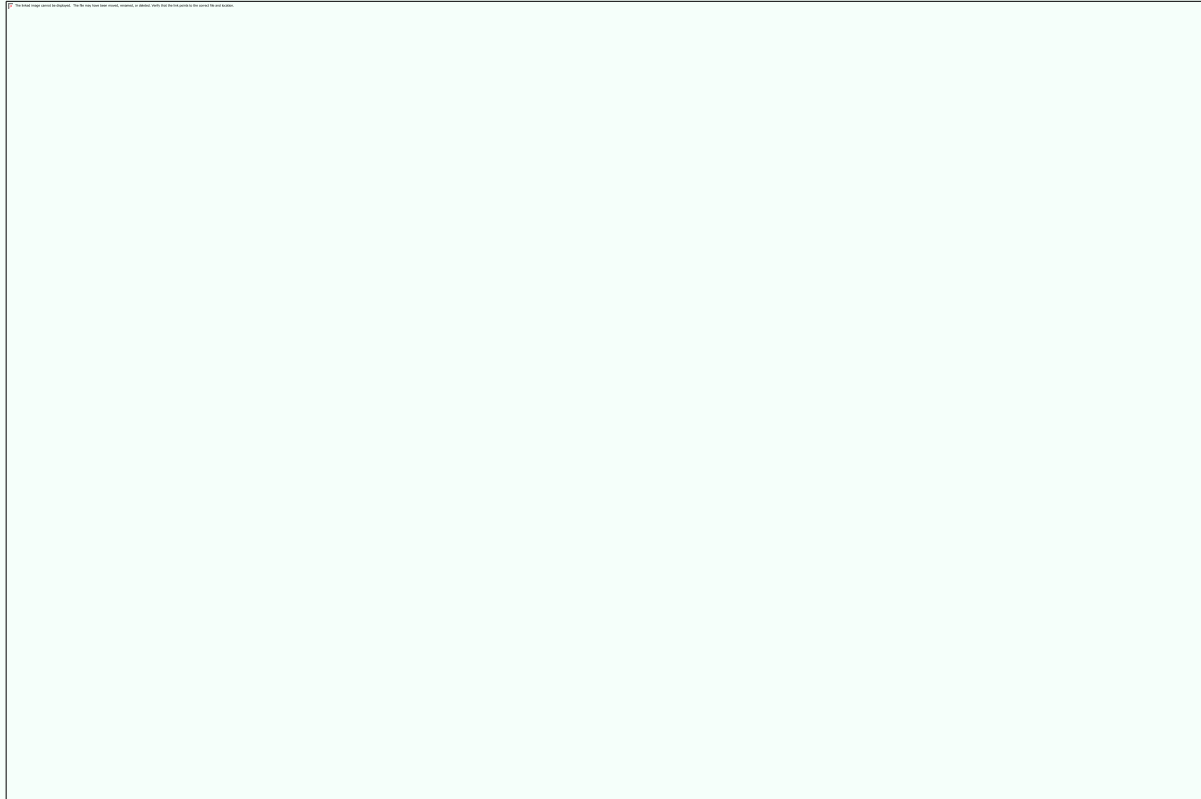


2019-2020

EPP Master's Performance Report

Appalachian State University



Overview of Master's Program

Appalachian State University's Reich College of Education offers a variety of graduate degrees and certificates leading to licensure. The teacher education program is administered through the Reich College of Education (RCOE) and works collaboratively with the College of Arts and Sciences (CAS) to offer teacher education programs in Mathematics, Romance Languages, and Science. Graduate teacher education programs in the RCOE and CAS enroll over half of all students graduating from the graduate school. The teacher education program is accredited by National Council for Accreditation of Teacher Education (NCATE), and is aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards. All licensure programs are approved by the North Carolina State Board of Education and Department of Public Instruction. Graduate programs offered are as follows:

- Curriculum Specialist, MA
- Educational Media: Instructional Technology Specialist, MA
- Elementary Education (K-6), MA
- History, MA
- Library Science: School Libraries, MLS
- Mathematics, Secondary Education, MA
- Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, MA
- Reading Education: Classroom/Clinical (K-12) and Adult Literacy, MA
- Romance Languages, MA
- Special Education: with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities, and Learning Disabilities, MA

Additional graduate level education programs include:

- Speech-Language Pathology (K-12), MA, ASHA accredited
- School Counseling, MA, CACREP accredited
- Educational Administration, EdS
- School Administration, MSA
- School Psychology, Level II, EdS, SSP, NASP accredited

Both the RCOE and CAS offer non-degree graduate certificate programs leading to licensure in the following areas:

- School Leadership
- Elementary Mathematics
- Instructional Technology Facilitation
- Instructional Technology Leadership
- Middle and Secondary Teaching
- New Media Literacies and Global Perspectives
- Online Learning and Professional Development
- School Leadership
- Career and Technical Education in the following concentrations: Agricultural Education, business and Information Technology Education, Family and Consumer Sciences, Health Sciences Education, Marketing Education, Technology Education, and Trade & Industry Education

These certificate programs are offered specifically for graduate students who wish to earn a license at the graduate level and already hold or are not required to hold a master's degree depending on the program requirements. Appalachian's Graduate Certificate in Middle and Secondary Teaching is a 19- or 24-credit-hour accelerated teacher licensure program. It leads to recommendation for an NC initial teaching license and includes three semesters of coursework

and a related field-based practicum. Candidates who have earned a bachelor's degree from an accredited institution will expand upon their knowledge in a related undergraduate/content major while integrating teaching theory, practice, and preparation for today's culturally diverse and technology-enhanced classrooms.

The RCOE offers non-licensure certificates and Add-ons in the following areas:

- Reading Education, Add-on
- Elementary Mathematics, Add-on
- Autism Spectrum Disorders certificate

Special Features of Master's Program

Appalachian State and the RCOE have a deep commitment to serve the educational needs of students in graduate programs leading to licensure as public school educators. Graduate programs are a way for students to extend their knowledge, deepen their understandings, and sharpen the skills already acquired through their previous studies and professional experiences. Class sizes are small and provide opportunities for one-on-one interaction between students and faculty. Graduate studies are focused, personalized, and characterized by academic rigor and professional relevance. Internships and/or field related experiences and assignments are required as integral components of the programs. The importance of technology for instructional purposes is evidenced and supported by technology-rich classrooms and up-to-date technology labs. The use of multi-faceted admission criteria into graduate level teacher education programs broaden the applicant pool, encourages more practitioners to apply, and enhances and enriches the student population. In addition to more traditional admission criteria, programs may also consider the quality of the applicant's professional experience, achievements earned, and honors received. A capstone project for all graduate professional programs is an e-portfolio assignment called the Product of Learning. This is a major project used to both meet the goal of performance assessment and to meet state standards required for the completion of a program at the graduate level. It is an integral part of each candidate's program of study and is given the same status/priority by the graduate school as the comprehensive exam and thesis.

Appalachian is a leader in the UNC system in the number of off-campus programs in professional education and related areas. Programs work with the Public School Partnership Districts and respond to requests from individual districts for establishing off-campus programs and cohorts. Graduate off-campus cohort programs are offered in the following formats:

- on-line, with both synchronous and asynchronous classes, using the latest in innovative technology to provide highly interactive, engaging, and academically rigorous coursework
- hybrid methods that supplement online instruction with face-to-face meetings between the students and the professors.
- face-to-face, in which students and professors meet in a location away from the Appalachian campus

Our three main centers for classes are:

- Appalachian Center at Hickory
- Appalachian Center at Caldwell
- Appalachian Center at Burke

Another special characteristic of Appalachian’s College of Education is the Anderson Reading Clinic. The clinic is offered by the Reading Education Program, and provides direct services to children with reading disabilities. Each child receives approximately 20 hours of one-to- one reading and writing instruction each semester. The Anderson Reading Clinic, based on the Appalachian campus, operates additional off-campus branches in Watauga County as part of a partnership with Watauga County Schools and at the Appalachian State University Academy at Middle Fork in Winston-Salem, a K-5 school run by Appalachian State University. An important function of the clinic is to train expert teachers of reading to work with struggling readers in North Carolina schools. In the clinic, Appalachian State education students (undergraduate and graduate) learn to teach reading as they work with children who need assistance, while the Appalachian students receive guidance and constructive feedback from the experienced clinic supervisory staff. The hands-on teaching experience or clinical training is the most effective way to develop effective reading teachers for our public schools. The Appalachian State Anderson Reading Clinic remains the only university-based clinic in North Carolina that offers year-round teacher training, along with diagnostic and remedial reading services to children in the community.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	48
Female	238
Gender Neutral	0
Gender not Provided	0
Total	286
Race/Ethnicity	Number
Asian	1
African-American	18
Am. Indian/Alaskan Native	4
Hispanic/Latino	13
Native Hawaiian/Pacific Islander	0
White	244

Two or More Races	2
Race/Ethnicity Not Provided	4
Total	286

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

Full-Time						
	Male		Female		Gender Neutral	
Graduate	African-American	2	African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino	3	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	67	White	
	Multi-Racial		Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	Total	8	Total	74	Total	0
Licensure Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	4	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	5	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Graduate	African-American	1	African-American	2	African-American	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	11	White	69	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	1	Not Provided	
	Total	13	Total	75	Total	0
Licensure Only	African-American		African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	2	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	10	White	25	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	12	Total	27	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Graduate		Graduate 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				
Elementary		7		
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children		3		

Vocational Ed				
Special Services		41		
Total	0	51	0	0
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.72
MEAN MAT Electronic	*
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.18
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	134
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
Comment or Explanation:	

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

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Curriculum Instructional Specialist	7	100	95
Elementary (grades K-6)	7	86	89
M.G. Language Arts	1	*	100
M.G. Social Studies	2	*	100
Reading	1	*	100
Institution Summary	18	94	95
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	3	5	1	6	2	56
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	10	2	2	0	0	18
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						