

IHE Master's Performance Report

NC Central University

2005 - 2006

Overview of Master's Program

The School of Education Graduate Programs advanced training in educational technology, curriculum and instruction, special education, communication disorders, counselor education and school administration. The major goals of graduate studies are to develop independence, originality, competence in research, the integration of technology in the teaching/learning process, knowledge and skills to meet the needs of a diverse student population, and the application of critical thinking skills to professional problems. The M.A.T., M.A., and M.Ed. degrees are offered through the School of Education Graduate Division. Candidates who major in Educational Technology (with a concentration in Computer Specialist (077), School Counseling and School Administration receive the M.A. degree. Candidates who major in Curriculum and Instruction (with concentrations in Elementary and Middle Grades Education), or Communication Disorders receive the M.Ed., while students who major in Special Education (with concentrations in behavioral/emotional disabilities, mental disabilities, learning disabilities, and visual impairment, newly approved concentration in birth-to-kindergarten) receive the M.A.T. or the M.Ed. The School of Library and Information Sciences offers a Masters with licensure in the area of Media Coordinator. The Advanced Master's degree is offered in Family and Consumer Sciences, English, Mathematics, and Physical Education through the College of Arts and Sciences.

Special Features of Master's Program

The SOE graduate programs have traditionally and continue to cater to non-traditional students by offering all graduate level courses in the evenings and on weekends. In addition, graduate students may matriculate on a part-time basis and are given six years to complete their program of study. We have a diverse student population of nearly 350 graduate students. Our diverse population is representative of 68% African Americans, 28% White Americans, 1% Asians, 1% Hispanics, 1% Native Americans, and 1% students from "Other" ethnic backgrounds. Our faculty have continued to enhance their knowledge and skills for working with culturally and linguistically diverse students through attendance at conferences and study abroad. Faculty members have visited or will be visiting Mexico, Kenya, Belize, and Trinidad Tobago. The Communication Disorders Department opened a therapeutic language preschool for bilingual (Spanish-English) preschoolers in February. Graduate students with Spanish language skills provide the therapy under the supervision of a bilingual speech-language pathologist, while several undergraduate Spanish majors have acted as interpreters/translators. The graduate programs continue to emphasize the integration of technology in their teaching and learning

process. In addition to courses that are web enhanced or offered online, the School of Education now broadcasts courses through its new teleclassroom located on the first floor. Locations across the state can serve as receiving sites. The Departments of Communication Disorders and Special Education have begun using the teleclassroom with receiving sites at the University of North Carolina-Pembroke and community colleges. The School of Education allows access to the internet through both “wired” and “wireless” connections. Graduate programs have access to a “portable computer laboratory.” Twenty laptops are located in a cart that can be transported to any classroom in the building.

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	1	American Indian/Alaskan Native	3
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	86
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	70
	Other	0	Other	3
	Total	21	Total	164
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	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	4	Total	29
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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1

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)	6	6
Middle Grades (6-9)		
Secondary (9-12)	7	5
Special Subject Areas (K-12)	3	2
Exceptional Children (K-12)	43	29
Vocational Education (K-12)	12	9
Special Service Personnel (K-12)	22	19
Other		
Total	93	70
Comment or Explanation		
There is no Master's-level Birth-Kindergarten Program at NCCU. Additionally, there are no Lateral Entry Teachers in the Curriculum and Instruction: Elementary and Middle Grades, Secondary, and Special Subject Area Programs at NCCU.		

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

Masters	
MEAN GPA	3.63
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	0	0
Elementary (K-6)	1	0	0	0
Middle Grades (6-9)	4	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	13	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	88	0	1	1
Total	106	0	1	1
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	1	*
Spec Ed: BED	15	100
Spec Ed: LD	4	100
Spec Ed: Mentally Disabled	4	100
Spec Ed: Visually Impaired	4	100
Institution Summary	28	100
* 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	15	37	4	15	9	
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		0.2		0.2	0.3	
G Licensure Only			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.	3.50	3.67
connect subject matter and learner's needs.	3.61	3.69
implement research-based approaches.	3.61	3.54
assume leadership roles.	3.56	3.46
facilitate learning for diverse students.	3.67	3.46
engage in continuous professional development.	3.61	3.75
Number of Surveys Received	18	13
Number of Surveys Mailed	31	31