaborate with our math tutoring lab to help students prepare for Praxis I.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Teacher Recruitment Office, managed by the Teacher Recruitment Coordinator and student staff, in conjunction with the Department of Education, implements the UNC Asheville and UNC General Administration approved Teacher Recruitment Initiative Plan. This plan, consisting of 18 action steps, promotes the career of teaching with traditional and non-traditional prospective candidates from North Carolina. Some elements of the plan include: meeting with and collecting data from prospective students; creating, directing, and managing on and off-campus recruitment programs and campus visits (i.e. Open Houses, Teacher Cadet classes, etc.); and maintaining strong partnerships with the Office of Admissions, Teaching Fellows, and Department of Education Diversity Outreach Coordinator. Attending recruitment fairs and the state and/or regional Teacher Cadet conference; visiting regional high schools and community colleges; and fostering existing Teacher Cadet partner classes while helping develop new partnerships are important tasks undertaken by the Teacher Recruitment Coordinator. Faculty members contribute to recruitment efforts by making career presentations at local schools, interviewing high school students seeking scholarships and teaching fellowships, and participating in recruiting workshop for Teaching Fellows finalists and their parents. Teaching Fellows candidates and Teacher Recruitment Representatives visited high schools across the state, giving workshops on teaching, interview skills, and UNC Asheville, and then the department facilitates follow up with personal letters and phone calls from current candidates. Education and Admissions literature was updated according to marketing information received at the UNC system wide meetings on recruitment. Information about the department and university

was made available at college fairs and Open Houses; provided through online venues such as the departmental website, blogs, and networking sites; and sent in response to phone and e-mail inquiries. A new website has been developed and is continually improved using updated licensure facts, scholarship and financial aid information, FAQs, video interviews with current candidates, and full contact information for each faculty advisor and the Teacher Recruitment Office.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

The Department of Education implemented several initiatives to encourage both UNC Asheville minority students and non UNC Asheville students to pursue teacher licensure. Recent initiatives undertaken to encourage minority students to pursue licensure include the following:

- Unit faculty have studied trends in diverse student enrollment at the university level since '06, and discovered that a large percentage of diverse students participate in athletics. Additional data collection took place during focus group sessions held with Unit partners at Asheville-Buncombe Technical Community College, who cited Health and PE licensure as a desired program as expressed by their students who are planning to transfer to UNC Asheville. In order to increase candidates' interaction with diverse candidates, the Unit implemented a new K-12 Health and PE program. The desired outcome of the addition of this program is to recruit more diverse candidates who can assist their peers in addressing teaching and learning from multiple perspectives and different life experiences, and enhance their understanding of diversity.
- The course for K-6 candidates which integrates the arts across the curriculum (EDUC 215) is now offered as a 3-hour general education course (ARTS 310), as is the K-6 Health and PE course. The result is a diverse population of non-education students taking these courses alongside Unit candidates, including non-traditional students, athletes, international students, and students interested in working with children in various settings.
- The Teacher Recruitment Coordinator began focused visits to regions of NC with large populations of diverse students to speak to Future Teachers of America groups and attend college recruitment events, and to the Health and Wellness and Athletic departments to recruit diverse Health and PE candidates.
- The department's Diversity Outreach Coordinator began serving as an Admissions Liaison and facilitates recruiting events during information sessions provided to diverse campus student groups and university Open House events.
- A new faculty member was hired as a Visiting Assistant Professor/Director of American Indian Outreach. This faculty member teaches the K-6 social studies methods course, and facilitates events with the Eastern Band of the Cherokee Nation.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

- The Department of Education's American Indian Outreach Initiative will include the Native American Speaker and Performance Series. In addition, UNC Asheville will host a stickball game with the Asheville Youth Lacrosse League. This will provide a

historical and contemporary link between the game's players and history. Beginning in Fall 2013, a new course entitled "Educational Explorations in Native Studies" will be offered.

- In Fall 2013, the department will pilot Taskstream. Taskstream is a system which demonstrates and assesses candidate performance using innovative tools for facilitating the development of electronic portfolios, rubric scoring, robust data reporting and analysis, field placement management and surveying. The department has obtained a site license for the Learning Achievement Tools (LAT) offered by Taskstream for the 2013-2014 academic year.
- Colleagues at seven UNC institutions are piloting various aspects of EdTPA. The department is among these, and piloted the use of EdTPA during Spring 2013. Ed TPA is a national portfolio assessment system that examines candidates' skills related to planning, implementing teaching, and assessing student learning. During the Spring 2013 semester, three faculty explored various aspects of EdTPA as part of their courses. An EdTPA Coordinator has been established who will continue to work closely with department members as well as colleagues at the other participating NC institutions to examine ways to consider implementing this program.
- The UNC Asheville Education Department is collaborating with UNC Asheville Arts and Sciences Faculty, the National Paideia Center, Asheville City Schools and McDowell County Schools to implement the NC Quest funded grant project entitled "Teaching Enduring Understanding: Literacy Across the Curriculum". This project will support middle school teachers in implementing the Common Core State Standards with a focus on literacy.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	68
	Other		Other	
	Total	20	Total	72
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	34
	Other		Other	1
	Total	9	Total	35
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		0
Elementary (K-6)		4
Middle Grades (6-9)		20
Secondary (9-12)		26
Special Subject Areas (k-12)		19
Exceptional Children (K-12)		20
Vocational Education (7-12)		14
Special Service Personnel (K-12)		10
Other		3
Total	0	116
Comment or Explanation:		

C. Quality of students admitted to programs during report year. 2012/2013

	Baccalaureate
MEAN SAT Total	1,193
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	26
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.33
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		8		6
Middle Grades (6-9)				
Secondary (9-12)		15		
Special Subject Areas (K-12)		5		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		28		6
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2011- 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	20	100
Institution Summary	20	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	10	20	9	4		
U Licensure Only	25	1	1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		6	1			
Comment or Explanation:						

G. Undergraduate program completers in NC Schools within one year of program completion.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	75	96	45
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Buncombe County Schools	234
Henderson County Schools	75
Asheville City Schools	52
McDowell County Schools	26
Charlotte-Mecklenburg Schools	24
Madison County Schools	23
Transylvania County Schools	22
Haywood County Schools	21
Rutherford County Schools	17
Wake County Schools	17

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	6	2