

IHE Master's Performance Report

East Carolina University

2005 - 2006

Overview of Master's Program

The College of Education at East Carolina has a long-standing commitment to the delivery of quality graduate education and offers students a variety of options to pursue advanced study. Seven complete programs are offered via distance education and all graduate programs have some courses that are offered on line. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many programs are also accredited by their national professional societies. Teacher Education offers the Master of Arts in Education (MAEd) for individuals who have initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEds are designed to provide knowledge and experiences that result in the evolvment of candidates who exit as "teacher leaders". They are offered in art education, business education, elementary education, English education, family and consumer sciences education, health education, history education, instructional technology, marketing education, mathematics education, middle grades, music education, physical education, reading, science education, and special education. All MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy and content. The culminating product required of all candidates is supportive of and aligned with National Board requirements. The College of Education also has a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree and leads to a teaching license. It meets the basic and advanced pedagogy skills and advanced content requirements. The College of Education also offers a Master of Science degree in Counselor Education, a Master of Arts degree in Science Education, and a Master of Library Science degree. A Master of Science in Speech, Language and Auditory Pathology, a Master of Arts in School Psychology and a Master of Social Work are offered in professional schools outside the College of Education.

Special Features of Master's Program

The master's programs in teacher education include innovations in higher education and reflect best practices in the field. The MAEd programs are designed around several special features. All MAEd candidates must take a group of core courses that focus on advanced knowledge and skills in the areas of diversity, leadership, communications, and research. The specialty area programs then build upon this core requiring candidates to plan research products and in-depth studies of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. Culminating products (action research, portfolios, internships, etc.) are aligned with DPI and National Board Standards. To support the demand for graduate level programs, the

College of Education has continued to expand the availability of distance education programs. During the 2005-2006 academic year MAEd programs were offered off-campus in cohort models and ECU offered the only totally online MAEd in Special Education in North Carolina which enrolls approximately 20 new students each semester. The MAT program has been in existence for six years and has grown from an enrollment of 18 to approximately 50-60 students per year. It provides an alternative to traditional teacher preparation programs for those students seeking a teaching license. Recent efforts have focused on delivering the MAT to a Teach for America cohort in Nash County.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	72
	Other	0	Other	1
	Total	11	Total	82
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	101
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	107	White, Not Hispanic Origin	773
	Other	5	Other	15
	Total	120	Total	897
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or explanation		

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

Masters	
MEAN GPA	3.22
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	5
MEAN GRE Traditional	1,038
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	73	70	0	0
Middle Grades (6-9)	31	24	0	0
Secondary (9-12)	28	22	0	0
Special Subject Areas (K-12)	86	80	0	0
Exceptional Children (K-12)	38	31	0	0
Vocational Education (7-12)	11	10	0	0
Special Service Personnel	203	125	3	3
Total	470	362	3	3
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	98
Spec Ed: BED	1	*
Spec Ed: LD	6	100
Spec Ed: Mentally Disabled	6	100
Institution Summary	53	98
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	7	46	31	67	36	62
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	5	2	26	7	22	103
G Licensure Only	2	0	0	0	0	1
Comment or Explanation						

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

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.78	3.66
connect subject matter and learner's needs.	3.71	3.49
implement research-based approaches.	3.65	3.44
assume leadership roles.	3.71	3.40
facilitate learning for diverse students.	3.70	3.46
engage in continuous professional development.	3.79	3.62
Number of Surveys Received	98	85
Number of Surveys Mailed	157	157