

IHE Bachelor Performance Report

University of North Carolina Asheville

2013 - 2014

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. The Humanities Core Cluster serves as a national model for other liberal arts universities. 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: 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, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children	Recruit & retain quality teachers	The Induction sub-committee of USTEP continued its annual beginning teachers’ celebration and professional development opportunity. We offered roundtable discussions for BT2s acknowledging successes and brainstorming solutions to struggles. We also held a meeting orienting BT3s to the National Board Certification process.	Fall 2013- Spring 2014	89	Eighty-nine beginning teachers from area school districts participated in these events. The BT 1 event was in round table format where BT1s were both celebrated for their successes, and provided with supplies and learning opportunities, including exposure to the WRESA campus and its resources. 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.

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					<p>Survey results have been overwhelmingly positive. Due to positive feedback from districts, we also implement a continued program with BT2s, grouping BT2s with those in similar grade levels to further professional development and to help BTs continue to access to resources and support mechanism. We also worked with BT3s outlining expectations and the process of National Board Certification.</p>
<p>Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison</p>	<p>Recruit & retain quality teachers</p>	<p>The Professional Development Sub-committee of USTEP awarded a total of \$ 4,000.00 to thirty-nine educators for professional development activities</p>	<p>Fall 2013-Spring 2014</p>	<p>39</p>	<p>Thirty-nine grants were awarded to teachers to attend professional conferences and faculty development workshops.</p>

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<p>County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children</p>					
<p>Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New</p>	<p>Recruit & retain quality teachers</p>	<p>The Initial Preparation sub-committee of USTEP worked with LEAs to review and make changes to the EDUC 211 (technology integration course) curriculum in order to better meet partner's needs.</p> <p>Data analysis and further emphasis on RTI was suggested by partners, as well as knowledge</p>	<p>Fall 2013 – Spring 2014</p>	<p>15</p>	<p>The unit, in conjunction with LEAs worked to create an assessment for site-based student teacher supervisors.</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>

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School for Children		<p>about the new Reading 3D/MCREL reading assessment tools.</p> <p>Coinciding with technology integration, we identified a group of teachers who are considered exemplary technology integraters for pairing students with them.</p> <p>A co-teaching model for student teaching was outlined and developed in conjunction with partners.</p>			<p>Further site-based supervisor requirements were outlined and formulated to have candidates and supervisors be more closely connected to the UNC Asheville campus.</p> <p>Read to Achieve legislation was reviewed as to how it would impact in-service teachers and program completers.</p>
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County	Recruit & retain quality teachers	NC Teacher Cadet program in LEAs	Fall 2013- Spring 2014	40+	The department continues to support the NC Teacher Cadet program in LEAs despite recent budget cuts. Six department members visited LEA Teacher

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<p>Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children</p>					<p>Cadet classrooms to offer deeper instruct in their areas of expertise such as Arts Integration, Special Education, 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 Mecklenburg area increase exposure and awareness of opportunities in Teacher Education. Additionally, several Teacher Cadet classrooms throughout NC</p>

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					were sent individualized folders for each enrolled student concerning options in Teacher Education.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children	Globalization of teacher education	Several efforts have been implemented to internationalize our licensure program, including a summer study abroad trip to Ghana. A Lunch & Learn on K-12 Education and Teacher Preparation in Nigeria was held on April 7, 2014 with Asheville Sister Cities Osogbo Delegation. The program highlighted a global perspective and international dimension of education and teacher preparation. Partner	Fall 2013-Spring 2014	35	One faculty member serves on the state Internationalizing Teacher Education Committee, and another will do a site visit to a South Korean partner school this summer where one candidate will study. Twenty people attended the Osogbo Lunch & Learn on K-12 Education and Teacher Preparation in Nigeria.

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		Schools, Faculty, and staff were invited.			
Asheville City Schools and McDowell County Schools	Improve graduation rate/improve levels of achievement	Implementation of Paideia Seminars with funding through an NC Quest Grant	Fall 2013-Spring 2014	21 teachers	Workshops have taken place this year in order to assist content area teachers with teaching the Common Core standards through the use of Paideia seminars. A webpage of activities has been created. Research data have also been collected. Program evaluation has shown that teachers are finding the seminars useful in getting students to think critically. Some teachers are beginning to see results based on writing rubrics. The program will continue next year.

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<p>Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children</p>	<p>Recruit & retain quality teachers</p>	<p>Lateral Entry Distance Program</p>	<p>Fall 2013 - Spring 2014</p>	<p>8 faculty members served 297 students from fall 2013 – summer 2014</p>	<p>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. Beginning with 2011-2012, UNC Asheville began offering seven courses for special education general curriculum competencies. Currently we serve regular classroom teachers and special needs teachers. Laterally entry faculty met once per semester. In addition, four members of the faculty attended a technology conference in Jacksonville, FL in the spring of 2014.</p>

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Asheville City Schools	Improve graduation rate/improve levels of achievement	Through the Advancement Via Individual Determination (AVID) program, our licensure candidates provided ongoing tutoring experience with middle and high school students. AVID tutoring is based on a facilitation model, where tutors lead students through an inquiry process to come up with solutions in a collaborative manner. Elementary students in Youthful Hand and middle and high school students in AVID received excellent, ongoing tutoring through these initiatives.	August 2013-May 2014	110 Tutors	106 AVID tutors worked 4460 hours at Asheville Middle School, Asheville High School/SILSA, and 4 Junior Teaching Fellows worked 240 hours at Lee Walker Heights' Youthful Hand program. The EDUC 314 course continued its service learning focus with candidates tutoring two hours per week throughout the year. We had sufficient tutors for every AVID class in the fall and spring. We were also able to place tutors within their areas of content expertise. This was particularly important for high school students enrolled in AP courses. All new AVID tutors completed four Modules of

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					AVID tutor training. All returning AVID tutors attended a minimum of two meetings per semester.
Asheville City Schools	Improve graduation rate/improve levels of achievement	<p>The 2013 AVID Summer Bridge Program brought 24 ACS students to the UNC Asheville campus for two weeks of enrichment activities.</p> <p>In collaboration with the university's Center for Diversity Education and the City of Asheville Youth Leadership Academy, the department hosted the 2nd Annual Me2We Youth Leadership Conference.</p>	<p>June 2013</p> <p>May 2014</p>	<p>24</p> <p>100</p>	<p>100% of Summer Bridge students completed the program.</p> <p>The conference was attended by 100 middle, high school, and college students. The program included student presentations at a family celebration on the final evening of the program</p>
Asheville City	Improve	AVID tutors	Fall 2013-	3 AVID	100% of AVID

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Schools	graduation rate/improve levels of achievement	worked additional hours with their students to prepare them for EOGs, EOCs, and Senior Exit projects. Tutors attended extracurricular events to support students.	Spring 2014	Tutor Leaders + Writing Center Tutors from UNCA + UNCA BSA Officers	seniors (30 graduates) have been accepted to two or four year colleges. Many AVID students have been awarded scholarships.
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 ACS AVID program.	May 2014	260	260 people attended the AVID Year-End Celebration, including current students, AVID graduates, families, tutors, teachers, and UNC Asheville faculty and staff.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison	Improve graduation rate/improve levels of achievement	Two UNC Asheville education courses with a service learning emphasis were offered during 2013-2014. These courses were EDUC 320 and EDUC	Fall 2013- Spring 2014	119	EDUC 314 students tutor and mentor students through the AVID Programs at Asheville Middle and Asheville High Schools. They are trained in the AVID philosophy and methods at

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<p>County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children</p>		<p>314. 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.</p>			<p>UNC Asheville and then they complete a field experience which consists of two sessions each week for 14 weeks, approximately 28-30 hours of service learning. Students reflect on their experiences and attend sessions with AVID teachers during the semester to discuss ways to improve achievement for AVID students.</p> <p>EDUC 320 candidates work in two settings for over 30 hours of service to the community. This opportunity provides candidates with insight into how young adolescents learn in and out of the classroom.</p>
<p>Asheville City Schools; Buncombe</p>	<p>To prepare teachers to meet the needs</p>	<p>In the preparation of educators who</p>	<p>Fall 2013 – Spring 2014</p>	<p>1000+</p>	<p>1000+ teachers, administrators from partner</p>

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<p>County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children</p>	<p>of a diverse group of learners</p>	<p>are culturally competent and versed in social justice issues, candidates staffed and ran activity booths for kids during the following three community events: 1) Fiesta Latina (which celebrates Hispanic Heritage Month and Latino/a culture, 2) WNC's Walk/Run for Autism, and 3) 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</p>			<p>schools, and UNC Asheville faculty and students attended offered events</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 worked directly with the Eastern Band of Cherokee Healthy Roots program and participated in a historical and cultural lesson on Kituwah</p>

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		<p>related disciplines. For instance, they participated in workshops and lectures by Clarissa Sligh, Dr. Lisa Delpit, and Native American Speaker and Lecutre Series speakers: Paul Chaat Smith and former Principal Chief Chad Smith. Also, candidates had the opportunity to attend film screenings related to cultural competence and responsive teaching. The Native American Film Series, American Promise during Martin Luther King Jr. Week, and 12 Years A Slave during the Stand Against Racism Week</p>			

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		<p>deepened student knowledge on topics such as educating and parenting black males and racism. In addition to the movie screenings, participants learned about cultures and practices from different groups. For instance, they participated in a Lunch & Learn on K-12 Education and Teacher Preparation in Nigeria, a program that highlighted a global perspective and international dimension of education and teacher preparation. Teachers also observed Stickball, and observed and participated in demonstrations</p>			

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		<p>with the Warriors of AniKituwah, Cherokee Cultural Ambassadors, where students were educated about the significance of Cherokee dances, clothing, and Cherokee history and culture. Additionally, candidates and faculty traveled to the Atse Kituwah Cherokee Immersion Academy (at which all communication uses the Cherokee language) to work with K-12 grade students as they collected artifacts for a nature journal. At the Cherokee Youth Garden, faculty and candidates</p>			

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		participated in a program designed to educate tribal members on healthy living, catalog traditional foods, and reintroduce traditional growing practices.			
Asheville City Schools	Improve graduation rate/improve levels of achievement	Teaching Fellows served as tutors with the AVID program or in Asheville Housing Authority afterschool tutoring programs.	Fall 2013-Spring 2014	16 (12 of the 16 are also included in the AVID data above)	During the 2013-14 academic year, Teaching Fellows continued to impact the community through tutoring in AVID and an after school program through Asheville Housing Authority. Continuing our presence, particularly in the after school program, resulted in active involvement by the director of that program in our Teaching fellows advisory committee. Her input into the work of the

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					committee resulted in extended conversations about how to maintain support for the after school children once Teaching Fellows is gone.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

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. This is ongoing.

In the planning stage is a long-term strategy that when implemented will create a managed cross-Unit comprehensive program-long approach to candidate technology instruction focusing on, but not limited to, integrated teaching and learning to all students.

- b) 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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 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. We have conducted an item analysis on the released form of the MTEL to see how our current candidates would perform on the exam. These results help us determine where content deficiencies may currently exist so we can make needed changes to our courses or candidate programs of study.

- c) 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.**

Candidates do not have direct access to assessment tools because LEAs do not permit our candidates to interact directly with the software or the student data. K-6 candidates are currently required to complete a course entitled Educational Psychology which includes processes for classroom assessment. Program field experiences require candidates to study 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.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All K-6 candidates take ARTS 310: Art of the Young Child (3 s.h.). This course is hands-on, project-based, and involves various art forms including movement, creative drama, visual art, music, poetry, and story telling. Candidates address the state standards across disciplines as they develop integrated lessons and activities into a thematic portfolio 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.

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	75
	Other		Other	1
	Total	24	Total	77
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	14	White, Not Hispanic Origin	41
	Other		Other	
	Total	14	Total	41
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
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	3	White, Not Hispanic Origin	4
	Other		Other	
	Total	3	Total	4

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)	0	
Middle Grades (6-9)		47
Secondary (9-12)		137
Special Subject Areas (k-12)	0	
Exceptional Children (K-12)		43
Total		227
Comment or Explanation: 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.		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,222
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	N/A
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.29
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)		14		13
Middle Grades (6-9)				3
Secondary (9-12)		10		14
Special Subject Areas (K-12)		13		2
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		37		32
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	31	100
Institution Summary	31	100
* To protect confidentiality of student records, mean scores 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	16	8	4			
U Licensure Only	22	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		2	2	1		
U Licensure Only	14					
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	75	99	69
Bachelor	State	4,528	86	59
Note: 2012-2013 completers did not contain information to properly link to license and payroll files to adequately calculate 'Percent Licensed' and 'Percent Employed'.				

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Buncombe Co Schs	212
Henderson Co Schs	67
Asheville City Schs	45
Madison Co Schs	26
Charlotte-Mecklenburg Schs	22
McDowell Co Schs	21
Haywood Co Schs	19
Transylvania Co Schs	17
Rutherford Co Schs	14
Wake Do Schs	13

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.

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
9	5	2