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Western Carolina University
Alternative, IHE-based Program

2017 | Title II
Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Western Carolina University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2015-16
State: North Carolina

Address: 91 Killian Building Lane, Room 201 P
WCU
Cullowhee, NC, 28723

Contact Name: Dr. Kim Winter
Phone: 8282273306
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education	No
Biology Education	No
Birth-Kindergarten	No
Chemistry Education	No
Earth Sciences Education	No
English Education	No
Health and Physical Education	No
Math Education	No
Middle Grades Science	No
Middle Grades Social Sciences	No

Middle Grades, Language Arts	No
Middle Grades, Math	No
Music Education	No
Physics Education	No
Social Sciences Education	No
Spanish Education	No
Special Education, Adaptive Curriculum	No
Special Education, General Curriculum	No
Total number of teacher preparation programs: 18	

Section I.b Admissions

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

Postgraduate

Does your initial teacher certification program conditionally admit students?

No

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

SEE BELOW

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

Link does not fit above: <http://www.wcu.edu/learn/departments-schools-colleges/ceap/suite-201/office-of-alternative-licensure/index.aspx>

Some graduate or alternative licensure programs require letters of reference and/or a personal statement while others do not.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other Electronic Evidences required by NC	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
OtherNC Reading and General Curriculum test	No	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2015-16

0

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2015-16

3.78

Please provide any additional comments about the information provided above:

Special Education completers must take the NC Reading and General Curriculum test to be licensed in NC. We accept candidates into the program if they meet graduate school requirements prior to their first semester at WCU. We do not calculate an acceptance GPA since candidates have not taken courses at WCU when they begin in the graduate program.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	55
Unduplicated number of males enrolled in 2015-16:	7
Unduplicated number of females enrolled in 2015-16:	48

2015-16	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0

Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	50
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	225
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	30
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	6

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

The type and extent of clinical field experience for alternative programs depends on whether the candidate is lateral entry (full-time, paid, teacher of record in the classroom) or fully enrolled in a WCU program, which would include field experience and a yearlong student teaching experience (e.g., Internship I and II). Lateral entry teachers complete the clinical components of a program within their own classroom. Please see the following website for more information on alternative licensure programs: <http://www.wcu.edu/learn/departments-schools-colleges/ceap/suite-201/office-of-alternative-licensure/index.aspx>

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	4
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	

Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	9
Teacher Education - Early Childhood Education	4
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

TEACHER EDUCATION - LEV III	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2015-16: 14

2014-15: 1

2013-14: 11

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

No

How many prospective teachers did your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

No

How many prospective teachers does your program plan to add in mathematics in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Did your program meet the goal for prospective teachers set in science in 2015-16?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

No

How many prospective teachers did your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

No

How many prospective teachers does your program plan to add in science in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

How many prospective teachers did your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

Our degree program in TESOL was discontinued, but we have begun to offer add-on licensure. We expect to see completers within the next two years (2016-17 and 2017-18).

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

3

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

Currently, over 3000 WCU alum are teaching in public schools across North Carolina with most teaching in Western North Carolina. Our own Principal Survey data show that WCU alumni are well prepared to meet the NC Professional Teaching Standards. The survey was based on a four-point scale. See data below.

Teachers Lead in Classrooms:

Initial Licensure m=3.57; Advanced Licensure m=3.81

Teachers Advocate for Schools and Students:

Initial Licensure m=3.56; Advanced Licensure m=3.69

Teachers Know the Content they Teach:

Initial Licensure m=3.63; Advanced Licensure m=3.53

Teachers Use a variety of methods to assess student learning:

Initial Licensure m=3.43; Advanced Licensure m=3.65

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: First, the college provides high-quality programs to our students in all of areas of study, with emphasis on professional education and related areas. Second, we prepare graduates who will positively impact the region as educators, administrators, and other professionals in human services, in schools and elsewhere, from birth through higher educational settings. Finally, we actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments. Our vision is to become the regional source of expertise and current information in professional education and allied professions. In these areas of expertise, our college should be recognized as the first choice for educational programs, collaboration and consultation, engaged scholarship, and leadership throughout western North Carolina.

Our institution prepares candidates to understand the importance of teaching students from all different backgrounds, cultures, and abilities. Specifically, the common core course that all teacher candidates must take, SPED 339: Designing Classrooms as Responsive Learning Communities, provides an understanding of "creating learning communities responsive to individual and cultural differences and exceptionalities. Admission to Teacher Education, a field experience and a subscription to TaskStream™ are required." This course, along with others within the specialty areas provides students with basic skills necessary to teach diverse learners and manage diverse classrooms. Further, this course focuses on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities.

Finally, the CEAP revised all graduate teacher education programs as mandated by NC DPI with an emphasis on meeting the NC Standards for Graduate Teacher Candidates. Restructuring efforts focused on addressing standards as they relate to teacher leadership, assessment, diversity and differentiation, research, and technology. Of particular note is a course that is being developed in Leadership Studies that will serve as a capstone for all graduate teacher education candidates (initial and advanced licensure). This course will require the candidates to develop an action plan for assessing a problem with in the school setting, determining how to gather information, and use that information to make decisions.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135-ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5038-ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5361-ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2014-15	1			
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	5			
ESP0090-FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	1			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) Other enrolled students	4			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5511-FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2013-14	2			
ESP0203-GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
ESP0203-GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
ESP0103-GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson Other enrolled students	5			
ESP0103-GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
ETS5624-PRINC LEARNING AND TEACHING 7-12	1			

Educational Testing Service (ETS) All program completers, 2015-16				
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	6			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5543-SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5545-SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	4			
ETS5545-SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2015-16	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	4		
All program completers, 2014-15	4		
All program completers, 2013-14	2		
All program completers, combined 3 academic years	10	10	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.

Each program utilizes instructional technology appropriate to the discipline. For example, SMART technology is demonstrated for teacher candidates and utilized during field experiences where available. This is integrated into the content methods classes and the Internship/Student Teaching Seminar in the professional education sequence required for all teacher education students. The elementary and middle grades programs require a Digital Literacy course that all candidates mu:

take. Candidates gain experience using SMART boards, Promethian Boards, and engage in a robotics curriculum. Teacher candidates are required to use technology to

collect, manage and analyze data through a nationally normed, valid and reliable instrument in edTPA. Within each candidate's portfolio in edTPA, there must be evidence of the use of technology in assessment or instruction. This is conducted in the Internship/Student Teaching experience. Teacher candidates must also identify an area of improvement with their technology skills in the form of an Individual Growth Plan. This requires the candidate to identify a weakness and implement a plan for improvement during their internship experience.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The SPED 339 Designing Classrooms as Responsive Learning Communities is a required course for all teacher education majors. This course provides an understanding of creating learning communities responsive to individual and cultural differences and exceptionalities. This course, along with others within the specialty areas provides students with basic skills necessary to teach diverse learners and manage diverse classrooms. Further, this course focuses on culturally responsive teaching with a focus on English language learners, students of low socioeconomic status, and including students with disabilities. Through this course, teacher candidates are exposed to English language learners in field-based settings. Strategies for working with these students are discussed and employed. Some programs have specific special education courses within their specialty area.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The SPED 345 Adaptations and Modifications for Young Children with Disabilities is an example of one class that provides an emphasis on methods and materials for supporting young children with disabilities in their naturally occurring environments. The course prepares teacher candidates with appropriate methods for teaching students with disabilities. Also, it exposes teacher candidates to the individualized education program process. During the student teaching/internship experience teacher candidates are involved in the IEP process within their host schools.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Overview of the Institution Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, has a long history as a teachers' college. Robert Lee Madison, the first president of the university, started the Cullowhee Academy in 1889. In 1891, the Cullowhee Academy became Cullowhee High School through a state charter granted by the General Assembly. Madison's dream, called the "Cullowhee Idea," was to make education widespread and to provide teachers for village and rural children in the region. A state-supported normal department was established, and teacher preparation began in southwestern North Carolina in 1891. Today, Western Carolina University is a coeducational residential public university of approximately 10,100 students on a 600-acre main campus. Western Carolina University is a comprehensive regional university within The University of North Carolina system, offering a broad array of undergraduate and graduate programs in the arts, sciences, and professions. There are now over 10,100 students enrolled at the university. The University serves the people of North Carolina from its residential main campus at Cullowhee, situated between the Blue Ridge and Great Smoky Mountains, and through its resident credit programs in Asheville and Cherokee. Western Carolina University is located in Jackson County and is in an unincorporated area. According to the 2010 U. S. Census for Jackson County, 0.9% of the population is Asian, 2.5% is African American, 2.8% is Hispanic, 10.6% is American Indian and 84.3% is White. The 2010 census indicates that 51.2% of the population is female. The region in which Western Carolina University is located has been reviewed for status as a National Heritage Area due to the region's unique characteristics and culture. Western has a long and rich tradition of producing excellent professional educators. The institution has approximately 1400 employees, 450 of whom are full-time faculty members. Five undergraduate Colleges include Arts and Sciences, Business, Education and Allied Professions, Fine and Performing Arts, Health and Human Sciences, and the Kimmel School of Construction Management and Technology. In addition, Western has the Honors College and the Graduate School. Special Characteristics Western Carolina University is a member of the School University Teacher Education Partnership (SUTEP), which includes the university and all of the school systems in the region. Currently, interns can be placed in over 100 public schools in 19 school systems in the region. 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. This year, school services were provided by WCU faculty and staff from various different programs/centers to North Carolina Public Schools. These services were provided to B-12 students, parents, teachers, school administrators, and other school professionals (OSPs). School services were reported by WCU personnel from all five colleges, the Kimmel School, and many other units across campus. These services range from providing consultation on teaching students with disabilities to providing technical consultation to conducting science and math contests. 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 mentor and administrators benefit from the Center. The CSBT 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 UNC system, as part of their ongoing Teacher Quality Research, is looking at WCU's CSBT as a model for induction programs across the state. 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 coordinated 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. During the 2015-2016 year, WCU was visited by NCATE for national accreditation renewal in a legacy visit. While the results will not be official until May, the College of Education and Allied Professions is gearing up for CAEP accreditation.

Supporting Files

Complete Report Card

AY 2015-16

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