

REICH COLLEGE OF EDUCATION  
ANNUAL REPORT

JUNE 2007

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## **I. SURVEY OF DEPARTMENTAL REPORTS**

### **A. MAJOR ACCOMPLISHMENTS**

The accomplishments of the Reich College of Education can be grouped conveniently within the 11 strategic goals for 2000-2005. The RCOE's Strategic Plan has not been updated but has been awaiting the development of the university's strategic plan before proceeding. The examples below represent a number of the most important accomplishments listed by the chairs and directors. Many more accomplishments are described within the separate reports. (See reports online at each department site.)

#### **1. SYSTEMATIC REVIEW, REVISION, DELIVERY AND IMPLEMENTATION OF THE CURRICULUM**

- Generated over 85% of the university's graduate enrollment.
- Received NCATE approval for the unit for 7 years; received DPI approval for programs as well.
- Underwent ASHA review of the Communications Disorders program and received a favorable report.
- Continued a family literacy project at Cove Creek and Crossnore Elementary Schools that brought together at-risk children, their parents, school staff, RCOE faculty and students to focus on enhancing family literacy skills via technology. The project was incorporated into the university's federally funded GEAR-UP project and replicated at four schools in 2006-07.
- Continued a joint project with the College of Arts and Sciences, the RCOE, and Ashe and Avery County High Schools in implementing secondary education professional development schools to provide stronger field sites for secondary education majors.
- Established the RCOE Secondary Education Advisory Committee with representation from the RCOE as well as other colleges to foster better communication about secondary education policies and procedures, field placements, participation in the professional core, etc.
- Continued involvement with GEAR UP and four districts with over 65 ASU students involved in a variety of roles along with 8 ASU faculty.

- Undertook review of curricula in the Higher Education program of the Department of Leadership and Educational Studies using external consultants as part of the review process.
- Appointed an RCOE Assessment Committee to assist the college in determining what its data needs and processes should be related to program evaluation and candidate performance assessment.
- Began offering courses in the Faye Broyhill Building on the Caldwell Community College campus; first full-time, daytime program for off-campus elementary education students began in January 2007. Furnished a media lab in the Broyhill Building for use by ASU off-campus students and instructors.
- Maintained a 100 percent placement rate for graduates of the master's program in Communication Disorders.
- Provided PRAXIS I review and preparation for off-campus and on-campus students through collaboration with the ASU Learning Assistance Program; the latter offered Saturday workshops in Hickory and Wilkesboro which were well attended. The Reading Program in LRE has joined with the LAP to offer a Power Reading Course as a means for assisting ASU students with their reading skills.
- Decided to continue to require PRAXIS II of all ASU teacher education students although the State Board of Education removed this as a requirement for all majors except elementary education and special education. ASU students will need to take the test prior to completion of student teaching but failure to pass the test will not keep them from graduating.
- Decided to initiate background checks for all ASU teacher education students at the point of admission and again for admission to student teaching; the latter goes into effect for fall 2007; the former will be in effect no later than fall 2008.
- Established and introduced a Leadership minor in the Department of Human Development and Psychological Counseling which is open to all students in the university.

- Continued to expand program offerings at both the undergraduate and graduate levels through the Appalachian Learning Alliance; offered for the first time a Community Counseling degree program in Hickory. Over 1,900 course enrollments were recorded at the undergraduate level in 88 course offerings and 3,515 enrollments in 118 courses at the graduate level for a grand total of 5,580 course enrollments for the RCOE. Five programs are offered at the undergraduate level and 11 at the graduate level with multiple cohorts for each program. Note: students enroll in cohorts and typically take two courses a semester. This is the largest number of teacher education programs and enrollments offered off-campus in primarily a face to face mode by any IHE in North Carolina.
- Selected the first cohort of off-campus doctoral students who will be enrolled as a cohort in Hickory as of fall 2007.
- Completed the fifth year of a \$1,000,000 five year federal grant to assist with meeting the needs of lateral entry and licensure only candidates in the university's service region; the Appalachian Transition to Teaching Program, one of only 90 in the country and only 4 in North Carolina, focuses on high need districts with over 20 percent of their children below the poverty level. Over 100 candidates have been enrolled in classes delivered at community college sites and on-campus over the five years of the grant; tuition reimbursement is available.
- Continued participation (eleventh year) via the Communication Disorders graduate program in a distance learning consortium of five North Carolina universities to present master's level training to Speech Language Pathologists currently working in the schools and needing advanced training for continued licensure.
- Continued to show high performance of students on nationally normed tests. Communication Disorders program graduates achieved a 100 percent passing rate on the American Speech Language and Hearing Association Certification Exam; graduates of the Master's in School Administration program registered a 100 percent passing rate on the ISSLIC licensing exam; graduates of undergraduate teacher education programs achieved better than 90 percent passing rate on PRAXIS II content area tests.

## 2. RECRUITMENT

- Led the UNC System in the number of traditional undergraduate teacher education graduates and exceeded the ASU target goal for such graduates (including alternative licensure) by four percent.
- Enrolled 45 freshman Teaching Fellows—a decrease of 15 over previous years due to the decision by the NC Teaching Fellows Commission to cap the number of slots available at a site to 45 rather than 60.
- Completed a university-wide teacher education recruitment plan with enrollment, retention, and graduation targets under a mandate from the UNC system; also hired, in cooperation with the ASU Office of Admissions, a Director of Teacher Education Recruitment who will work with all teacher education programs at ASU.
- Continued specialized recruitment efforts at the undergraduate and graduate levels; results can be seen in most programs although on-campus enrollments continue to decline in some programs, especially graduate, while off-campus enrollments continue to increase steadily. The doctoral program has shown a steady increase in both the number and quality of applicants. The result is still an overall balance in enrollments in the college similar to past years with a slight increase due to off-campus programs; overall enrollment in teacher education programs is approximately 1800 with total enrollment in the college slightly over 2,400.
- Met enrollment and graduation targets overall for undergraduate teacher education programs in the university as a result of a mandate from the President of the UNC system calling for each university to increase its production of teachers to address the teacher shortage in the state.
- Continued to maintain the quality of our graduate students as evidenced by GPAs; and GRE scores continue to remain high and SAT scores of undergraduates continue to increase. Numerous off-campus interest meetings at various sites were conducted to stimulate interest in graduate and undergraduate programs and special orientation programs have been developed for off-campus students who are beginning programs.
- Supported partnerships with eleven Teacher Cadet Programs in ASU-Public School Partnership schools through our Teaching

Fellows Program and continued working with such programs in Ashe, Avery, Burke, McDowell, Rutherford, Watauga and Wilkes. This work has included providing teaching and recruitment materials, university credit for participating in the Teacher Cadet Program, hosting of visits to the ASU campus, and general networking among the sites.

- Offered in cooperation with Duke University two ASU Scholars Weekends for gifted and talented students from grades 7-12; 80 young people from ASU-Public School Partnership counties as well as from outside the Partnership took part in intensive classes on a variety of subjects taught by ASU faculty and assisted by ASU students.
- Emphasized recruitment of minorities to Teaching Fellows; numerous personal contacts were made, electronic and face to face; results show of the 45 new freshmen Teaching Fellows, 8 are minorities; only 3 were the previous year.
- Initiated a campus visit for the full-time, daytime elementary education cohort from Caldwell to orient them to campus, meet with the dean and chancellor and other representatives of the university.
- Continued the Anne Cannon Scholars scholarship program for students from underrepresented groups who major in education.
- Awarded scholarships to over 90 students, with a value of over \$190,000.

### **3. FACULTY DEVELOPMENT**

Each department/program report provides extensive documentation of faculty development; see also chart after #6 for a summary.

- Initiated a pilot project with 10 university supervisors, via a SALT grant, to train the supervisors in the use of electronic modes of communication with their student teachers, the Office of Field Services, and cooperating teachers; the project has been such a success that the remainder of the supervisors will be trained in the fall of 2007. Observations, mid-term, and final assessments will all be submitted online as of 2007-08.
- Hosted visiting scholars from Mexico, and Bolivia, all of whom interacted with faculty and students in the college through formal and informal sessions, seminars, and workshops.

- Sponsored The Price Symposium through the efforts of the LRE Reading Program; the conference featured sessions on reading and literacy that were open to faculty, students, and teachers from the ASU-Public School Partnership.
- Provided funding (over \$100,000) for faculty development grants focused upon integration of technology into teaching and learning. These grants called Successful Applications of Learning Technologies (SALT) involved over 11 faculty in collaborative projects that ranged from developing new online courses to fostering dialogue among program faculty about ways that technology could enhance their curricula to special teaching projects focused specifically on students. Funding came from a special GA allocation to stimulate development of technology applications for distance learning.
- Hosted through departments diversity workshops and speakers for not only individual departments but also the entire college and, in some instances, the entire university.
- Selected nominated faculty through the RCOE Faculty Development Committee for RCOE Awards in Teaching, Scholarship, Mentoring/Service; the recipients were Kelly Clark/Keefe, Outstanding Teaching; Dr. Keith Davis (HPC) Outstanding Scholarship; Dr. Pam Schram (C&I), Outstanding Service; Dr. Cathy Clark (HPC), Community of Practice.
- Attended information sessions on TK20, a data management system that is being considered as a system for the entire teacher education enterprise at ASU.
- Attended special DPI and NCATE training workshops on new program standards and procedures.
- Participated in Hubbard Center training workshops.

#### **4. INSTRUCTIONAL TECHNOLOGY**

- Continued the replacement cycle of computers in the college's labs.
- Equipped a media lab in the new Faye Broyhill Building at Caldwell Community College which serves ASU programs;
- Continued the updating of the college's website, providing more user-friendly links, increased access to the student handbook and

the student teaching manual. Pictures, videos and other informational items have been added; the placement of current syllabi online continues.

- Continued faculty development in the use of instructional technology through college and university sponsored activities.
- Obtained support for the development of online courses in all departments of the college.
- Worked with the RCOE Research Associate in Assessment to begin to develop appropriate data bases and systems for collecting data on candidates' activities both inside and outside of the college; these included dispositions, admissions/retention data, and diversity of candidate placements.

## **5. CENTERS, CLINICS, AND PARTNERSHIP**

### **A. National Center for Developmental Education**

- Implemented the 27th year of the Kellogg Institute for the Training and Certification of Developmental Educators; 45 educators were selected for participation. Twenty-nine participants enrolled in LHE 5890 and 6631 through the institute and 45 enrolled in LHE 6900. Four institute participants later applied to the higher education graduate program.
- Published the 30th volume of the Journal of Developmental Education; negotiated an 8 year subscription arrangement with the National Association for Developmental Education (NADE) and an optional discounted subscription agreement with the College Reading and Learning Association; also signed an agreement to post full-text in the renovated ERIC system.
- Continued a cooperative research agreement with the Center for Lifelong Learning at Stirling University in Scotland; the Center is currently working on an international conference on Research in Access and Developmental Education scheduled for 2008.
- Received a grant of \$105,350 from the Kern County Community College District to evaluate developmental education activities at Bakersfield College.
- Continued research on minority retention in developmental education. Center personnel have made presentations based on this

research at several national meetings.

- Used data from a project to gather baseline performance data on developmental education programs in community colleges as a basis for a number of presentations at professional meetings.
- Established a strong record of achievement among Kellogg and program graduates who have accomplished the following this past year: elected as officers in two national professional associations; served as presidents of two national professional associations; delivered 16 presentations at professional conferences; published three books/articles; chaired 11 professional association committees; served as officers in 9 state or regional chapters of professional associations; served on two state higher education commissions.

B. Office of Field Experiences, Licensure and Extension

- Placed 470 students in public schools for a semester's student teaching (a slight decrease from last year) and assisted with early field experience placements. Student teaching placements were made in 34 districts and 92 schools in the fall; 37 districts and 137 schools in the spring.
- Developed a uniform policy for placement with a clear means of communication identified in each district, beginning with the district personnel officer, then to school principal and then to cooperating teachers. Increased and timely data on placements were shared with districts.
- Employed 22 general supervisors along with 11 tenure track faculty--only one tenure track position was full time supervision; four adjuncts supervised with full-time contracts; all others were part-time. Academic consultants from the content departments are not reflected in these numbers but did, in most cases, make one to two visits to students.
- Conducted professional development for supervisors; sessions focused on consistency in supervisory skills and knowledge. Also conducted a pilot project with a SALT grant to introduce 10 supervisors to the uses of tablet PC's in supervision; project was so successful it will be expanded in 2007-08 to include all supervisors.
- Processed 849 teacher licensure applications, responded to 309 requests for evaluation of add-on or irregular licensure, 92 out-of-

state licensure verifications, and 116 in-state licensure verifications.

- Made changes in the Student Handbook and student teaching calendar to clarify requirements and provide greater focus to student teaching experiences.
- Initiated stipend payments of \$100 per student teacher to cooperating teachers along with 25% discount in the ASU bookstore; the former free tuition waiver was done away with by legislation from the General Assembly. Close to \$50,000, provided by the Provost's Office, was paid out in stipends.
- Established, with assistance from the University Attorney, procedures for required criminal background checks on all candidates for fall 2007 student teaching.
- Will implement requirement established by the University Teacher Education Council in spring 2007 that all ASU teacher education candidates will take the appropriate PRAXIS II test prior to completion of student teaching; the student does not have to pass the test but must have taken it either prior to or during student teaching; failure to do so will mean a grade for student teaching will not be submitted and a student will be unable to graduate until satisfying the requirement.

C. Public School Partnership/Office of School Services

Initiated a number of activities that involved approximately 53 ASU faculty, 187 ASU students, and 808 teachers, with a corresponding total effect on up to 23,000 public school students. Representative of these activities are the following:

- Offered workshops involving over 589 public school faculty with responsibility for over 15,000 students.
- Supported Teacher Cadet Program involving 3 ASU faculty, 15 ASU students, 11 public school faculty and approximately 220 students in the public schools.
- Conducted Focus groups of ASU faculty and public school teachers to discuss curricular issues, action research projects; involved 14 ASU faculty and 56 teachers.
- Offered courses for teachers seeking National Board for Professional Teaching Standards certification for a total of 22

public school teachers.

- Used 20 public school teachers as presenters in university classes.
- Reworked the Partnership web page to improve links.

#### D. Teaching Fellows Program

- Received a \$20,000 grant from the Longview Foundation designed to promote collaboration and a living/learning experience for ASU International students and freshman Teaching Fellows, all of whom live in the Living/Learning Center. Called Connecting Globally: Explore, Learn, and Share, the project brought together 60 freshmen Teaching Fellows and 25 international students living in the Living and Learning Center to enhance their global perspectives and provide resources to local schools.
- Received a \$20,000 grant from the Staples Foundation to support activities of the Teaching Fellows program.
- Revised and updated several courses: CI 3540 Educational Leadership in a Global Society, CI 3530 Tutoring and CI 3549 TF Practicum as well as the Teaching Fellows Mentoring program.
- Contributed 3,025 hours of service by Teaching Fellows to various organizations and projects and won the University Club and Organization Award for Outstanding Community Service.
- Participated in GEAR-UP E-Mentoring Project for middle school students in Hickory City Schools and Burke County
- .Revised the Teaching Fellows website.
- Promoted stronger communication with departments, University units, and committees to promote better approaches to recruitment and retention of education majors.
- Expanded work with teacher cadet program at 11 schools about ways to support either the introduction of or support of teacher cadet programs in those schools. Held a Teacher Cadet Day on campus in the spring and continued arrangements so students could earn ASU credit if they completed a Teacher Cadet Program successfully.
- Participated in recruiting activities ranging from hosting prospective students on campus to operating the Teaching Fellows

Recruitment Day for 300 prospective students and families.

- Continued the annual trip to Washington, DC to visit inner city schools and cultural attractions in the area; sixty members of the sophomore class attended.

E. Ed.D. in Educational Leadership

- Awarded 6 doctorates.
- Enrolled a cohort of 14 students for fall 2006 which includes 7 women, 7 men; 7 public school and 7 community college/higher education.
- Continued to use advice from a nine member Advisory Committee comprised of community college presidents, public school superintendents and other school personnel who offer ideas for strengthening the program, assessing performance of graduates, etc.
- Continued to refine the program's website:  
<http://www.ced.appstate.edu/departments/edl/index.html>.
- Selected the first off-campus doctoral cohort for the program to begin in the fall of 2007 in Hickory. It is comprised of 12 students, 8 female and 4 male.
- Offered the 2nd Qualitative Research Round Table for faculty and students on campus; close to 100 people attended.
- Continued to seek ways to involve all 55 alumni of the program.
- Conducted two searches, one for a director to replace Dr. Alice Naylor who will be retiring in 2008 and a new position to assist with the off-campus program. Neither search was successful and the process will continue in fall 2007.

F. Communications Disorders Clinic

- Continued to participate in the planning for the renovation of University Hall to house the Clinic along with other clinical programs.
- Generated comprehensive budget for the Clinic as well as quarterly reports for revenue and accounts receivable reporting.

- Continued to revise the Clinic Policies and Procedures Manual to reflect current practices; see [www.cdclinic.appstate.edu](http://www.cdclinic.appstate.edu).
- Continued work on bringing the Clinic into compliance with HIPAA.
- Received funding of \$75,000 from the Scottish Rite Foundation.
- Initiated a contract to submit all insurance claims electronically.
- Expanded hours of operation to allow faculty and students easier access to client records as well as tests and other materials.
- Became a provider for the Children's Developmental Services Agency of the Blue Ridge.
- Provided service to 104 children with reading disabilities through the RCOE Reading Clinic for a total of 1,560 treatment hours. Graduate and undergraduate students were involved in providing teaching services under faculty supervision.
- Provided over 10,550 hours of service through the Communication Disorders Clinic; this included speech and hearing screenings for school children (7254) as well as services for infants and toddlers (25) and their families, group and individual therapy for children, and diagnosis and therapy for adults. All treatment hours involved student clinicians under faculty supervision. Represented in this activity are also 500 clients who received audiological services and 3,682 children who received audiological screenings.
- Continued to sponsor the Parent to Parent Program and Hanen Program. Provided services to 450 families with special needs in Watauga, Allegheny, Ashe, Avery and Wilkes counties through the Parent2Parent program.
- Conducted hearing screenings in 5 Ashe County and 9 Watauga County schools as well as Two Rivers Community School (charter). Also conducted OSHA-required hearing screenings for ASU employees as well as other companies/agencies, including the North Carolina Department of Agriculture.
- Continued to provide speech, language, and swallowing services to area hospitals including the Watauga Medical Center, Watauga Medical Center Home Health, and Glenbridge Rehabilitation and Healthcare Center.

## 6. TEACHING, SERVICE, AND SCHOLARSHIP

Based on a reporting complement of 96 full-time tenure track faculty, the following record of productivity was created. Also of significance is the over \$4,000,000 generated by faculty through external funding of grants and contracts, and the many hours of service to schools contributed by faculty.

- Generated over \$4 million in grants and contracts with Appalachian Family Innovations accounting for over \$2.7 million in its contracts to provide services to emotionally disturbed and delinquent youths and their families, including group home residential treatment, professional parent training, and other related services. Representative of the grants received are the following:
  - Received a \$20,000 grant from the Longview Foundation to implement a Teaching Fellows project called "Internationalizing Teacher Preparation: Strengthening Programs, Sharing Practices"; built around the Living Learning Center where all freshmen Teaching Fellows and ASU international students live, the project brought the two populations together for a year long cross-cultural series of activities to promote global understanding.
  - Received a \$10,000 Staples Foundation grant to support Teaching Fellows activities.
  - Received a two-year Z. Smith Reynolds grant (\$130,000) to pilot the ASU Beginning Teacher Support Network--a project designed to maintain contact and support for ASU teacher education graduates who teach in the ASU-Public School Partnership during their first three years.
  - Became a partner in a five year federal grant with Western Michigan University and UNC-Charlotte to develop Transition Services for adolescents with special needs.

<b>Indices</b>	<b>No. of Entries Reported</b>	<b>No. of Faculty Reporting</b>	<b>Percent of Complement</b>
3. Research projects/ creative activities	287	86	90%
4. Publications	153	74	77%
5. Papers/talks	325	82	85%
6. Professional meetings attended	317	89	93%
	54	32	33%

9. Proposals for external funding			
10. Faculty development activities	212	71	74%
14a. Assistance to public schools	180	71	74%
14b. Regional service activity	64	35	36%
14c. International activities	77	39	41%
15. Leadership roles	61	32	33%
16. Committee assignments	545	96	100%
17. Honors (faculty and students)	31	25	26%

Note: These totals are based on RCOE department totals. Indices refer to sections of Annual Faculty Reports.

## 7. FUND RAISING

- Continued to publish a fall and spring issue of RCOE Connections, a publication designed to inform alumni, faculty and staff, and other campus community and external community members about the accomplishments, challenges and future of the RCOE.
- Inducted Billy Viger '73, Gene Sweezy '54, and JoAnne Vannoy Goetz '56, into the Rhododendron Society in recognition for their service to education and ASU. The awards were presented at the Alumni Black and Gold Reunion in July 2006.
- Established the Heritage Society for retired educators; inducted Caudill Hood '43, John Wesley Mathis '51, Mary Willis Shores '66, and Christopher Canipe '67.
- Received funding for seven new scholarship endowments, several new current scholarships, and three new planned gifts.
- Received cash, in-kind gifts, pledges, and payments on pledges of more than \$669,440.40 (as of June 21, 2006) with expected total of nearly \$1.6 million by the end of the fiscal year.
- Named the Communications Disorders Clinic for Charles and Geneva Scott to reflect their generous gift of property to the Scottish Rite Foundation with proceeds earmarked for the CD clinic.
- Secured two year \$130,000 grant from the Z. Smith Reynolds Foundation to fund the development and implementation of a pilot study that will offer support to RCOE teacher education graduates in the ASU-Public School Partnership (8 districts, 105 schools). Called the ASU Beginning Teacher Support Network (ASU-BTSN), the project will draw upon alumni, university faculty, university supervisors and others to provide support for teachers in

their first three years.

- Submitted proposals to private foundations with requests for funding totaling over \$500,000 including five grants submitted on behalf of the Appalachian Family Storytelling Project and two grants on behalf of the Teaching Fellows Program (Staples Foundation funded \$10,000 and Longview Foundation funded \$20,000).
- Hosted first-ever donor reception for the Uberto Price Symposium for Reading in conjunction with the annual symposium; over \$6,000 was raised from alumni and friends of Uberto Price to augment existing endowment.
- Launched first-ever golf tournament on October 16, 2006 at The Rock Barn in Conover, NC; more than 100 golfers and 20 community sponsors participated; over \$20,000 was raised for scholarship and program support for teacher education majors.
- Provided scholarship support for more than 90 students. Annual scholarship reception was held on Honors Day in April 2007 with over 100 students, parents, faculty, staff and donors in attendance.
- Continued recognition program for ASU Alumni who have been named as Teachers of the Year that includes a letter of congratulations from the dean of the RCOE, along with inviting district Teachers of the Year to participate in the May commencement program and luncheon. Launched second Education Day during fall home football game where ASU Partnership Teachers of the Year were recognized on the field at half-time and all alumni and family were provided with discounted tickets.
- Worked with ASU Athletics and the ASU-Public School Partnership to launch the Mountaineers Summer Reading Program that will impact over 11,000 students, grades 1-7; winners will be recognized on Education Day at the football game.
- Instituted a new alumni program during Black and Gold Reunion Weekend for 2007 that will provide a complimentary breakfast for all reunion year RCOE graduates from the 1940's, 1950's, and 1960's class years.
- Plans are being made to host Library Science alumni on October 20, 2007 to celebrate the program's 70<sup>th</sup> anniversary.

## 8. MULTICULTURAL GLOBAL PERSPECTIVE OF PROGRAMS

- Provided faculty consultations or presentations in Mexico, Bolivia, Qatar, Macedonia, Germany, Ireland, and Costa Rica.
- Placed student teachers in Ireland and Costa Rica.
- Continued the multicultural internship program for Elementary Education majors in Burke and Caldwell counties.
- Signed an agreement with Universidad Nacional--Costa Rica to formalize more experiences focused on international student teaching and potential faculty exchanges.
- Continued the project in Cochabamba, Bolivia for students in the Master's of Library Science program to assist in developing a children's library as well as carry out research on Bolivia culture and history. Over 4,000 books were donated to the library from North Carolina school children and their teachers and \$13,000 in contributions were collected; the funds will be used to purchase land in Cochabamba on which to build a new library. Eight representatives from the project spent five days in Boone as guests of the college and the Library Science program.
- Graduated the university's first Muskie Fellow, a graduate student from Russia who completed her degree in the Higher Education program.
- Hosted visiting faculty from Australia and Mexico.
- Awarded master's degrees in Instructional Technology to three students from the pilot online project with D'Amicis Institute in Puebla, Mexico; students attended graduation in Boone.
- Provided Teaching Fellows with visit to inner-city schools in ethnically and racially mixed neighborhoods of Washington, D.C. as well as opportunities to travel overseas.
- Continued the faculty/staff/student reading groups on diversity.
- Identified and began to use data bases that provide diversity data on public schools where RCOE students are placed; the intent is to insure all students have experiences with diverse populations.
- Continued the Tuesday's Tutors program that addresses the learning and socialization needs of international students from the

local public schools while providing useful teaching/learning experiences for RCOE students.

- Maintained both college-wide diversity and international programs and activities committees. See also Appendix C.

## **9. PHYSICAL FACILITIES**

- Continued to participate in the planning for renovation of University Hall to house the Communication Disorders Clinic and selected programs of the Department of Human Development and Psychological Counseling; occupancy projected for August 2007.
- Secured planning funds from the General Assembly for a new facility for the college; provided a design for the building by January 2007; now awaiting funding of construction monies (\$34 million).
- Assisted with the equipping of the new classroom building at Caldwell Community College that now serves as the Appalachian State University Learning Center; providing funding for equipping the media lab in the Center.

## **10. CULTURAL DIVERSITY**

All programs have described what is being done to diversify the faculty, staff, students, and curricula. The results are found in individual departmental reports. The college also continued to endorse the university's Open Door policy. A representative sampling of activities appears below. A variety of other activities occurred and these are summarized in Appendix C.

- Built upon work done for NCATE and DPI reviews to further expand and focus data collection on the diversity of sites for field experiences, especially in student teaching.
- Hired an African American faculty member.
- Continued the development of the ASU Public School Partnership's TexTile project celebrating the diversity of the region.
- Dispersed \$25,000 for the first Anne Cannon Scholars, students from underrepresented groups who are pursuing a teacher education degree.

## **11. STUDENT INVOLVEMENT**

Both undergraduate and graduate student representatives are part of the membership of the RCOE Teacher Education Council; the college also has a graduate student representative to the Graduate Student Association. Departments also involve students in selected committees, ad hoc task forces, etc. HPC, for example, has a diversity committee that has an active student membership. Faculty in Communication Disorders, HPC and LES involve students in joint research projects and several of the students have made presentations at state and regional conferences. RCOE also includes student representation on many committees.

Students from programs in the college participated in the University Research Day, displaying their research projects and participating in the Day's activities.

Faculty are involved with sponsorship or advisement of student organizations. For example, C & I's Health Club has a faculty advisor, other faculty members are involved with the student chapters of NCAE, Kappa Delta Pi, CEC, ASU Native American Council, Black Student Leadership Organization, ASU Chapter of the National Speech-Language-Hearing Association, Black Graduate Student Organization, ASU Student Development Association, National Middle School Association, Council of Exceptional Children, Phi Beta Sigma, Zeta Phi Beta, ASU Jewish Students Club, Chi Sigma Iota, and Phi Kappa Phi, IRA affiliate.

## **B. MAJOR PROBLEMS**

### **1. PERSONNEL**

#### **A. Faculty Positions**

The addition of faculty in the RCOE remains a critical need. The RCOE continues to use a substantial number of adjuncts and will be unable to meet the student demand for selected programs as more offerings become based off-campus. 16 searches were conducted during 2006-07 for employment in 2007-08; 8 were completed. Employed were 5 females and 3 males; one member from an underrepresented group. Interim Assistant Dean Roma Angel was named Assistant Dean in May 2007.

An additional 2-3 faculty positions over the next year is requested to reduce reliance on adjuncts and meet program needs. The majority of these positions will be the result of ever-increasing off-campus

programs including the anticipated offering of a second full-time off-campus cohort in elementary education at Caldwell.

B. Secretarial, Technical, EPA, Work Study and Graduate Student Support

- 9 SPA positions were filled; 8 replacements and 1 new position.
- A Research Associate in Assessment was hired to assist the college in data collection and analysis.
- A Director of Teacher Education Recruitment has been hired in conjunction with the Office of Admissions who begins work summer 2007 to assist all teacher education programs with recruitment and retention.
- Due to the increasing workloads experienced by departments and faculty, a need exists for 5 additional staff positions in the following areas:
  - One EPA position to provide support for general advising for students both in and outside the College.
  - One EPA/SPA position to serve as Director of Technology and Assessment Services in anticipation of adopting a university wide electronic assessment system for teacher education assessment data collection and analysis.
- Due to increase in off-campus programs, a need exists for two positions:
  - One SPA position for advising in Curriculum and Instruction;
  - One EPA Early Field Experience Coordinator for Elementary Education/Middle Grades/Special Education off-campus cohorts.
  - One shared SPA position between LRE and C&I to assist with increased workload.
  - One SPA technology assistant to provide support to Active Worlds in the LES department.
- Although minor modifications in work study allotments have been made, overall work study allocations have not changed

substantially for several years. The College needs at least an additional \$6,000-8,000 to provide more balanced work study support for departments and the operation of labs.

- Although the College produces the largest amount of graduate activity on and off campus, its assistantship allocation still does not reflect this productivity. Hence, the college needs at least a 15 percent increase in its assistantship allocation and access to double the number of out-of-state tuition waivers it now receives.
- The funding for the doctoral stipends has increased for full-time students; still needed are stipends to provide modest support to part-time students--\$15,000 would provide a modest beginning for this effort.

#### C. Salary Inequities

Attention has been given to issues of salary inequity, (including adjuncts) but the need remains to continue to keep salaries in alignment within the college as well as the university and the region. Particular attention needs to be given to identifying appropriate peer institutions and benchmarking faculty salaries appropriately with particular sensitivity to salary compression. The goal would be to place all faculty at least at the 80<sup>th</sup> percentile of peer institutions.

#### D. Diversity

The college has made conscientious efforts to increase diversity among faculty, staff, and students--the gains remain modest. Only one minority faculty was hired for 2006-07; two were hired for 2007-08. The Teaching Fellows program, the MSA program, the program in Communication Disorders, the doctoral program, and some programs in Human Development and Psychological Counseling have attracted modest numbers of minority students but overall representation in all college programs is still not satisfactory and calls for continued efforts. Efforts to address diversity issues within courses and across programs and within early field placements and student teaching placements are still fledgling efforts and need more emphasis and accountability. The college now supports a diversity placement in Burke and Caldwell counties to support the Elementary Education program. The college is looking forward to working with the new Director of Teacher Education Recruitment and the Office of Admissions to focus on recruitment at the undergraduate level for all teacher education programs in the university with particular attention given to increasing the number of minorities enrolled in our various programs.

#### E. Faculty Development

- The college invested heavily in SALT grants over the past three years, allocating close to \$300,000 in that time for faculty development projects and has a history of providing re-assigned time for faculty scholarship, efforts at assisting faculty with development in technology, developing expertise in newer teaching strategies, and providing other professional development opportunities including more regular awarding of off-campus scholarly assignments; this past year saw two faculty access OCSA's; all of these areas continue to be high priorities. As this year's report shows, a considerable number of professional development opportunities were made available; an even more systematic approach to faculty development would be possible if additional funding on an on-going basis could be made available for that purpose.
- Faculty development work that focuses on approaches to diversity in teaching and learning needs to be expanded and implemented.
- Experience with performance assessment and the development of appropriate candidate performance tasks continue to need to be a focus of faculty development.
- Continued attention to increasing the elements of web-enhanced instruction in all programs needs to be stressed.

#### F. Faculty Workload/Expectations

Faculty workload and faculty expectations as they relate to faculty assignments, promotion, tenure, and merit have been somewhat clarified and monitored for effectiveness and equity. Particular attention needs to be given to the impact of off-campus teaching on faculty workload and program enrollments and development. The role and responsibilities as well as compensation for coordinators of off-campus programs needs to be clarified and implemented.

The implementation of the new cap on off-campus salaries has raised a number of issues that continue to need to be addressed, both within the college and within the university about off-campus workloads.

Departments need to monitor more closely low enrollment classes on campus and make appropriate adjustments in a more timely way. No department is reaching the 50<sup>th</sup> percentile on the Delaware model for generation of credits per FTE for on campus courses.

Internship supervision requirements and practices need to be more clearly articulated and justified in light of the new position allocation matrix which reflects faculty workload in a different way.

Implementation of the new supplemental pay policy is beginning to have a major impact on all off-campus offerings; this impact will need to be studied carefully during the coming year and appropriate steps taken to adjust to the limitations imposed by the new policy.

#### G. Advancement Work

The college has a number of funding needs to be addressed by Advancement:

1. Seek support for the ongoing needs of the Communication Disorders Clinic as it moves into new quarters in University Hall.
2. Develop new endowments for scholarships and increase existing endowments with particular attention to the feasibility of more front loading of scholarships and more attention to the need of off-campus students.
3. Expand the college's donor base and establish a systematic program of communication with donors/alumni.
4. Seek funds to support departmental programs and college needs, especially those funds that can be used for unrestricted purposes.
5. Continue planning for fund raising efforts related to a new building especially in terms of equipping the building.
6. Refine and revise, as appropriate, policies and procedures for awards and events;
7. Seek funding from corporate sources to support special initiatives.
8. Explore more joint proposals across colleges.
9. Seek ways to better utilize alumni events to promote the RCOE.
10. Seek ways to use the RCOE Advancement Council in meaningful ways to promote the college and assist with securing additional resources.
11. Institute more giving classifications (i.e., Deans' Circle, Heritage Society)
12. Expand the RCOE Golf Tournament into an annual major fund-raising event.
13. Increase the number and kind of face-to-face interactions with potential donors.
14. Find ways to continue communications with alumni but reduce the costs of such efforts as the newsletter.

## **2. EQUIPMENT**

Progress continues to be made in addressing the computer needs of faculty and support staff; the absence of a consistent funding line for equipment, however, continues to make systematic upgrading, maintenance, and overall planning a challenge. Among the needs are upgrading of networks, resolution of limited printing/copying capability, upgrading of clinical equipment, and upgrading of staff technology; estimates for the first items call for at least \$40,000 one-time money and then at least a \$50,000 annual allotment for on-going support/upgrade for faculty, support staff, and labs. In addition, program equipment needs call for \$50,000 in catch-up funding and then an annual allotment of at least \$40,000 for maintenance and continued acquisition. An additional issue to be addressed is the purchase of equipment by departments that parallels purchases by the college (i.e., the number of computers the college/department will support). This continues to be an issue and causes unnecessary duplication of effort and expenditure.

Annual funding needs:

Computers/technology, networking maintenance/upgrades	\$ 20,000
Equipment (classroom, clinical)	\$ 30,000
Total:	\$50,000

**3. CURRICULUM**

- Refine and continue to explore ways of meeting the new NCATE 2000 accreditation standards and the continuing changes in state program standards with particular emphasis upon refining and expanding data bases and data collection as a part of both unit and program assessment efforts.
- Explore the feasibility of adopting and implementing a university-wide electronic assessment data system that would be efficient and effective in collecting and archiving appropriate unit, program, and candidate assessment data.
- Complete DPI review of the graduate Special Education program to secure approval of its re-design to meet new state program standards at the graduate levels.
- Complete DPI review of the Communication Disorders program to insure state approval.
- Complete DPI review of Instructional Technology program to insure state approval.

- Review and clarify the role of the Professional Core, its relevance to all teacher education programs on campus, the expectations for faculty teaching the core, and the relevance and presence of common assessments in the Core.
- Prepare and mentor new and adjunct faculty in the college more effectively.
- Participate in the development of a new General Education program for the university.
- Participate in the Strategic Planning activity of the university.
- Review and revise the college's mission and vision statements in conjunction with the university's strategic planning efforts.
- Review and refine the student teaching experience, covering placement processes, including attention to diversity, developing online resources and means of collecting data, refining the student teaching assessment instrument to insure its alignment with program content and accreditation standards, state and national, training for cooperating teachers and university supervisors, criminal background checks, etc..
- Clarify both criteria and process for addressing cases of students who do not meet program requirements (i.e., student teaching, clinical internships).
- Provide reinforcement of appropriate candidate dispositions within coursework and fieldwork with corresponding assessment by all faculty.
- Develop a systematic plan for evaluating delivery of off-campus instruction collaboratively among departments, both within the RCOE and across campus.
- Monitor the systematic long-range plan for the offering of both undergraduate and graduate cohort based programs off campus needs and adjust the plan periodically in collaboration with Extension and service departments across campus.
- Continue expansion of both complete and blended instruction for online use.
- Monitor the impact on changes in supplemental pay on the off-campus teaching and course needs.

- Clarify and refine expectations for field experiences for students in off-campus programs.
- Monitor low enrollment programs closely to determine their feasibility in continuing, given the shrinking resources available to the college and the university;
- Monitor low enrollment classes on campus and initiate ways of increasing SCH production at both the undergraduate and graduate levels per FTE.
- Maintain a continued emphasis upon the college's conceptual framework and its alignment with national and state standards as well as program content and experiences.
- Implement the newly adopted policies on criminal background checks and PRAXIS II scores.
- Make the availability of the Professional core courses electronically to off-campus students a high priority.
- Decide if current practices and requirements for alternative licensure are relevant and practical, given today's need for additional teachers, giving special attention to increased recruitment and support of lateral entry and licensure only students and exploring the feasibility of an MAT program for select programs.
- Work with the sciences to obtain support for the Comprehensive Science licensure program.
- Explore the feasibility of closer alignment with community college curricula to help focus the preparation of two year students toward success in teacher education.
- Align the Graduate School's internal program evaluation cycle with the accreditation review cycle of programs in the college.
- Monitor the success of certificate programs in media literacy, telecommunications and addiction counseling to determine if this kind of curricular offering meets a definite need and should be expanded to other areas.
- Begin the planning for a new doctoral program in literacy.

#### **4. PHYSICAL FACILITIES**

- Renovating as well as increasing the number of faculty offices remains a high priority need; in fact, it is the number one request in all departmental annual reports. Currently there is an inadequate amount of space available to address needs for additional faculty offices, administrative work space, seminar/conference space, research/grant space, storage space, technology work/server space, etc.

The RCOE is currently in limbo on the status of its new building and will not know whether funding and siting will be forthcoming in this next academic year; even if both occur, it will be 3-4 years maximum before a new facility can be built. The pending move of the CD Clinic to renovated quarters in University Hall (fall 2007) will free badly needed space in Duncan Hall. This means that choices will have to be made about how much and what kind of renovation should occur in Duncan Hall during the interim.

- The continuing record of success for faculty in securing grants poses a growing problem related to space for housing such grants. Without loss of classroom space, we have no further options for finding usable space in Duncan Hall. Space will need to be found outside Duncan to accommodate future grant expansions until a new facility is ready.

#### **5. STUDENTS**

- Increase recruitment efforts for under-enrolled programs with corresponding increases in student numbers or give serious consideration to elimination of some programs.
- Find new and more effective recruitment and retention strategies for all teacher education programs on and off campus in order to meet enrollment targets set by the UNC system. Use the ASU Recruitment/Retention Plan as a blueprint for these activities.
- Increase the diversity in the student population.
- Encourage greater involvement of students in the committees and activities of departments and the college.
- Implement a background check process for all teacher education students and monitor its effectiveness.

- Improve collection of data on student performance and expand the system of candidate performance assessment.
- Recruit vigorously for the doctoral program with special attention to attracting school administrators; provide closer alignment of the curriculum with Ed.S. programs in Higher Education and School Administration.
- Continue upgrading of the college and department web pages to improve image and information access; place more forms that are used consistently by staff online. Make current course syllabi, checksheets, and other student materials readily available on the college and department webpages. Provide uniform looks for the college's pages at least through those of each program area.
- Provide student groups with a higher profile in the college and have their activities better coordinated; encourage stronger faculty sponsorship and strengthen programming,
- Give attention to identifying and implementing special activities such as camps, institutes, special projects that will bring students to campus where they can work with our faculty and students.
- Give attention to the content and design of recruitment materials for varying audiences.

### **C. PROGRAM REVIEW DATA**

- NCATE approved the unit (RCOE) for a seven year period as a result of the NCATE visit in the spring of 2006; DPI approved all but three programs for a similar cycle; the three programs will be reviewed in 2007.
- IHE Performance Report identified RCOE as meeting the appropriate standards for undergraduate and graduate teacher preparation in North Carolina.
- ASHA found the Communication Disorders program to be in compliance with most ASHA requirements and accredited the program for five years.

## II. THE COLLEGE AND THE DEAN'S OFFICE

- The RCOE promoted grant activity, according to Graduate Studies and Research, which resulted in over 40 proposals being submitted with a 100% percent success rate. Overall in the university, the college accounted for 37% percent of the grants and contract dollars brought in during 2005-06. Total amount awarded was \$4,343,147 (includes \$2,787,185 funded through Appalachian Family Innovations, the study center for RCOE located in Morganton, NC.)
- Provided funding support for faculty development activities.
- Monitored the Banner conversion process as it affected processes in the Dean's Office and the college.
- Supervised the verification of faculty's licensure credentials.
- Maintained the University Teacher Education Council, the Undergraduate Studies Committee, the Graduate Studies Committee, the RCOE Faculty Development Committee, the RCOE Technology Advisory Committee, the RCOE Diversity Committee, the RCOE International Activities Committee, the RCOE Task Force on the Conceptual Framework, the RCOE Advisory Committee on a new building, the ASU-School Partnership Governing Board, the ASU-Public School Partnership Coordinating Council, the RCOE Field Advisory Council, and the RCOE Advancement Council.
- Operated the ASU Scholars' Weekend both semesters with a total of 80 students participating.
- Developed and implemented the Successful Applications for Learning Technologies (SALT) grant process for faculty development; awarded over \$100,000 to 11 projects involving approximately 15 faculty.
- Assisted with the design and development of the Appalachian State University Teaching Center at Caldwell Community College.
- Continued to support expanded off-campus extension activity, especially in distance learning and received continued federal funding to support the Appalachian Transition to Teaching Program (ATTP) for lateral entry and licensure only teachers.
- Continued support of the Teaching Fellows Program and assisted in securing two grants for the program: \$20,000 from the Longview Foundation for international activity and \$10,000 from the Staples Foundation for program support.

- Appointed Dr. Roma Angel, Assistant Dean for Field Experiences, after she served in that role as interim during the academic year 2006-07.
- Filled the position of Research Associate for Assessment with Ms. Stephanie Martin.
- Supervised the upgrade of technology for faculty, staff, and labs in RCOE.
- Continued the use of a media presentation for Commencement featuring students from the RCOE and honored outstanding teachers from the Partnership counties.
- Supported 16 faculty/ 3 staff searches.
- Provided support for visitors from Mexico and Bolivia.
- Promoted diversity activities through the underwriting of books for the Diversity Reading Groups.
- Coordinated the collection and reporting of data for the seventh state mandated IHE Performance Report, as well as the Master's and MSA Reports, the Title II Higher Education Performance Report and the annual AACTE/NCATE report.
- Prepared the annual report on distance education funding activities and distributed over \$220,000 to support program development, equipment needs, and faculty development related to delivering off-campus programs.

### **III. REPORT ON RETENTION ACTIVITIES**

- The Reich College of Education has a written plan for advising students which can be found in both the Policies and Procedures Handbook for faculty and staff and the RCOE Student Handbook. The Associate Dean is designated as the Academic Advising Coordinator. The assigned personnel in the Dean's Office work closely with chairpersons, program coordinators and advisors to provide effective and accurate advising, which, in turn, impacts positively on student retention. All undergraduate students are assigned a faculty advisor when they declare their major and move from General Studies. Graduate students are assigned advisors upon their acceptance into a program. Advisors work with students on scheduling classes, interpreting policies, monitoring progress, providing program guidance, etc. RCOE advisors also refer students to other persons or areas if they need assistance the advisor cannot provide. Referrals may be made to the Learning Assistance Program, the Writing Center, Math Lab, Communication Disorders Clinic, Counseling Center, and numerous other supporting areas and programs.
- Students may be referred to the RCOE Admission, Advisement and Retention Committee. Students are referred who are encountering difficulty with academics, communication, or interactions. Students are also referred if inappropriate or unprofessional behavior is displayed. Referrals also may be made if an advisor or faculty member is not sure of what other referral might be appropriate. The emphasis is upon early intervention and referral for students who might need additional assistance in some manner in their college programs.
- No official study of undergraduate retention has occurred for several years. The RCOE Committee on Undergraduate Studies should be charged with reviewing appropriate data and compiling a report and recommendations, where appropriate, for the RCOE. Data are now available that can be used as the basis for such a report.

### **IV. OTHER COMMENTS**

(None)

## APPENDIX A

Planning Unit Reich College of Education  
Date June, 1999  
Planning Period 1999-2005

### UNIT MISSION STATEMENT

The Reich College of Education exists to prepare its students (traditional and non-traditional) to assume positions as educational and human services personnel in both school and non-school settings. The various professions represented include teachers, school administrators and other human service personnel. At the core of their preparation is a strong practitioner orientation that complements their theoretical and research based learning experiences.

To accomplish its mission, the College offers a broad range of comprehensive degree programs at the Baccalaureate, Masters, Specialist, and Doctoral levels, as well as programs leading to particular certificates and licenses. The Reich College of Education seeks to provide a well-balanced program of classroom and clinical experiences.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best;
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge;
3. Supporting the integration of multi-cultural and global orientations in all program areas;
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors;
5. Engaging in an active program of exchange and interchange with its varied publics;
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research.

As one of the five degree granting colleges/school at Appalachian State University, the Reich College of Education reports to the Office of Academic Affairs.

(Revised March, 1992)

## PROFESSIONAL CORE CURRICULUM GOALS

Goals of the Reich College of Education's Undergraduate Professional Core Curriculum are to develop prospective teachers who:

1. Have the ability and desire to reason soundly, to communicate clearly, and to demonstrate critical reading, listening, and viewing skills.
2. Understand the organizational structure of knowledge about teaching and who can access that knowledge with current and emerging technologies.
3. Are reflective, professional decision makers.
4. Help students develop an integrated view of knowledge and reject narrow specialization and fragmentation.
5. Help students develop a concept of ethics and justice, and a desire to work towards eliminating injustices in schools and society.
6. Help students acquire respect for learning and compassion for people, especially other students in their schools.
7. Are creative, reform minded individuals who possess the leadership ability and courage to have a direct impact on students and the school/community?
8. Obtain knowledge of learning theories.
9. Obtain knowledge of national and state programs and standards that will affect them as teachers in the twentieth century.
10. Understand childhood and the processes of social, cognitive, and physical development.
11. Understand the issues of technology and their impact on society.
12. Understand the social context of schooling and the complex relationship between schools and society.
13. Enter into the ongoing conversation about what the aims of education and schooling ought to be in a pluralistic democratic society.
14. Have the opportunity to understand and address the ethical and professional issues of teaching in public schools in a democratic society.
15. Foster the intellectual and moral character necessary to become a thoughtful and effective teacher.

16. Understand the implications of student diversity for teaching and learning.

17. Understand and apply current and emerging technologies for instruction.

### Assessment

The forms of program assessment listed below will be used to determine student outcomes:

A. Random student interviews during and immediately after completion of program.

B. Individual course evaluation by students.

C. The results of the Professional Education Survey administered to student teachers each semester.

D. Information gathered through follow-up studies of recent graduates.

E. PRAXIS scores of students.

F. Student portfolios.

## GRADUATE EDUCATION GOALS

Graduate programs in the Reich College of Education have adopted the Graduate Education goals of the University.

1. Breadth of knowledge through the study of the arts, the humanities, mathematics, the natural sciences and the social sciences.
2. Depth of knowledge in at least one area of study.
3. Effective communication skills.
4. An enhanced capacity for logical and creative thinking, analysis, synthesis and evaluation.
5. The ability to apply methods of inquiry.
6. Computational skills and the ability to interpret numerical data.
7. An understanding of the interrelatedness of knowledge.
8. An awareness of the world's diversity of cultural and national experiences, identities and values.
9. An understanding of the issues and problems facing the contemporary world.
10. An understanding of, and respect for, diverse opinions and ideas.
11. An awareness of ethical issues and ethical behavior.
12. A commitment to learning as a lifelong process.

In support of these goals, Appalachian State University will provide:

13. An intellectually and aesthetically stimulating atmosphere throughout the University.
14. An environment that encourages interaction among members of the University community.
15. A variety of learning experiences both within and outside the classroom.
16. Experiences that promote personal growth and development.

17. An environment that fosters commitment to public responsibility and community service.
18. Opportunities to develop career goals and to prepare for specific careers.

### Assessment

The following procedures will be followed in assessing student outcomes:

- A. Comprehensive examinations.
- B. Internships.
- C. Course grades.
- D. Follow-up studies, including graduates and employers.
- E. Student folios.

## **Vision Statement**

In Pursuit of Knowledge: A Community of Scholars

Linking the Past and Present to the Future

Faculty and students come together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthy educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities that reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service.

We envision graduates of the Reich College of Education as thoughtful professionals, characterized by a love of learning and the capacity to adapt to change. Such professionals also reflect upon the moral nature of their work, and take seriously the public trust placed in them to make knowledgeable and ethically justifiable decisions concerning what is best for their students and clients.

Original 3/20/89

## **APPENDIX B**

### **PERSONNEL**

1. Changes in key personnel

Dr. Henry McCarthy resigned from his position as Assistant Dean of Field Experiences and entered phased retirement as a faculty member in Curriculum and Instruction. Dr. Roma Angel, assistant professor in LES, was named Assistant Dean.

2. Changes in faculty and staff positions

Faculty

Dean's Office

Stephanie Martin, RCOE Research Associate in Assessment, was hired.

Curriculum and Instruction

Dr. Patricia McCarthy retired as of June 2007.

Dr. Lisa Gross was hired as assistant professor, effective fall 2007

Dr. Herb Brooks was hired as associate professor, effective fall 2007.

Dr. Terri Mitchell was hired as assistant professor, effective fall 2007.

Human Development and Psychological Counseling

Dr. Glenda Hubbard completed her phased retirement as of June 2007.

Dr. Christina Galvin was hired as assistant professor, effective fall 2007

Dr. Hakan Ersever was hired as assistant professor, effective fall 2007.

Language, Reading and Exceptionalities

Dr. Billie Irwin resigned effective June 2007.

Dr. Dawn Botts was hired as assistant professor, effective fall 2007.

Leadership and Educational Studies

Dr. Amy Cheney was hired as assistant professor, effective fall 2006

Dr. Regis Gilman was hired as assistant professor, effective fall 2006; she resigned in January 2007.

Dr. Art Safer, professor, retired effective June 30, 2007.

Dr. Nita Mazden was hired as assistant professor, effective fall 2007

Dr. Precious Mudiwa was hired as assistant professor, effective fall 2007

Dr. Pete Giampietro was hired as assistant professor, effective fall 2007

## Staff

Marty McCormick resigned her position in HPC to accept another position in the university.

Diana Barbee accepted a position in HPC.

Kathy Whittington accepted and resigned her position in the Associate Dean's Office, moving to another position in the university.

Tamie Watkins accepted a position in the Associate Dean's Office.

Joyce Reese accepted a position in the Dean's Office

Jacqui Christianson accepted and resigned from her position in the Assistant Dean's Office, moving to another position in the university.

Bryan Johnson resigned from his position in the Dean's Office to take a position outside the university.

Chris Larson accepted a position in the Dean's Office.

Kevin McLeod resigned from the National Center for Developmental Education.

Hildreth Davis accepted a position with the National Center for Developmental Education.

Katherine Gerlaugh resigned her position with the National Center for Developmental Education.

Denise deRibert accepted a position with the National Center for Developmental Education.

Evelyn Asher accepted a position with the National Center for Developmental Education.

## **APPENDIX C EQUAL OPPORTUNITY AND DIVERSITY**

- Conducted 16 faculty searches and filled 8; 5 women and 3 men were hired, with an African-American filling 1 slot. The college also conducted 9 SPA searches and filled positions with 8 women and 1 man, none from underrepresented groups.
- Continued the college's efforts at promoting dialogue about diversity by supporting several faculty/staff/student reading groups who met on a regular basis both semesters to discuss selected texts.
- Began a "tile project" with local schools to feature the diversity of the region; final display to be mounted in Duncan Hall as a means of recognizing the diversity in the ASU-Public School Partnership.
- Secured a \$100,000 contribution over 4 years to provide \$25,000 a year for scholarships to support students from underrepresented groups seeking teacher education degrees.

In addition, a variety of other activities occurred and these are summarized below.

### a. Personnel

Mentored new faculty members as well as students in many programs.

Served as advisor to student organizations with minority constituencies.

Used special mailings, e-mail and personal contacts for recruiting students and potential faculty members from institutions with substantial minority populations.

### b. Curriculum

Emphasized inclusion of multi-cultural topics in classes with Elementary Education adding a required course in diversity for its majors.

Offered symposia, panels, guest speakers focusing on diversity issues and stressed student attendance at these events as well as at university sponsored forums on diversity-related topics.

Maintained internships, practica and clinical experiences for bringing RCOE students to sites which enhanced their understanding of and involvement with minorities and minority issues.

Continued to support a student teaching experience in Mexico and assisted with placements in other countries.

Offered off-campus programs to attract minority students.

Conducted special field trips for students to schools and agencies serving diverse populations.

Promoted the use of the Internet to connect ASU students with students in other cultures.

c. Professional Activities

Provided faculty reviewers for multicultural journals.

Authored articles and books on diversity topics.

Made presentations and conducted workshops/seminars focused on diversity issues.

Served as members of local, state, and regional task forces addressing diversity issues.

Authored grants focusing on working with minority populations as well as recruiting them into the profession.

Maintained a college-wide diversity committee.

Encouraged faculty to become members of appropriate professional organizations such as Gamma XI, the ASU chapter for Phi Beta Delta, Honor Society for International Scholars.

Conducted research on perceptions about minorities and the effects these have on teaching and learning.

## APPENDIX D

### DEAN'S OFFICE

#### STAFF PROFESSIONAL ACTIVITY

##### I. Teaching

Dr. Charles R. Duke

EDL 7065 spring semester

Kellogg Institute Practicum Advisor, summer 2006

Dr. Linda McCalister

CI 3850 - Fall

CI 3850 - Spring

##### II. Student Advisement Responsibilities

Dr. Charles R. Duke

NA

Dr. Doris M. Jenkins

Responsible for College of Education advising program

Advising all students referred to the Dean's Office

Advising licensure only students

Advising of lateral entry and students with programs through the Regional  
Alternative Licensure Center

Orientation sessions for freshmen and Transfers

University Advising Committee

University Admissions Receptions

Dr. Roma Angel

Directed the Ireland and Costa Rica student teachers

Coordinated all the out-of-area student teachers.

Handled issues related to student teachers in the field in collaboration with  
university supervisors and cooperating teachers.

Mr. Michael Finney

Supervised the recruitment and processing of lateral entry candidates into  
the Appalachian Transition to Teaching Program.

Ms. Heidi Tait

Counseled students on the requirements of the ATTP and processed  
applications for the program.

Beth Brittain

Assisted with student teaching placements, applications, and licensure requirements.

Karen Rhymer

Assisted with student records and related activities.

John Spagnolo

Assisted students with meeting the NETS-T

### **III. Research/Creative Efforts**

Dr. Charles Duke

Development of Rubrics and Training Materials for NCTE/NCATE Standards for National Council of Teachers of English. Formal. Non-Funded.

### **IV. Publications**

Dr. Charles R. Duke

"Guidelines for Preparing the NCTE/NCATE Program Report" revised ed. fall 2006. (available online at NCATE website (www.ncate.com))

"Building Excellent English Language Arts Teacher Preparation Programs: Unfinished Work" in Guidelines for the preparation of English language arts teachers (co-authors Lisa Scherft and Joseph Milner). NCTE: Urbana, IL 2007.

Dr. Doris Jenkins

"Distributed Leadership and the Use of Technology for Building a Professional Learning Community," IADIS E-Society Conference on Learning and Technology 2006 Conference Proceedings. Co-Authors: Jenkins, K and Zimmerman, S. (2006)

Dr. Roma Angel

Learning communities in 3D immersive worlds: evolving online instruction in Proceedings of the Hawaii International Conference on Education. Honolulu, HI (co-authors: Tashner, J., Riedl, R., Bronack, S., Cheney, Gilman, R., Sanders,R.) 2007.

## **V. Papers/Talks Presented at Professional Meetings**

### Dr. Charles R. Duke

"Preparing for the NCTE/NCATE Program Review," 2 workshops, AACTE and NCATE Institutional Orientation and Professional Development Conference, Arlington, VA, March 31 and April 1, 2007. (invited)

"Preparing a Revised Report for NCTE/NCATE Review," day long workshop, Anderson University, Anderson, SC, April 19, 2007. (invited)

"Alignment of the NCTE/NCATE standards with the Eastern Michigan University English Education Program," day long workshop, Ypsilanti, MI, March 16, 2007. (invited).

"The New NCTE Guidelines for English Language Arts Teacher Preparation: Alignment with Elementary, Middle, and Secondary Levels of Teaching Language Arts," panel, NCTE Annual Convention, Nashville, TN, Nov. 21, 2006.

"Preparing the NCTE/NCATE Report for English Language Arts," workshop, NCTE Annual Convention, Nashville, TN, November 20, 2006.

"Aligning English Education Programs with NCTE/NCATE Program Standards," presentation, Oklahoma Commission for Teacher Preparation, Norman, OK, November 10, 2006. (invited).

"Preparing the NCTE/NCATE Program Report," presentation, Ohio Teachers of English Language Arts conference, Columbus, OH, September 28, 2006. (invited)

"Preparing for the NCATE/NCATE Program Review," workshop, AACTE and NCATE Institutional Orientation and Professional Development Conference, Washington, DC, September 17, 2006. (invited).

### Dr. Doris Jenkins

"Distributed Leadership and the Use of Technology for Building a Professional Learning Community," IADIS E-Society Conference on Learning and Technology Dublin, Ireland. July, 2006. Co-Presenter: Kenneth D. Jenkins

“Exploring the Intersection between Teacher Leadership, Social Justice, and School Improvement,” American Association of Colleges of Teacher Education (AACTE) Conference, New York City, NY, February, 2007.  
Co-Presenter: Kenneth D. Jenkins,

Dr. Roma Angel

"Preparing Leaders to serve Mexican Immigrant Populations: Six Strategies." ASCD, Anaheim, CA, March 2007. (refereed)

"Cultural Immersion for Powerful Leadership Development on Culture, Race, and Economic Class" (with O'Neal, L.) National Staff Development Council, Nashville, TN, December 2006. (refereed)

"Creating a 3D Environment for Case Study Analysis: Phase II." (with Sanders R.L.). League of Worlds International Conference. Boone, NC, November 2006. (refereed).

"Building Principal Leadership Capacity for Developing Learning Communities Supportive of Mexican Immigrant Children: One School Administration Program's Initiative" (with O'Neal, L.C.) University Council for Educational Administration, San Antonio, TX, November 2006. (refereed).

"The Politics of Spirituality: Building a Conceptual Framework for Moral Leadership," 11th Annual Leadership and Ethics Conference, Victoria, BC, October 2006 (refereed).

"Principal Preparation for Responsive Cultural Leadership: Strategies for Personal Leadership Transformation," 60th Annual National Council for Professors of Educational Administration Conference. Lexington, KY, August 2006 (refereed).

John Spagnolo

Presented, 22 January 2007, Edwin Duncan Hall , Lunch and Learn about BLOGS

Presented, 8 December 2006, 19 January 2007, 23 March 2007, Broyhill Inn and Conference Center, Technology Enhanced Learning Communities (TELC) Workshops

Presented, 31 March 2007, 2007 PDS National Conference, Las Vegas NV, Data Driven And Technology Enhanced PDS Learning Communities

Presented, 13 October 2006, Plemmons Student Union, Boone NC, Student Teaching Seminar, Implementing Technology Enhanced Curriculum Plans (NETS-T III)

Presented, coordinated and attended, 8 September 2006, CVCC, Hudson NC, TAC Strategic Planning Retreat

Presented, 6 August 2006, Broyhill Inn and Conference Center, University Student Teaching Supervisors Technology Training

Dr. Terry McClannon

McClannon, T.W. & Kortering, L.J. (2007). Universal Design for Learning: Perspectives of High School Algebra and Biology Students. 19th Annual At-risk Youth National Forum, February 2007. Myrtle Beach, SC.

## **VI. Attendance at Professional Meetings**

Dr. Charles R. Duke

AACTE and NCATE Institutional Orientation and Professional Development Conference, Arlington, VA, March 31-April 1, 2007

11th Annual Raising Achievement and Closing Gaps Conference, Greensboro, NC, March 26, 2007.

AACTE 59th Annual Conference, New York, NY, February 24-27, 2007.  
National Council of Teachers of English, Nashville, TN, November 19-21, 2006.

Oklahoma ACTE/Oklahoma Commission for Teacher Preparation Conference, Norman, OK, November 10, 2006.

NCATE Specialty Area Standards Board Meeting, Washington, DC, Oct. 17-Oct. 22, 2006.

NCATE SPA Report Process Conference, Ohio State Department of Education, Columbus, OH, September 28, 2006.

AACTE and NCATE Institutional Orientation and Professional Development Conference, Arlington, VA, September 19-20, 2006.

Dr. Doris M. Jenkins

IADIS E-Society Conference on Learning and Technology, Dublin, Ireland, July, 2006

School for the 21st Century, Charlotte, NC, December, 2006

AACTE Annual Conference, New York City, NY. February, 2007

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Dr. Roma Angel

Association for Supervision and Curriculum, Anaheim, CA, March 2007.

American Association of Colleges of Teacher Education, New York, NY, February 24-27, 2007.

University Council for Educational Administration, San Antonio, TX, November 2006.

League of Worlds International Conference, Boone, NC, November 2006.

11th Annual Leadership and Ethics Conference, Victoria, BC, October 2006.

60th Annual National Council for Professors of Educational Administration Conference, Lexington, KY, August 2006.

Mr. John Spagnolo

March 2007, 2007 PDS National Conference, Las Vegas NV

Dr. Terry McClannon

Educomm- Educational Computing Conference Anaheim, CA. June 17-22, 2007.

National Dropout Center- 19th Annual At-risk Youth National Forum (Grant) Myrtle Beach, SC. February 19-21, 2007

National Secondary Transition Technical Center Conference (Grant) Charlotte, NC. May 1-4, 2007

UNC Teaching and Learning with Technology  
Raleigh, NC. March 21-23, 2007

Stephanie Martin

Southern Association for Institutional Research (SAIR)  
10/14/2006-10/17/2006, Washington, DC.

AACTE 2/22/2007-2/27/2007, New York, New York

Making an Impact Conference, 3/15/2007-3/17/2007, Atlanta, GA

NC State Assessment Conference, 4/13/2007-4/17/2007, Cary, NC

**VII. Off-Campus Scholarly Assignment**

Not applicable.

**VIII. Released Time**

Not applicable.

**IX. Proposals for External Funding**

Dr. Charles Duke

Internationalizing the Teacher Education Program; Longview Foundation,  
\$20,000 funded

Sustaining Services for Special Populations, \$157, 614 NCDPI (funded).

ASU-BTSN Pilot Project; Z. Smith Reynolds Foundation. (funded for two  
years \$130,000+ \$60,000 matching)

**X. Instructional/Faculty Development Activities**

Dr. Charles R. Duke

(see attendance at professional meetings)

Dr. Doris Jenkins

(see attendance at professional meetings)

Dr. Roma Angel

(see attendance at professional meetings)

John Spagnolo

Enrolled, 9 January 2007, Distance Education Professional Development  
(DEPD) Program, University of Wisconsin, Madison

Attended, 29 September 2006, Broyhill Inn and Conference  
Center, Qualitative Research Roundtable

Attended, 25 July 2006, Plemmons Student Union, Boone NC, Facebook:  
Friend or Foe?

Attended, 17 July 2006, Sanford Hall, Boone NC, iTunes and Podcasting

Dr. Terry McClannon  
(see professional meetings attended)

Stephanie Martin  
(see professional meetings attended)

**XI. Curricular/Departmental Activities**

**XII. Creative/Scholarly Activity**

Dr. Charles R. Duke  
"Guidelines for Reviewing the NCTE/NCATE Program Report," fall 2006  
(internal document for use by NCTE).

**XIII. Student Activities**  
Not applicable.

**XIV. Leadership/Regional Services/Activities**

**A. List instances of cooperation with/assistance to the public schools.**

Charles R. Duke  
PDS Partnership Committee for Ashe and Avery High School, ex officio  
Member  
ASU-Public School Partnership Governing Board, member  
ASU-Public School Partnership Coordinating Council, member ex officio

Dr. Linda McCalister  
PDS Partnership Committee for Ashe, Watauga and Avery High School  
ASU-Public School Partnership Governing Board, member  
ASU-Public School Partnership Coordinating Council, member  
ASU-Public School Partnership Director-coordinated, assisted or  
sponsored the following activities for public schools in the Partnership:

- Science Inclusion Workshops (Sept.-April 2006-2007)
- Focus Group Meetings (Sept-May 2006-2007)
- Teacher Cadet Day (Oct. 2006)
- Teacher Cadet Meeting (Aug. 2006, April 2007)
- Scholar Weekend- (Nov. 2006, March 2007)
- ASU Tile Project-(2006-2007)
- NBPTS Candidate Classes (Sept. 2006-March 2007)

**B. List other instances of leadership or active participation in regional service activities not listed in XIV.A.**

Dr. Charles R. Duke

Member, Northwest Regional Educational Service Alliance Executive Council

**C. List professional activities on and off campus related to international studies or programs (including brief notations of appropriate items which also appear in other sections of this report).**

Charles R. Duke

Member of Phi Beta Delta International Honor Society

Hosted and provided support for faculty members from Mexico, Australia, and Bolivia

Served as chair of search committee for the Director of International Outreach 2007

Visited Universidad Nacional-Nicoya, Costa Rica and signed an agreement to promote faculty and programmatic exchanges, 2007

Dr. Roma Angel

Organized, supervised and assisted with setting up student teaching experiences in Ireland and Costa Rica.

**XV. Leadership Roles**

Dr. Charles Duke

Coordinator, NCTE/NCATE Program Review, National Council of Teachers of English

Chair, NCTE Subcommittee on Exemplary English Education Programs for NCTE Standing Committee on Teacher Preparation and Certification

Chair, NCTE/NCATE Program Review Audit Committee

Chair-elect of NCATE Specialty Area Studies Board 2007-08; chair 2008-2010.

Dr. Doris M. Jenkins

Member, State Evaluation Committee, NC State Board of Education.

Chair, NCATE BOE Focused Accreditation Visit, Eastern New Mexico University, Portales, New Mexico, April, 2007

Member, NCDPI Program Approval Visitation Team, North Carolina Central University, Durham, NC, March, 2007

Member, NCDPI Associate Deans Committee

Member, Graduate/Non-Teaching Work Experience Credit Appeals Panel

Member, Special Committee on Graduate Pay Approval and Non-Teaching Work Experience

## **XVI. Committee Assignments**

### **College/University**

#### Dr. Charles Duke

RCOE Administrative Council, Chair  
RCOE Technology Advisory Committee, Ex officio  
RCOE Teaching Fellows Advisory Board, Member  
RCOE Faculty Development Committee, Ex Officio  
RCOE Diversity Committee, Ex officio  
RCOE International Activities Committee, Ex Officio  
Appalachian State University/Public School Partnership Governing Board,  
Member  
Appalachian State University/Public School Partnership Coordinating  
Council, Ex Officio  
RCOE Field Advisory Council, Ex Officio  
RCOE Doctoral Program Policy Committee, Ex Officio  
RCOE New Building Committee, Chair  
RCOE Technology/Distance Learning/Extension Committee, Chair  
RCOE Teaching Fellows Advisory Committee, Member  
MSA Advisory Council, Member  
ASU Scholars' Weekend Committee, Chair  
Deans' Council, Member

#### Dr. Doris Jenkins:

Council on Teacher Education, Member  
Duncan Teaching Award Committee, Member  
Provost Council on Math/Science Education, Member  
Reich College of Education Graduate Studies Committee, Chairperson  
Reich College of Education Undergraduate Studies Committee,  
Chairperson  
Reich College of Education Administrative Council, Member  
Reich College of Education Scholarship Committee, Chair  
University Advising Committee, Member  
University Commencement Committee, Member  
University ESL/TESL Task Force, Member  
University General Education Task Force, Member,  
University Scholarship Committee, Member

#### Dr. Roma Angel

RCOE Field Services Advisory Committee, Chair  
RCOE Administrative Council, Member  
University Teacher Education Council, Member  
RCOE Secondary Education Advisory Committee, Member  
RCOE Search Committee for Coordinator of ASU-BTSN

Dr. Linda McCalister

ASU-Public School Partnership Governing Board, Member  
ASU-Public School Partnership Coordinating Council, Member  
University Teacher Education Council, member Ex officio  
ASU Scholars' Weekend Committee, Member  
Gear UP Advisory Board, Member  
Math/Science Advisory Board, Member  
Cultural Arts Advisory Board, Member  
Middle School Advisory Board, Member  
Middle School Focus Group  
Middle School Language Arts Focus Group  
Middle School Science Focus Group  
Middle School Social Studies Focus Group  
High School Math Focus Group  
High School Science Focus Group  
Watauga Learning Community  
Ashe High School PDS Committee  
Avery High School PDS Committee  
RCOE Secondary Education Advisory Committee  
Search Committee for Coordinator of ASU-BTSN  
ASU Strategic Planning Sub-committee  
International Education and Community Outreach Committee  
ASU Outreach Committee

Mr. John Spagnolo

RCOE Technology Advisory Committee, Chair  
NC Teacher Education Technology Council, Member

Dr. Terry McClannon

Member, Program Policy Committee  
Doctoral Program in Educational Leadership  
New Building Steering Committee  
Ex-Officio Member, Technology Advisory Committee  
Information Technology Advisory Committee  
Assessment Advisory Committee

Stephanie Martin

RCOE Assessment Advisory Committee  
RCOE Program Coordinators Committees (undergraduate/graduate)

Ms. Lynn Church

RCOE Staff Council, Chair

**Off Campus (state or national)**

Dr. Charles Duke

NCATE SPA Advisory Committee, Member  
NCTE Task Force on NCATE Affiliation, Member  
NCTE Standing Committee on Teacher Preparation and Certification,  
Member  
NCTE/NCATE Audit Committee, Member  
NCATE Specialty Area Studies Board, member and chair elect 2006-  
2010.  
UNC Deans of Education Council, member

Dr. Doris Jenkins

State Evaluation Committee, NC State Board of Education, Member.  
NCATE Board of Examiners, Member  
NCDPI Program Review Approval Committee, Member  
NCDPI Associate Deans Committee, Member  
Graduate/Non-Teaching Work Experience Credit Appeals Panel, NC State  
Board of Education, Member  
Special Committee on Graduate Pay Approval and Non-Teaching Work  
Experience, NC State Board of Education, Member

Stephanie Martin

Association for Institutional Research, member  
Southern Association for Institutional Research, member  
North Carolina Association for Institutional Research

**XVII. Honors Received**

Not applicable.

**XVIII. Miscellaneous Professional Activities**

Dr. Charles R. Duke

Manuscript Reviewer, English Journal, English Education  
Book Reviewer, ALAN Review

**XIV. Publications/Presentations by Majors/Graduates**

Not Applicable.

**XX. Honors Received by Majors/Graduates**

Not Applicable.

**XXI. Diversity Related Efforts and Activities**

Dr. Charles R. Duke

RCOE Diversity Committee, Chair

Monitored all position advertisements to insure that language was appropriate for addressing diversity and monitored the search processes for all positions to insure that pools were diverse; provided funding to purchase books for reading groups focused on diversity issues; provided support for Family Literacy Project; provided support for Elementary Education Program off-campus

Diversity initiatives in schools; provided support for after-school enrichment  
Program for international students from Hardin Park Elementary School.

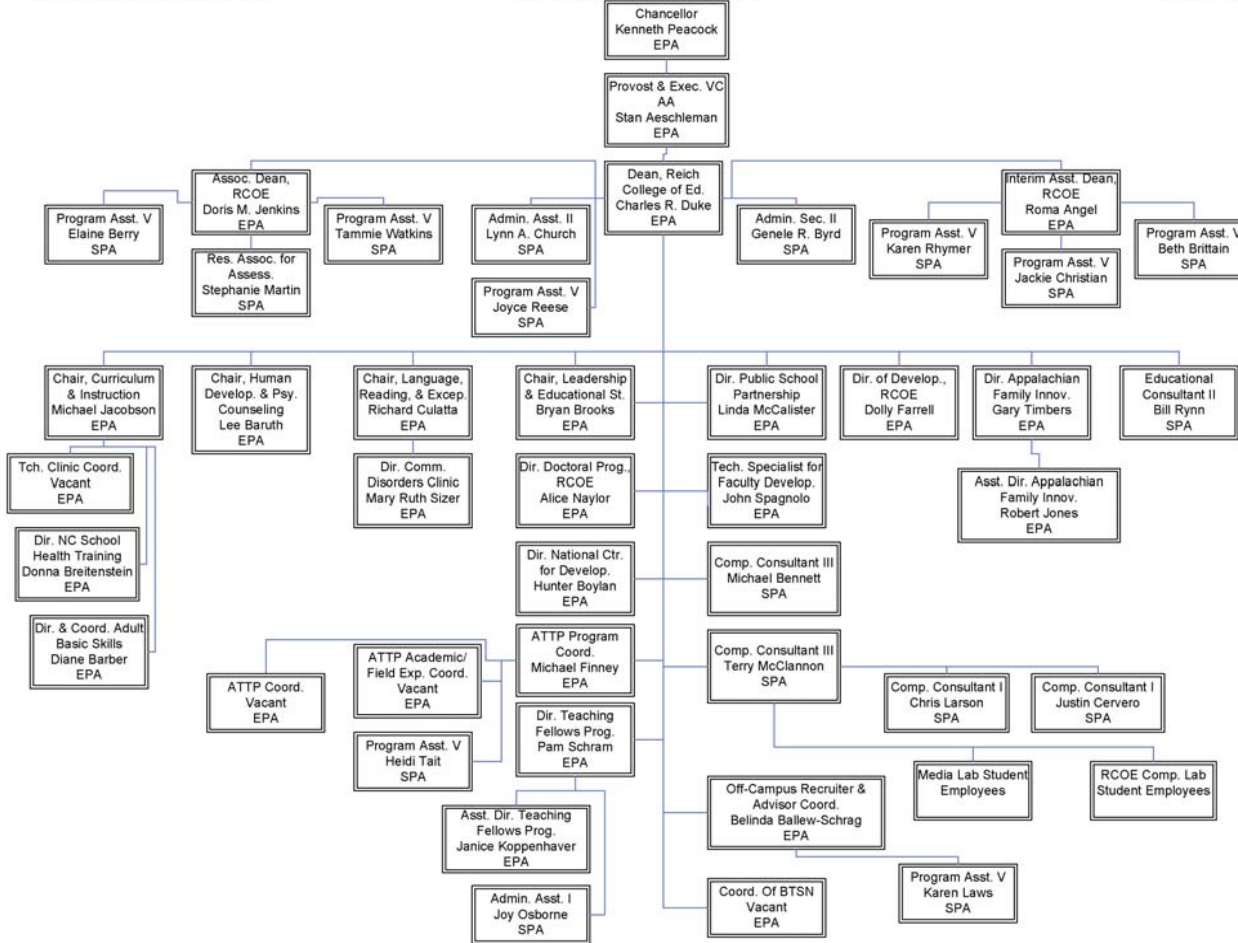
Dr. Doris Jenkins

Assisted with identifying candidates, reviewing applications, and awarding scholarships for students from underrepresented groups.

Dr. Linda McCalister

Assisted in planning, coordination, development and implementation of ASU Public School Partnership Tile Project. (Project highlights the cultural diversity of the area served by Appalachian State University)

# APPENDIX E



## APPENDIX F

### INSTITUTIONAL EFFECTIVENESS

The data upon which programs, policies, and procedural changes are based is gathered from several sources. Formally, individual programs conduct yearly surveys of past graduates, current employers, and conduct exit interviews with graduate and undergraduate students. Comments from class evaluations are also collected by the chair and shared with program faculty when appropriate. Peer review and post tenure review are also used as a means to strengthen faculty development. Informally, information is gathered during scheduled meetings with field-based supervisors and other interested personnel. In addition, some modifications are based on responses to certification agencies and governmental boards. The college participates each year in the state required Institution of Higher Education report on undergraduate and graduate teacher education; part of the assessment includes surveys of graduates who have completed the programs within the last year. Survey results are provided to all programs. In addition, the college must report PRAXIS scores for all students admitted and exiting its undergraduate programs. Results of these tests are shared with departments across campus as an indicator of student performance. Comparable assessments occur at the graduate level in a number of programs.

One of the significant changes undertaken this year as a result of undergoing program approval reviews by the North Carolina Department of Public Instruction was that each program area was required to file an annual report indicating what changes it had undertaken as a result of its assessment data. Specific examples of both the procedures for data collection and the resulting analysis can be found in departmental reports; for example, see the report for Elementary Education from the Department of Curriculum and Instruction.

During the past year, the following major and minor changes were made in programs as a result of data collected in the manner detailed above. Among those changes were the following.

#### Curriculum and Instruction

- Continue a major revision of its course of study begun in 2006-07 as a result of data collected from candidates, alumni, employers, and faculty. Revisions will entail changes in course credit hours, addition of required assessment course, further refinement of the TaskStream portfolio training, etc.
- Improve communication processes among faculty and students, improve monitoring and reinforcing candidate dispositions, improve electronic portfolio assessment and overall better data review.
- Maintained Advisory Committees for Middle Grades and Elementary Education

- to provide feedback on curriculum, candidate performance, etc.
- Utilized feedback from graduates obtained through regular surveys conducted through the RCOE Dean's Office.
  - Continued the development of PDS sites for secondary programs as the direct result of students, faculty, and schools calling for more and better developed early field experiences for secondary education majors; two high schools, Ashe and Avery, are now fully participating PDS sites with expanded field experiences for methods classes and other collaborative projects. Watauga High School is now working on its development as a PDS site.
  - Developed a pilot course for the new General Education proposal; course was approved for offering in 2007-08.
  - Established through the RCOE Dean's Office, an RCOE Secondary Education Advisory Committee to begin to address some of the concerns related to secondary education programs across the university; particular attention is being given to identifying ways to increase early field experiences, strengthen advising, and make the professional core relevant to secondary education majors.
  - In all teacher education programs, program gateways and assessment rubrics have been developed and implemented, providing more valid and reliable data on candidate performance.

#### Human Development and Psychological Counseling

- Currently offers an off-campus program in Community Counseling at Hickory as a result of consumer demand.
- Developed an undergraduate Leadership Minor in cooperation with the Center for Student Leadership to meet a need for leadership development among ASU undergraduates.
- Began revision of program outcome statements for the Marriage and Family Therapy program to meet new program outcome statements and benchmarks set by the COAMFTE.
- Implemented a life and career class to better reach student athletes and assist in their life and career planning process.
- Continued use of alumni and focus groups to assist in revision of CSD program.
- Revised policies and procedures for practicum and internship in the community counseling program based on program assessment and consultations with New River Behavioral Health administration.
- Revised the new student orientation process for 1<sup>st</sup> year students in the CSD program.
- Surveyed alumni of MFT program related to their self-rating of core competencies; have made modifications in several classes based on results.
- Worked on implementing new standards for MFT program.

## Language, Reading, and Exceptionalities

### *Communication Disorders*

- Various policies and procedures have been updated and changed due to feedback obtained during exit interviews with students and from internship student feedback.
- The Communication Disorders Clinic continues to review of all of its policies and procedures related to HIPPA and revised security and confidentiality protocols as needed.
- The program area runs an annual meeting on campus for field supervisors off campus to strengthen ties between cooperating teachers and faculty and to insure good communication about requirements and performance expectations.
- In response to student concerns, Clinical Practice courses were renumbered in an attempt to make it less confusing for students to register in an acceptable sequence.
- The program is employing an Outcome Based Curriculum for both the graduate and undergraduate programs in response to mandates from the American Speech-Language and Hearing Association.

### *Reading and Language Arts*

- A chapter of the International Reading Association is now functioning for graduates and currently enrolled students. It is linked to the Price Symposium. This occurred in response to student feedback expressing a need to remain in contact professionally after graduation.
- Extension courses are being scheduled on an ongoing curricular basis, rather than a cohort model, after reviewing researched data and student feedback.
- The Reading Program has established a Program Advisory Committee whose charge is to provide feedback on the effectiveness of curriculum, program assessment, and candidate performance.

### *Special Education*

- The program faculty completed the revision of the graduate Special Education program to meet the new state licensure requirements, and the program is awaiting DPI approval.
- The program now runs an annual meeting on campus for field supervisors. This

meeting provides an opportunity for field supervisors to offer feedback on student performance and program design and to promote stronger ties between university faculty and the field supervisors.

### Leadership and Educational Studies

- The department is constantly reviewing and assessing its policies and procedures. The department has also made a conscious effort to further its diversity and multicultural activities; an emphasis continues to be placed on improving scholarship productivity, especially for our tenure track, non-tenured faculty.

### The College

- Completed the IHE Performance Report, a state mandated report on undergraduate, graduate and MSA programs; this report requires feedback from recent graduates (1 year after graduation), principals, and mentors. Feedback from this assessment is shared with all teacher education programs across campus as well as within the college; unfortunately, the feedback is not provided on a program specific basis.
- Completed the Title II report, a federally mandated report on candidate performance scores on the PRAXIS tests; this is an annual report and each institution within the state is ranked by their scores.
- Continued the Dean's Update, a weekly listserv distribution of information by the Dean; initiated in response to faculty/staff requests for better and timelier distribution of information.
- Continued the RCOE Staff Council; the Council meets regularly to discuss issues related to staff procedures and policies as well as to provide a support network for the college's staff people. The Dean's Administrative Assistant chairs the Council.
- Continued to upgrade the technology in classrooms to support teaching and learning--changes initiated at the request of faculty seeking better teaching environments.
- Completed a redesign of the college's web site to provide clearer access and more useful information to potential users; continued a college-wide project to place all current syllabi online for student access. The latter came from a request of the Student Government that all departments at the university place syllabi on line.
- Designed and equipped a media lab at the Faye Broyhill Building on the Caldwell Community College campus to insure that off-campus students at that site, including a full-time elementary education cohort, had access to facilities equal to those on campus.

- Recruited and began the first off-campus daytime cohort in Elementary Education at Caldwell Community College in response to a call for opportunities to complete programs at a faster rate than the part-time cohort model.
- Implemented a greater emphasis upon data collection on candidate performance throughout the college and refined and expanded its processes for data collection and analysis to provide greater amounts of information on candidate performance to all program areas.
- Began exploring the feasibility of a university-wide electronic assessment data system that would pull together appropriate program and teacher education candidate data into a single system that would lend itself to easier access, greater analysis capability and broader scope of operations than the current systems being used.
- Continued use of focus groups through the ASU-Public School Partnership that bring together university faculty in Arts and Sciences and Education with classroom practitioners to review curriculum, study the NC Course of Study and its relevance to teacher education curriculum, and provide feedback on the performance and needs of graduates. This activity has fueled spin-off discussions related to the university's General Education reform and expectations for college-going students.
- Collaborated with the University Learning Assistance office to provide greater support for expanded PRAXIS I review services both on and off campus. Saturday review sessions for both on and off campus students have been initiated with very positive feedback from students involved.
- Developed a process for criminal background checks for all teacher education students which will go into effect Fall 2007 as a result of requests from school districts for such checks.
- Determined that all teacher education students would continue to take PRAXIS II although the State Board of Education does not require the PRAXIS except in Elementary Education and Special Education; this decision was made in response to requests from school districts asking that graduates be fully qualified upon completion of their degree programs.
- Continued a Dispositions assessment of students in teacher education at the entry point (CI/SPE 2800) and at the exit point in Student Teaching.
- Continued to require student teachers to show the impact of their teaching performance on public school student achievement.
- Wrote a grant to provide a support network for ASU teacher education graduates in their first three years; funded by Z. Smith Reynolds Foundation.

- Updated a five year projection for off-campus courses at both the undergraduate and graduate levels to assist with program planning, identification of needed resources, and early recruitment efforts.
- Provided input into the planning and development of the Appalachian State University Learning Center at Caldwell Community College.
- Developed an ASU Recruitment/Retention Plan for all teacher education programs at ASU; plan includes enrollment, retention, and graduation targets.

### Doctoral Program

- Carried out exit interviews with doctoral students to secure feedback about the program.
- Established contact with all 55 graduates of the program to develop an alumni data base.
- Developed a plan for the first off-campus doctoral cohort and recruited the first cohort that will begin fall 2007 in Hickory; this initiative was undertaken as a result of a strong recommendation from the doctoral program's Advisory Committee and student request.
- Initiated discussions for a second doctoral program, one that focuses upon literacy and calls for an interdisciplinary approach among Communication Disorders, Reading, and Special Education; this effort was undertaken as a result of the Provost's expression of support for additional doctoral programs at ASU and RCOE faculty interest.

### Teaching Fellows

- Continued Dinner with the Dean for each semester; Teaching Fellows can sign up to have dinner with the Dean of the College and engage in discussion to provide feedback about the Teaching Fellows program as well as the College in general.
- Secured a grant from the Longview Foundation to support a collaborative effort between International Programs and the Teaching Fellows Program to enhance global understanding by developing programming for freshmen Teaching Fellows and International students living in the Living/Learning Center.
- Modified its Mentoring program to provide greater structure, promote cross major as well as within major interactions and increase responsibility by mentors.
- Planned and delivered a professional conference for seniors that brought back Teaching Fellows alumni to serve as presenters and resources.
- Completely revised the Teaching Fellows website to make it more interesting, informative, and accessible to current and prospective Teaching Fellows as well

- as alumni.
- Increased communication with departments, colleges, and university personnel to better inform constituencies about the role of the Teaching Fellows program and its contributions to the university.
  - Increased the diversity in the 2007 freshmen class through concentrated personal contacts with prospective students.