

2018-2019

EPP Masters Performance Report

Appalachian State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

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
- 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:

- Reading Education
- School Leadership
- Autism Spectrum Disorders
- Elementary Mathematics
- Instructional Technology Facilitation

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- Middle and Secondary Teaching
 - New Media Literacies and Global Perspectives
 - Online Learning and Professional Development
 - School Leadership
 - French
 - Spanish

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.

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 closely with the Office of Educational Outreach and Summer Programs, and the ASU-Public School Partnership to identify needs/locations for the off-campus programs and also 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

We also have graduate cohorts in Allegheny and Forsyth counties.

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.

I. CHARACTERISTICS OF STUDENTS

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

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	74
Female	356
Race/Ethnicity	Number
Hispanic / Latino	14
Asian	3
African-American	28
American Indian / Alaskan Native	1
Native Hawaiian / Pacific Islander	0
White	372
Multi-Racial	4
Student does not wish to provide	8

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

Full-Time				
	Male		Female	

Graduate	Asian		Asian	3
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	6
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	7	White	96
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	2
	Total	9	Total	108
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	4
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	5
Part-Time				
	Male		Female	
Graduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	13	White	83
	Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	1
	Total	15	Total	89
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic/Latino	2	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	10	White	25
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	12	Total	27

C. Program 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 (B-K)				
Elementary (K-6)		30		
Middle Grades (6-9)		2		1
Secondary (9-12)				
Special Subjects (K-12)		1		
Exceptional Children (K-12)		7		
Vocational Education (7-12)				
Special Services Personnel		11		
Total	0	51	0	1

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

Measure	Graduate
MEAN GPA	3.69
MEAN MAT Electronic Rubric	406.50
MEAN MAT Written	N/A
MEAN GRE Electronic	296.08
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.74
NUMBER EMPLOYED IN NC SCHOOLS	143
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Scores of program completers that lead to initial license on professional and content area examinations.

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
Curriculum Instructional Specialist	8	100	97
Elementary (grades K-6)	5	100	81
M.G. Social Studies	1	*	100
School Counselor	11	100	96

Spanish	1	*	67
Institution Summary	26	100	93
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.			

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	25	8	1	1	0	3
Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	1	2	1	14	0	3
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						