

2015-2016

IHE 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 (ASU) is a comprehensive university offering a broad range of graduate programs. Currently, there are 16 degrees leading to licensure in 24 areas) at the master level, two at the specialist level (with two additional 60 sh master programs being eligible for specialist license), and one degree at the doctoral level. This wide assortment of teacher licensure programs is designed to challenge and educate those who pursue advanced degrees to incorporate 21st Century Learning Skills. The University's only doctoral program, the EdD in Educational Leadership, is a teacher licensure program designed to extend or enhance doctoral students' development as leaders in educational settings. The teacher education program is administered through the Reich College of Education (RCOE). The RCOE works closely with other degree

granting colleges/schools that house teacher education programs and also maintains a positive working relationship with the Dean's Office in the Graduate School. Graduate programs in the RCOE and graduate teacher education programs outside the college enroll over half of all students graduating from the graduate school. The teacher education program is fully accredited by NCATE and all licensure programs are fully approved by the NC State Board of Education. Graduate programs offered are as follows: Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, 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), MA; Romance Languages, MA; Special Education: with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities (MR), and Learning Disabilities, MA; and Technology Education with concentration in Secondary School Teaching, 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; and School Psychology, Level II, EdS, SSP, NASP accredited. We also have a program delivering Educational Leadership as an EdD.

Both the RCOE and departments outside of the RCOE offering professional education programs offer non-degree graduate certificate programs leading to licensure. These programs are offered specifically for graduate students who wish to earn a license at the graduate level, but already hold or are not required to hold a master's degree. Programs resulting in the award of a graduate certificate include the following: Reading Education; School Leadership; Autism Spectrum Disorders; Elementary Mathematics; Instructional Technology Facilitation; Middle and Secondary Teaching; New Media Literacies and Global Perspectives; Online Learning and Professional Development; School Leadership; French; and Spanish.

Faculty members selected for graduate faculty status all hold appropriate terminal degrees and are deeply knowledgeable in the many teacher education disciplines offered. They are accomplished members of their respective research communities, contributing this year to the storehouse of knowledge in their disciplines through numerous publications and presentations at

state, regional, national, and international meetings and conferences, and through their involvement with NC public schools.

Special Features of Master's Program

ASU 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. Graduate licensure students and their academic pursuits are valued. 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. Programs are contemporary and, while grounded in their respective theoretical bases, practical. In other words, there is a solid grounding in theory balanced by high practicality. Internships, practica, and/or field related experiences/assignments are required as integral components of the programs. Practitioners are used as clinical professors as appropriate. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms, up-to-date technology labs, and many technology support personnel whose roots are in RCOE. 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 keystone project for all graduate professional programs is an e-portfolio assignment called, in most cases, the Product of Learning. This is a major project used to both meet the unit's 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. Four graduate programs do not use an e-portfolio. School Counseling, Speech-language pathology, and School Psychology use assessment means that are necessary for their specialized

professional association approvals. The doctoral degree requires a qualifying exam and dissertation.

ASU is a leader in the UNC system in the number of off campus programs in professional education and related areas. Professional education generated a total of 947 course enrollments in 235 extension courses across 36 cohorts at the graduate level were recorded. 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/ cohorts. Graduate off-campus cohort programs offered during this report year were offered both fully on-line in the virtual environment, and face-to-face at distance education sites at six locations being Alleghany, Avery, Buncombe, Burke, Catawba, and Forsyth Counties.. Programs included: Educational Media Instructional Technology Specialist/Computers; Educational Leadership; Reading Education; Special Education; Curriculum Specialist; MLS School Libraries; Master of School Administration; Reading (K-12); and Middle and Secondary Teaching. Some programs are housed on community college campuses that are a part of the Appalachian Learning Alliance. The Appalachian Learning Alliance is a partnership between Appalachian State University and Community Colleges in the Western North Carolina region.

I. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	164
	Other	0	Other	4
	Total	7	Total	185
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	6
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	150
	Other	0	Other	0
	Total	31	Total	166
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	0
	Total		Total	2

B. 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)				
Middle Grades (6-9)	7			
Secondary (9-12)				
Special Subjects (K-12)	2	5		
Exceptional Children (K-12)	8	1		
Vocational Education (7-12)	2			
Special Services Personnel	43	4		
Total	62	10	0	0

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

Measure	Graduate
MEAN GPA	3.25
MEAN MAT Electronic Rubric	398.6
MEAN MAT Written	N/A
MEAN GRE Electronic	147.7
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.67
NUMBER EMPLOYED IN NC SCHOOLS	144
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Curriculum Instruction Specialist	1	*
Institution Summary	1	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total		
Comment or Explanation: No graduate level lateral entry candidates not enrolled in a degree or certificate program		

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		1	35		17	15
Licensure Only		1				3
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree			19		8	53
Licensure Only			6		1	2
Comment or Explanation:						