

# IHE Master's Performance Report

## NC State University

2005 - 2006

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### Overview of Master's Program

In keeping with Senate Bill 272, the Excellent Schools Act, enacted in June 1997, North Carolina State University revised its master's degrees in teacher education. Faculty and administrators worked to address the new standards during 1998; an ad hoc Coordinating Committee reviewed each plan in early 1999 prior to submission to the North Carolina Department of Public Instruction in August 1999. The College of Education submitted sixteen program areas: Agriculture, Business and Marketing, Elementary Education, English, Health Occupations, Instructional Technology, Mathematics, Middle Grades Language Arts, Middle Grades Social Studies, Reading, Science, Social Studies, Special Education (BED, EMD, LD), and Technology Education. All programs were granted temporary authorization in September 1999, except Agriculture, English, Mathematics, and Social Studies. These four programs were granted temporary authorization after subsequent review. In the interim, Health Occupations has been discontinued. These programs were reviewed by a State team in March 2002 during the University's regular program approval review. The State Board of Education approved the recommendation of the State Evaluation Committee that all of NC State's master's programs be granted continued program approval status in February 2004. A visiting NC DPI reviewed the newly developed Master of Arts in French and Master of Arts in Spanish in December 2003 and granted temporary authorization for M-level licensure. The first cohort of 26 students was admitted in fall 2004. Each program is predicated upon the assumption that the degree candidates enter with foundation knowledge of content, pedagogy, and the nature of learners; that is, the skills of a teacher with undergraduate preparation and teaching experience. Because the advance degrees are primarily aimed at experienced teachers, the programs recognize that candidates are developmentally advanced in their professional growth. Candidates are encouraged, and in some cases required, to engage actively in developing their plans of study and make informed decisions regarding their Products of Learning. The candidates' opportunities to shape their own programs to meet their professional needs and personal interests are within the bounds of the NBPST Propositions, the INTASC Principles, the Expected Program Characteristics and Core Competencies set forth by NCDPI / SBOE, and the national professional organizations, when applicable.

### Special Features of Master's Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence

at the undergraduate level. For those students who do not hold A level licenses, but who desire to pursue the master's degree, advisers develop A + M plans of work. Such candidates must demonstrate competence at the undergraduate level prior to continuing at the graduate level. Each program extends this flexibility with the exception of Elementary Education, Reading, Instructional Technology, and Special Education for which NC State does not have approved undergraduate programs. Many of our program completers begin as lateral entry teachers, progress from their provisional licenses to clear A level licenses, and make seamless transitions into a master's program. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the two latter). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Curriculum and Instruction has added new courses to the three core areas common to all C & I programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students. Products of Learning may include portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increasing number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many of whom are full-time teachers, to conduct action research and to disseminate their findings long after leaving the University community.

## 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	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	5
	Hispanic	2	Hispanic	3
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	71
	Other	0	Other	0
	<b>Total</b>	<b>37</b>	<b>Total</b>	<b>81</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	29
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	42	White, Not Hispanic Origin	203
	Other	0	Other	0
	<b>Total</b>	<b>49</b>	<b>Total</b>	<b>240</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Course Leading to Licensure</b>
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.**

<b>Masters</b>	
MEAN GPA	NA
MEAN MAT New Rubric	433
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,074
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)	2	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	17	2	0	0
Special Subject Areas (K-12)	16	2	0	0
Exceptional Children (K-12)	16	3	0	0
Vocational Education (7-12)	38	9	0	0
Special Service Personnel	26	4	0	0
<b>Total</b>	<b>115</b>	<b>21</b>	<b>0</b>	<b>0</b>
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
Spec Ed: BED	1	*
Spec Ed: LD	2	*
Spec Ed: Mentally Disabled	2	*
Institution Summary	5	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree	5	14	6			
G Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters Degree	9	25	22	15	6	5
G Licensure Only						
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.42	3.59
connect subject matter and learner's needs.	3.50	3.64
implement research-based approaches.	3.52	3.41
assume leadership roles.	3.41	3.45
facilitate learning for diverse students.	3.33	3.5
engage in continuous professional development.	3.52	3.52
Number of Surveys Received	27	22
Number of Surveys Mailed	43	43