

# IHE Master's Performance Report

NC A&T State University

2006 - 2007

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## **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 eight 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**

The Master of Arts in Teaching (MAT) has been instituted in some content areas at NC A&T State University. This two phase program allows students who hold a Bachelor of Science degree in a content area, but do not have a teaching license, to complete the necessary course work to be recommended for initial licensure during the first phase. During the second phase, candidates pursue the Master of Arts in Teaching.

## 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	2	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>5</b>
Graduate	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	25
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	12
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>37</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	6	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>9</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	2	Black, Not Hispanic Origin	32
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	8
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>41</b>
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	11
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	18
	Other	0	Other	1
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>31</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	9	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	8
	Other	1	Other	0
	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>24</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 Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	18	13
Middle Grades (6-9)		
Secondary (9-12)	30	24
Special Subject Areas (K-12)		
Exceptional Children (K-12)	15	10
Vocational Education (K-12)	15	10
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>78</b>	<b>57</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.6
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Graduate First License		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)		11		10	1	2
Middle Grades (6-9)		1				
Secondary (9-12)				3		2
Special Subject Areas (K-12)		4		1		
Exceptional Children (K-12)		19			1	3
Vocational Education (7-12)	4	11	2	11		12
Special Service Personnel				11		
Total	4	46	2	36	2	20
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	3	*
Elementary Education	8	100
Media Coordinator	1	*
Spec Ed: Cross Categorical	3	*
Spec Ed: General Curriculum	2	*
Institution Summary	17	100
* 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						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On		23				
Masters-First Awarded					20	31
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.**

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.24	3.57
connect subject matter and learner's needs.	3.36	3.7
implement research-based approaches.	3.27	3.52
assume leadership roles.	3.28	3.57
facilitate learning for diverse students.	3.48	3.52
engage in continuous professional development.	3.35	3.48
Number of Surveys Received	33	23
Number of Surveys Mailed	91	98