

IHE Master's Performance Report

Fayetteville State University

2007 - 2008

Overview of Master's Program

The Master of Education (M.Ed.) degree program offers the opportunity to complete a graduate degree leading to advanced masters competencies in thirteen (13) teaching fields: biology, elementary education, English, history, mathematics, middle grades education (4 licensure areas), political science, reading education, sociology, and special education (3 licensure areas). Candidates applying for the M.Ed. must hold at least a continuing North Carolina (Class A) teaching license, satisfactory GPA, and scores on the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE). The M.Ed. integrates candidates' specialized knowledge, experiential background, and individual needs with activities and curricula that are broad-based, coherent, theoretical, and intellectually challenging. Important goals of the program are to assist licensed teachers in improving their instructional strategies for enhancing the learning of all PK-12 students so that they can achieve at high levels. At the same time, the program provides a rigorous, challenging, and intellectually stimulating research-based curriculum. A major goal of the M.Ed. program is to produce knowledgeable, reflective teachers who are capable of self-analysis and who have dispositions for continued professional growth and lifelong learning. The 36-hour program includes a required core, specialty courses, field experiences, and a product of learning (POL). The core courses focus on (1) understanding and addressing the needs of diverse student populations; (2) leadership skills and the interaction strategies and practices necessary to use these skills effectively; and (3) research skills to study, understand, and effectively solve educational problems. Field experiences are integrated in the core courses and specialty courses. The reestablished Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in 10 areas: English, history, mathematics, biology, political science, sociology, middle grades (4 licensure areas), and special education (general curriculum). The program parallels the M.Ed. with respects to accreditation standards and competencies. The primary focus of the MAT is on earning an initial Class A teacher license with subsequent opportunities to earn a master's degree with eligibility for an M license. The MAT program successfully enrolled its first cohort of graduate candidates in the fall 2005 and recommended 2 students for the degree in spring 2008.

Special Features of Master's Program

The M.Ed. degree program has several special features, including the Comprehensive Common Core, a Diversified Delivery System, and a Culminating Activity. Comprehensive Common Core: Candidates extend their knowledge of advanced master's competencies related to characteristics of exceptional learners, assessment, service delivery, curriculum planning,

diversity, technology, and advanced studies in human development and learning communities. This core is designed for licensed teachers and incorporates NCDPI Competencies, National Board for Professional Teaching Standards, and extension of Interstate New Teachers Assessment and Support Consortium (INTASC) Standards required in a teaching field for advanced licensure. This core also addresses the knowledge, skills, and dispositions that a licensed teacher should demonstrate. Diversified Delivery System: The program provides web-based instruction, online courses, distance learning courses, campus-based courses, and weekend and evening classes to accommodate candidates. Field experiences are required, which provide opportunities for candidates to interact with and within the University's immediate and extended communities and serve as resources for businesses and K-12 school districts. Candidates also experience a low student-teacher ratio, and flexible scheduling of courses. Culminating Activities: All candidates are required to complete a culminating product of learning in the form of a portfolio, action research project, or thesis. Each of these options provides an opportunity for the candidates to demonstrate development toward becoming master teachers. These choices are individualized and are based upon teacher's interests, area of expertise, professional needs and future professional goals. Candidates engage in experiences that serve as a capstone for bringing knowledge and practice of core competencies and special area courses together in an integrated manner.

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	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	10
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	3	Total	15
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	9	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	13	Total	19
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	57
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	48
	Other	1	Other	2
	Total	13	Total	119
Licensure- Only	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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	1
	Total	2	Total	13

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

Masters	
MEAN GPA	3.37
MEAN MAT New Rubric	393
MEAN MAT Traditional	39
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	901
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 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)	0	0	0	0	0	0
Elementary (K-6)	0	0	4	14	0	3
Middle Grades (6-9)	0	0	1	11	0	2
Secondary (9-12)	0	0	1	2	0	1
Special Subject Areas (K-12)	0	0	2	13	0	2
Exceptional Children (K-12)	0	6	7	5	0	4
Vocational Education (7-12)	0	0	0	0	0	1
Special Service Personnel	0	0	0	0	0	0
Total	0	6	15	45	0	13
Comment or Explanation						

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

	2006 - 2007 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	3	*
Spec Ed: LD	2	*
Institution Summary	5	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	0	0	0	0	1	0
Masters-First Awarded	0	0	0	0	2	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	0	0	0	24	14	13
Masters-First Awarded	0	0	0	0	0	3
G Licensure Only	0	0	0	0	0	0
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	4	*
Number of Surveys Mailed	19	19
* Less than five responses received. They will be added to next year's responses.		