

*Higher Education Opportunity Act*  
Institutional and Program Report Card on the Quality of Teacher Preparation  
**TRADITIONAL TEACHER PREPARATION PROGRAM**

Office of Postsecondary Education  
U.S. Department of Education

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**Institution Information**

Name of institution: \_\_\_\_\_

Check if your institution is a member of a Teacher Quality Enhancement (TQE) partnership grant: **X**

TQE partnership name or grant number, if applicable: \_\_\_\_\_

State: \_\_\_\_\_

Address: \_\_\_\_\_

Contact person: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone no.: ( 828 ) \_\_\_\_\_ - \_\_\_\_\_

Academic year: 2008-09

Section 205 of Title II of the *Higher Education Opportunity Act* mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due XXX. Annual state reports to the Secretary are first due on XXX. Data from institutions with teacher preparation programs are due to states annually, beginning XXX, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-XXXX (expiration date: X/X/20XX). The time required for institutions to complete this information collection is estimated to average XX hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix X of the manual.

**Section I. Program information**

(A) 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 (UG) or postgraduate (PG) level. (§205(a)(1)(C)(i))

Element	UG	PG
Application		
Fee/payment		
Transcript		
Fingerprint check		
Background check		
Experience in a classroom or working with children		
Minimum number of courses/credits/semester hours completed		
Minimum high school GPA		
Minimum undergraduate GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
ACT		
SAT		
GRE		
Basic skills test		
Subject area/academic content test or other subject matter verification		
Miller Analogies test		
Recommendation(s)		
Essay or personal statement		
Interview		
Résumé		
Bachelor's degree or higher		
Job offer from school/district		
Personality test (e.g., Myers-Briggs Assessment)		
Other (specify: _____)		

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

\_\_\_\_\_

Indicate when students are formally admitted into your initial teacher certification program (freshman year, sophomore year, junior year, senior year, postgraduate): \_\_\_\_\_

Does your initial teacher certification program conditionally admit students?      Yes

(B) 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. 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. (§205(a)(1)(C)(ii))

Unduplicated number of males enrolled in 2008-09	
Unduplicated number of females enrolled in 2008-09	
Total number of students enrolled in 2008-09	

2008-2009	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino(a)	
Not Hispanic/Latino(a)	
<i>Race</i>	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	

(C) Provide the following information about supervised clinical experience in 2009-10. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Average number of clock hours required for pre-student teaching [depends on program]	
Average number of clock hours required for student teaching	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	
Number of students in supervised clinical experience during this academic year	

(D) Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure. (§205(a)(1)(C)(v))

Teaching subject/area	Number certified/licensed 2009-10	Number certified/licensed 2008-09	Number certified/licensed 2007-08
TOTAL (all areas/subjects)			

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

2009-10	
2008-09	
2007-08	

**Section II. Goals and assurances**

**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. (§205(a)(1)(A)(i), §205(a)(1)(A)(ii), §206(a))

Teacher shortage area in 2009-10	Goal	Goal met? (Y/N)	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics				
Science				
Special education				
Instruction of limited English proficient students				
Other (specify: _____)				

Provide any additional comments, exceptions and explanations below:

See Appendix B

**ASSURANCES**

Place a check next to each statement certifying that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b))

- 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;
- training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom;
- prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects;
- general education teachers receive training in providing instruction to children with disabilities;
- general education teachers receive training in providing instruction to limited English proficient students;
- general education teachers receive training in providing instruction to children from low-income families; and
- prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

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

See Appendix C

**Section III. Pass rates and scaled scores**

Provide the information in the following tables on the performance of the students in your teacher preparation program on each teacher certification/licensure assessment used by your state. This information will be provided to your institution by the state or the testing company or companies (or entities). In cases where a student has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 students in each category taking the same assessment in an academic year for data on that assessment to be reported; for summary data, there must also be at least 10 students (although not necessarily taking the same assessment) for data to be reported. In cases where there are less than 10 students taking the same assessment and the assessment pass rate is not reported, those students must be included in the summary data. Enrolled students are those students admitted to the teacher preparation program who have not yet completed the program.

In the case of an institution of higher education that conducts a traditional teacher preparation program and has fewer than 10 scores reported on any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate and scaled score on each state certification or licensure assessment taken over a three-year period.

**ASSESSMENT PASS RATES (§205(a)(1)(B))      See Appendix D**

Assessment name Assessment code Test company/entity code Assessment cut score	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
All enrolled students who have completed all nonclinical courses, 2009-10						
Other enrolled students, 2009-10 All program completers, 2009-2010						
All program completers, 2008-2009						
All program completers, 2007-2008						

**SUMMARY PASS RATES      See Appendix D**

	Number taking one or more required tests	Number passing all tests taken	Pass rate (%)	Statewide average pass rate (%)
All enrolled students who have completed all nonclinical courses, 2009-10				
Other enrolled students, 2009-10				
All program completers, 2009-2010				
All program completers, 2008-2009				
All program completers, 2007-2008				

**Section IV. Statement and Designation as Low-Performing**

Provide the following information about the approval or accreditation of your teacher preparation program.  
 (§205(a)(1)(D), §205(a)(1)(E))

(A) Is your teacher preparation program currently approved or accredited?

Yes  No

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

State  NCATE  TEAC  Other (specify: \_\_\_\_\_)

(B) Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 207(a) of the *HEOA* of 2008)?  Yes  No

NOTE: See appendix X of the manual for the legislative language referring to “low-performing” programs.

**Section V. Use of Technology** (§205(a)(1)(F))

Does your program prepare teachers to:

(A) integrate technology effectively into curricula and instruction  Yes  No

(B) use technology effectively to collect data to improve teaching and learning  Yes  No

(C) use technology effectively to manage data to improve teaching and learning  Yes  No

(D) use technology effectively to analyze data to improve teaching and learning  Yes  No

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.

See Appendix E

**Section VI. Teacher Training (§205(a)(1)(G))**

Does your program prepare general education teachers to:

- (A) teach students with disabilities effectively \_\_\_\_\_ Yes \_\_\_\_\_ No  
 (B) participate as a member of individualized education program teams \_\_\_\_\_ Yes \_\_\_\_\_ No  
 (C) teach students who are limited English proficient effectively \_\_\_\_\_ Yes \_\_\_\_\_ No

Does your program prepare special education teachers to:

- (D) teach students with disabilities effectively \_\_\_\_\_ Yes \_\_\_\_\_ No  
 (E) participate as a member of individualized education program teams \_\_\_\_\_ Yes \_\_\_\_\_ No  
 (F) teach students who are limited English proficient effectively \_\_\_\_\_ Yes \_\_\_\_\_ No

Provide a description of how your program prepares general education and 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*<sup>1</sup>, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place.

See Appendix F

**Section VII. Contextual information (optional)**

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.

See Appendix G

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<sup>1</sup> The term 'individualized education program team' or 'IEP Team' means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.

**Section VIII. Certification**

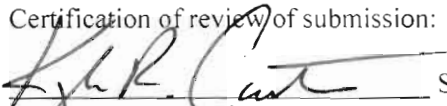
I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

 Signature

Dan Grube \_\_\_\_\_ Name of responsible representative for teacher preparation program

Associate Dean, CEAP \_\_\_\_\_ Title

Certification of review of submission:

 Signature

Kyle Carter \_\_\_\_\_ Name of President/Chief Executive (or designee)

Provost \_\_\_\_\_ Title

## Appendix A

### Section I (D) Program Information

#### Western Carolina University Certified/Licensed Teachers by Subject and Area of Licensure

Teaching Subject/Area	Number certified/licensed 2009-10	Number certified/licensed 2008-09	Number certified/licensed 2007-08
810 - Art Education			8
88087 - Academically Gifted			12
88085 - Behavioral Disorders			1
310 - Biology			5
14 - Birth-Kindergarten			21
25 - Elementary Education			95
100 - English			20
110 - English as a Second Language			2
88086 - Learning Disabilities			22
200 - Math			8
88081 - Mental Disabilities			17
78180 - Middle Grades Language Arts			10
78200 - Middle Grades Math			12
78300 - Middle Grades Science			8
78400 - Middle Grades Social Studies			4
800 - Music			15
90 - Physical Education			23
190 - Reading			6
88002 - Severe/Profound Mental Retardation			8
300 - Science			5
400 - Social Sciences			25
520 - Spanish			4
88091 - Special Education - General			19
88092 - Special Education - Adaptive			12
88082 - Speech Pathology			1
<b>TOTAL</b>			<b>363</b>

## **Appendix B**

### **Section II Goals and Assurances**

#### Annual Goals

Recruiting prospective teachers regarding the high need licensure areas of math, science, and exceptional children is conducted through the Office of Teacher Recruitment in the College of Education and Allied Professions (CEAP) at Western Carolina University. The Teacher Education Enrollment Recruitment Plan document stipulates 27 action plans that focus on teacher education recruitment. Qualitative Action Plan 4 focuses on the number of inquiries from prospective teachers regarding math, science, and exceptional children. The goal is to increase the yield by 3 percent annually. Progress to date on that plan includes:

1. efforts in recruiting current students at WCU into high-need teacher education programs,
2. email and phone contacts to prospective WCU students interested in teaching,
3. hosting the annual Western Region Science Fair for area high school students,
4. the development of a virtual learning community grant through the NC Community College System that will promote institutions working together on a 2+2 transfer program in the math and science areas.

## Appendix C

### Section II Goals and Assurances

#### Assurances

Currently, over 3000 WCU alum are teaching in public schools across North Carolina. Additionally, 66% of those licensed were hired in NC in the first year upon program completion. Institutions of Higher Education (IHE) report data show that WCU alumni are well prepared as determined by the program completer, mentor and principal in the areas of technology, diverse learners and instructional delivery to meet the needs of 21<sup>st</sup> Century students. See data below.

<i>Indicator</i>	<i>WCU Mean</i>	<i>State Mean</i>
Technology	3.42	3.40
Diverse Learners	3.35	3.34
Instructional Delivery	3.53	3.49

Special Education students receive coursework in core academic subjects and receive training in providing instruction in core academic subjects. This occurs in the required concentration area for special education majors. They may select elementary education (math, science, language arts), middle grades education (math, language arts), secondary education (English, math), and Cherokee studies as a concentration area.

The mission statement of the CEAP emphasizes diversity: “The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values and experiences. The guiding principles of the community of learners include... (2) an appreciation of and respect for diversity...” Furthermore, the Western Carolina University conceptual framework explicitly states knowledge, skills and dispositions related to diversity:

- Knowledge and Skills: Understand and use the knowledge bases for multicultural education
- Dispositions: Value individual differences and demonstrate commitment to the achievement of all students
- Experiences: Draw on life experiences, and reflect on the impact of culture on learning in diverse settings

In the undergraduate professional education program, four required courses in Professional Studies contain significant diversity content. Specifically, the SPED 335 Teaching Exceptional Children course provides an “overview of exceptional children; emphasis on methods and materials for integrating students into regular classrooms.” This course, along with others within the specialty areas provide students with basic skills necessary to teach diverse learners.

Finally, the CEAP is currently revisioning all teacher education programs as mandated by DPI with an emphasis on meeting 21<sup>st</sup> Century professional teaching standards.

Restructuring efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management. Of particular note is a course that is being developed with an emphasis on designing classrooms as responsive learning communities. This will be a required course in the professional education sequence that will focus on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities.

Appendix D  
Section III Pass Rates and Scaled Scores

**Western Carolina University Assessment PRAXIS Pass Rates**

**ASSESSMENT PASS RATES**

Assessment name, Assessment code, Test company/entity code, Assessment Cut Score	Number of WCU Test Takers	NC Test Cut Score	WCU Average Scaled Score	WCU Number Passing Test	WCU Pass Rate (%)	Statewide Average Pass Rate (%)	Statewide Average Scaled Score
All program completers, 2009-2010							
All program completers, 2008-2009							
All program completers, 2007-2008							
Elementary Education: Code 25 Test Company: ETS	47	313	338	47	100%	97%	
Special Education: Adaptive Test Company: ETS							
Code: 353	6	143	171	6	100%	100%	
Code: 544	6	144	167	6	100%	100%	
Special Education: General Test Company: ETS							
Code: 353	14	143	171	14	100%	100%	
Code: 542	14	159	175	14	100%	100%	

## **Appendix E**

### **Section V. Use of Technology**

Preservice teachers are introduced to instructional technology in the first course in the professional education sequence. Also, technology is embedded in the specialty areas in two forms: a formal class and/or threaded throughout the curriculum. Of particular note are two major assignments that require students to address the use of technology in their teaching. These assignments take place during the student teaching/internship.

1. The Individual Growth Plan is a reflective assignment that requires the preservice teacher to address strength, weaknesses, resources, and a plan for improvement as it relates to the use of technology in the school setting. This assignment was designed to mirror the current yearly growth plan required of NC public school teachers with an emphasis on technology.
2. The Teacher Work Sample Portfolio was designed to allow students to plan an in-depth unit of instruction that constitutes a rationale, goals and objectives, differentiation of instruction, lesson planning, the use of technology, assessment, and accommodating diverse learners. Preservice teachers are expected to reflect on the planning, implementation, and assessment of the unit of instruction and synthesize what they have learned. The use of technology to collect, manage and analyze data to inform teaching practice and to evaluate learning is a required element of the portfolio.

## **Appendix F**

### **Section VI. Teacher Training**

The SPED 335 Teaching Exceptional Children course provides an “overview of exceptional children; emphasis on methods and materials for integrating students into regular classrooms.” The content in this course emphasizes laws and policies pertinent to students with exceptionalities. The course also prepares preservice teachers with appropriate methods for teaching students with disabilities. Also, it exposes preservice teachers to the individualized education program process. During the student teaching/internship experience preservice teachers are involved in the IEP process within their host schools. Some majors have specific special education courses within their specialty area.

Currently efforts to teach limited English proficient students are unclear. As mentioned previously, the CEAP is currently revising all teacher education programs as mandated by DPI with an emphasis on meeting 21<sup>st</sup> Century professional teaching standards. Restructuring efforts are focused on addressing standards as they relate to teacher leadership, assessment, differentiation of instruction, diversity, and classroom management. Of particular note is a course that is being developed with an emphasis on designing classrooms as responsive learning communities. This will be a required course in the professional education sequence that will focus on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities.

## **Appendix G**

### **Section VII Contextual Information**

#### Overview of the Institution

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 52 miles west of Asheville on a 265 acre main campus, is a coeducational residential public university of approximately 6,500 students within the University of North Carolina system. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution. The institution has approximately 330 full-time faculty members, 87% who hold doctorate or terminal degrees. Four undergraduate colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions and the Graduate School. The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university.

The College of Education and Allied Professions offers programs at the bachelor's, master's, and doctorate levels in professional education and allied fields. The undergraduate professional education programs include teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The graduate professional education programs include most of the same areas as well as school counseling, school psychology, and administration. Professional education programs offered by the college are accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

The institution requires all entering freshmen and transfer students to have a networkable computer with specified minimum standards to be prepared to meet technology requirements that are part of the General Education program. The institution was named by Yahoo Internet Life as one of the 100 most wired cities. Technology training for WCU preservice teachers begins before the first day of classes for entering freshmen and transfer students as all students are required to bring a computer to campus and to participate in "Jumpstart" training on using campus technology resources. Continuing in their academic career, all students complete a computer competency requirement as well as using computer technology in English composition courses and oral communication courses. To enter teacher education, students must complete a technology diagnostic assessing competency in teacher competencies. Based on individual performance, teacher education students are provided extensive resources to help them meet technology standards culminating in a technology portfolio demonstrating advanced competencies.

#### Special Characteristics

Western Carolina University is a member of the School University Teacher Education Partnership, which includes the university and all of the school systems in the region.

Currently, interns are placed in 18 public schools in eight school systems in the region and the number is expanding each year. The partnership includes yearlong internships, professional development activities, and teacher induction activities designed to strengthen teacher education, improve student performance in public schools, and increase teacher retention rates.

Professional development activities include technology workshops and in-classroom assistance, diversity training, workshops on National Board certification, and grants for special projects initiated by schools that relate to student achievement. Over 80 faculty and staff from the institution were involved in over 500 separate documented service events to the public schools of North Carolina ranging from providing consultation on teaching students with disabilities to providing technical consultation to high school theater groups.

Teacher induction includes training for new teachers in the region. All principals in the region and all teachers with less than three years of experience receive an announcement about the "New teacher Summer Institute" sponsored by the WCU SUTEP program. The one-week workshop pairs a mentor with a new teacher to help the new teacher develop a personalized professional development plan. During the school year, the mentor and the new teacher work together to accomplish the professional development goals established during the Summer Institute.

Western North Carolina school systems are finding it difficult to maintain adequate staffing due to the retirement of the teaching force, higher student enrollment, and smaller class sizes. In addition, many qualified teachers who enter the profession fail to stay in the classroom due to the pressures of the job and lack of support. Building upon the university's existing partnerships with the public schools, the Center for the Support of Beginning Teachers (CSBT), a unique and fast-growing resource, works to stem the tide of new teachers abandoning the profession before they have completed five years of service. WNC beginning teachers, their mentors, and administrators benefit from the Center. The original idea for CSBT came from Dr. Michael Dougherty, dean of the College of Education and Allied Professions. It was part of his vision for the College. "A large part of the teacher shortage we're experiencing in North Carolina is due to issues we are facing in retaining qualified teachers in the classroom," said Dougherty. "The Center is part of an effort to keep beginning teachers in the classroom and provide them support to persist and be successful in the teaching profession."

The Dean of the College of Education and Allied Professions, the Dean of Arts and Sciences, and the Dean of Fine and Performing Arts, as well as upper level administrators, make coordinate efforts to make teacher education a campus-wide priority. Faculty and administrators involved in teacher education are firmly committed to the importance of both the academic base and the pedagogical base for teacher preparation.

## Efforts to Provide High Quality Teacher Education

Teacher education students in majors in Arts and Sciences, Fine and Performing Arts, and Education and Allied Professions complete a two-semester internship (voluntary in some programs and mandatory in others) in the schools and faculty are regularly in schools to supervise students and collaborate with cooperating teachers of interns. The professional education faculty believe that such internships are positively related to teacher quality and persistence in the profession. Faculty in the college are also involved in action research, teacher induction, and professional development activities with teachers in the partner schools. SUTEP and the Model Clinical Teaching Program also provided for university faculty to spend substantial time in classrooms collaborating with teachers to complete specific curriculum and research projects. The College secured funding for the Center for Support for Beginning Teachers which focuses on professional development and support and retention of new teachers. WCU participates in the NCTEACH program using public school master teachers to train lateral-entry teachers.

Public school involvement in the teacher education program at WCU took the following forms during the past year. The institution takes part in the Model Clinical Program providing master practitioners in public schools to team-teach methods courses with university faculty. The partnership and incentive grant advisory group included representation from all stakeholders. Public school teachers are involved extensively in curriculum design and implementation.

Professional education programs are offered on the campus in Cullowhee, at resident centers in Asheville and Cherokee, and through distance learning sites in the western North Carolina region. Education programs not leading to licensure are also taught in the country of Jamaica.

WCU offered an array of programs at the graduate level for experienced educators. These programs are geared toward career teachers and most of the courses at the graduate level are taught in the evening and on weekends and during the summer (more than 130 graduate courses were taught in the evening or during the weekend). The number of graduate courses in education taught in online or hybrid formats increased to support the demands of graduate education for the ever-busy school teachers in the region.