

IHE Master's Performance Report

NC A&T State University

2005 - 2006

Overview of Master's Program

The School of Education administers sixteen (16) Masters degree programs located in the College of Arts and Sciences, Schools of Agriculture, Education and Technology. All Masters licensure programs were revised seven years ago and subsequently approved by SDPI. The content of all Masters programs was revised to focus on instructional expertise, knowledge of the learner, research, connecting subject matter and learners, and professional development and leadership. All candidates admitted to the program are required to have licensure in their teaching area. Additionally, all masters programs were designed to attract practicing teachers who have demonstrated “best practices” while working in schools. A specific requirement that is addressed during the core courses phase of all programs is to present a completed INTASC Portfolio as evidence that basic pedagogy, knowledge, skills and dispositions have been mastered. As an exit requirement, all master’s degree candidates must produce a NBPTS portfolio or an NBPTS-like portfolio. If their area does not have NBPTS, they must conduct a major action research project in a school, and/or produce a product that is specific to their teaching area. Further, all master’s degree candidates must pass at least one comprehensive examination. All courses are aligned with the North Carolina State Department of Public Instruction guidelines for advanced programs, NCATE and National Board standards as well as the SPAS for the respective content areas. Each candidate is required to participate in an internship (CUIN 721). Both pedagogy and content knowledge are assessed with regard to INTASC standards or NBPTS standards, depending on the years of experience of the candidate.

Special Features of Master's Program

No Information available

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	4	Black, Not Hispanic Origin	28
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	5	Total	39
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	8	Total	9
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	24
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	40
	Other	0	Other	0
	Total	14	Total	65
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	21
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	16
	Other	1	Other	0
	Total	32	Total	37

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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation		

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

Masters	
MEAN GPA	3.71
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	NA
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	12	12
Elementary (K-6)	27	27	6	6
Middle Grades (6-9)	0	0	3	3
Secondary (9-12)	1	1	3	3
Special Subject Areas (K-12)	4	4	1	1
Exceptional Children (K-12)	1	1	13	13
Vocational Education (7-12)	10	10	17	17
Special Service Personnel	26	26	0	0
Total	69	69	55	55
Comment or Explanation				

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

	2004 - 2005 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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	5	12	2			
G Licensure Only	4					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		10	27	13		
G Licensure Only	5	20	15	11		
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.	*	*
connect subject matter and learner's needs.	*	*
implement research-based approaches.	*	*
assume leadership roles.	*	*
facilitate learning for diverse students.	*	*
engage in continuous professional development.	*	*
Number of Surveys Received	2	2
Number of Surveys Mailed	7	7

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.