

IHE Master's Performance Report
Appalachian State University
2008 - 2009

Overview of Master's Program

Appalachian State University is a comprehensive university offering a broad range of graduate programs. Currently, there are 24 teacher education licensure programs at the master level, two at the specialist level, and one 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 approximately 65% of all students admitted to graduate school and generate approximately 80% of the university's graduate enrollment. 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: Child Development: B-K, MA; Curriculum Specialist, MA; Educational Media: Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), MA; English, Secondary Education, MA; Family and Consumer Sciences, Secondary Education, MA; French, Secondary Education, MA; History, Secondary Education, MA; Technology Education: Secondary School Teaching, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, MA; Music Education with concentrations in Band Directing, Choral Directing, and General Music Education, MM; Reading Education: Classroom Clinical (K-12), MA; Spanish, Secondary Education, MA; Special Education: with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities (MR), and Learning Disabilities, MA. Other graduate level teacher education programs are: Communication Disorders (K-12), MA, ASHA accredited; Counseling and Guidance (School Counseling), MA, CACREP accredited; Educational Administration, EdS; Educational Leadership, EdD; School Administration, MSA; and School Psychology, Level II, MA, SSP, NASP accredited. Faculty members 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 243 scholarly publications, and 253 presentations at state, regional, national, and international meetings and conferences. Faculty were involved in more than 167 activities with NC public schools.

Special Features of Master's Program

ASU & 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, & sharpen the skills already acquired through their previous studies & professional experiences. Graduate licensure students & their academic pursuits are valued. Class sizes are small & provide opportunities for 1-on-1 conversations with faculty. Graduate students present with faculty at conferences & often become part of teams with professors doing high quality research. Graduate studies are focused & personalized, & are characterized by academic rigor & professional relevance. Programs are contemporary &, while grounded in their respective theoretical bases, practical; there is a solid grounding in theory balanced by high practicality. Internships, practica, &/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 & supported by technology rich classrooms, up-to-date technology labs, & 5 full-time technology support personnel within the RCOE. The use of multi-faceted admission criteria into graduate level teacher education programs broadens the applicant pool, encourages more practitioners to apply, & enhances & 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, & honors received. Program areas have implemented the Product of Learning; it is an integral part of each candidate's program of study & is given the same status/priority by the graduate school as the comprehensive exam & thesis. ASU leads the UNC system in the number of off campus programs in teacher education & related areas. Teacher education generates approximately 90% of graduate extension enrollment & credit hours. A total of 4,692 course enrollments in 317 courses at the graduate level were recorded. Programs work closely with the Office of Continuing Education & the ASU-Public School Partnership to identify needs/locations for the off-campus programs & also respond to requests from individual districts for establishing off-campus programs/ cohorts. Over 80% of the graduate off-campus cohort programs offered during this report year were teacher education programs & were offered in Alexander, Ashe, Buncombe, Burke, Caldwell, Catawba, Cleveland, Davie, Forsyth, Gaston, Iredell, McDowell, Rutherford, Surry, Wilkes, & Yadkin Counties or on-line. Programs included: Educational Media Instructional Technology Specialist/Computers; Educational Administration; Educational Leadership; Elementary Education; History, Secondary Education; Middle Grades Education; Reading Education; Special Education; Curriculum Specialist; MLS School Libraries; Master of School Administration; Child Development: B-K; History, Secondary Education; & Mathematics Education. Some programs are housed on community college campuses that are a part of the Appalachian Learning Alliance. The RCOE & graduate programs have established learning partnerships with schools/universities in Bolivia, Costa Rica, Mexico, & Germany.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	157
	Other	0	Other	3
	Total	15	Total	167

Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
Part Time				
	Male		Female	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	31
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	123	White, Not Hispanic Origin	652
	Other	0	Other	3
	Total	128	Total	694
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	Total	5

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

Masters	
MEAN GPA	3.32
MEAN MAT New Rubric	406
MEAN MAT Traditional	39
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	954
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

C. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	0	0	0	0	0	0
Elementary (K-6)	0	0	5	23	0	0
Middle Grades (6-9)	0	0	4	18	0	0
Secondary (9-12)	0	0	4	17	0	0
Special Subject Areas (K-12)	0	0	6	38	0	0
Exceptional Children (K-12)	0	0	10	0	0	0
Vocational Education (7-12)	0	0	1	1	0	0
Special Service Personnel	0	0	49	116	1	2
Total	0	0	79	213	1	2
Comment or Explanation						
Licensure areas included in Special Service Personnel (K-12) are: Curriculum Specialist; School Counselor; Media Coordinator; Instructional Technology Specialist - Computers; School Administrator (other than MSA); School Psychologist; Speech - Language Pathologist.						

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

	2007 - 2008 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

E. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	18	9	26	9	5	17
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	1	0	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	16	12	18	77	60	25
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	1	0	0	0	0	0
Comment or Explanation						

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.