

IHE Master's Performance Report

East Carolina University

2006 - 2007

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 education, marketing education, mathematics education, middle grades education, music education, physical education, reading education, 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/colleges 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 skill in the areas of diversity, leadership, communications, and research. The specialty area programs then build upon this core requiring candidates to plan 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. Master's programs at ECU have shown continued growth and increased expansion to online delivery during 2006-07. Art education has increased enrollment to 35 degree seeking students, added two new courses and provided access to nationally known art scholars through online courses. The business education program is completely online and focused on improving interactivity and social presence in its courses. Elementary education continues to grow through

on-campus as well as online delivery and has added a new cohort of students in Dare County. Family and consumer sciences education and B-K education will both begin new MAEd cohorts in fall 2007. The Instructional technology education program has increased its enrollment by 50% due to the formation of two new cohorts of students from Harnett, Sampson, Wake and Lee counties. The middle grades education program has extended its program to a cohort of students working within the Winston-Salem school system. The reading education program is currently serving two cohort groups of students in Granville County and plans to initiate a cohort group in the Nash/Rocky Mount schools this fall. Finally, the MAT program, which has been in existence for seven years, has grown from an enrollment of 18 to approximately 55-60 students per year.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	5	Total	22
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	1	Total	19
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 First License	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	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	56
	Other	0	Other	0
	Total	14	Total	66
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	98
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	120	White, Not Hispanic Origin	806
	Other	4	Other	17
	Total	136	Total	933
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	19
	Other	0	Other	1
	Total	1	Total	24

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	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.22
MEAN MAT New Rubric	404
MEAN MAT Traditional	45
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,011
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten (B-K)				1		
Elementary (K-6)	2	17	3	50		
Middle Grades (6-9)	1	4		10		
Secondary (9-12)		13	4	9		
Special Subject Areas (K-12)		2	15	59		1
Exceptional Children (K-12)			1	19		3
Vocational Education (7-12)	3	11	1	6		
Special Service Personnel			62	88		21
Total	6	47	86	242	0	25
Comment or Explanation						

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

Specialty Area/Professional Knowledge	2005 - 2006 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Business Ed	1	*
Counselor	14	100
Elementary Education	26	100
English	1	*
Family & Consumer Science	1	*
Health Specialist	12	100
MG-Science	1	*
Media Coordinator	52	100
Reading (graduate)	27	70
Science (9-12)	1	*
Social Studies (9-12)	4	*
Spec Ed: LD	3	*
Spec Ed: Mentally Disabled	2	*
Institution Summary	145	92
* To protect confidentiality of student records, pass rates based on fewer than five 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-Upgrade/Add-On	5	15				
Masters-First Awarded	1	37				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	1					
Masters-First Awarded						
G Licensure Only	15	3				
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.	3.8	3.66
connect subject matter and learner's needs.	3.64	3.53
implement research-based approaches.	3.61	3.44
assume leadership roles.	3.65	3.43
facilitate learning for diverse students.	3.62	3.45
engage in continuous professional development.	3.69	3.58
Number of Surveys Received	161	152
Number of Surveys Mailed	322	322