

IHE Master's Performance Report

Winston-Salem State University

2007 - 2008

Overview of Master's Program

Winston-Salem State University has offered the masters degree in Elementary Education (M.Ed.) since fall 2000. The masters in Elementary Education degree program is designed to provide qualified practicing elementary school teachers with a deeper and thorough understanding of teaching and learning in K-5 settings. Graduate candidates enrolled in the M.Ed. program hold a baccalaureate degree, professional I license (formerly "A" teaching license) or the equivalent from another state, and have experience working with P-12 school children in their respective disciplines. The standards-driven program is implemented within the context of state policies. All masters' level programs in North Carolina in teacher education must meet the requirements of a professional II (formerly "M") license, i.e., the instructional outcomes must extend the basic standards and meet all the state specified outcomes for an advanced license. The General Administration of the University of North Carolina and the North Carolina Department of Public Instruction must approve these programs. In addition, the program addresses instructional outcomes established by the National Board of Professional Teaching Standards (NBPTS). Upon completion of program requirements, Master of Elementary Education candidates become eligible for North Carolina professional II license. One of the most recent additions to the list of graduate programs at Winston-Salem State University is the Master of Arts in Teaching (MAT). This graduate program is designed for individuals who hold a non-teaching baccalaureate degree and plan a professional career in teaching. Presently, the MAT Program options include Middle Grades (mathematics and sciences) and Special Education (general curriculum) licensure areas. Specifically, the MAT requires thirty-nine (39) credit hours of graduate work divided into two phases. Phase I prepares candidates for the Standard Professional I license. Phase II provides preparation for the Standard Professional II License. The non-teaching baccalaureate degree that candidates bring to this program must be compatible with the teaching licensure area they are pursuing. For example, if a candidate's baccalaureate degree has a minimum of twenty-four (24) credit hours in mathematics, science, or special education, this person may start the MAT without pre-conditions. On the other hand, if the person needs additional content courses to satisfy the 24 credit hour in the chosen licensure area, it is advisable that s/he complete this requirement before beginning the MAT course of study. In addition to the undergraduate work in the licensure area, the MAT requires candidates to secure a teaching position in a state-accredited P-12 school prior to Phase II. Other requirements include those expected of most graduate programs, such as a minimum 3.0 grade-point-average (GPA) in all graduate courses, and a capstone action research project. This program operates on a cohort basis and begins in the summer. Individuals interested in this program should complete the Graduate School Application, complete the Supplemental MAT Application, take the GRE or MAT (Miller Analogies Test), and secure three professional references. Winston-Salem State also offers the

Masters degree program in English as a Second Language and Linguistics - Advanced Teacher Licensure.

Special Features of Master's Program

The M.Ed. in Elementary Education is a part-time, cohort-based advanced licensure program that incorporates a standards-based approach that is inquiry oriented and emphasizes clinical application through action research. Through disciplined inquiry and reflective thinking, the masters program in elementary education deepens the knowledge base, enhances teaching skills, and enriches dispositions of in-service teachers. Upon completion of the M.Ed. program, the candidates will be able to (1) integrate attitudes, beliefs, knowledge, and skills into effective educational practice; (2) understand their attitudes, beliefs, theories of action, and their relationship to practice; (3) use reflective thinking to guide their continual professional growth and development; (4) use disciplined inquiry through action research to improve instructional practice; (5) develop an understanding of their students and the communities from which they come so as to support effective instruction to diverse student populations; and (6) demonstrate advanced knowledge of the content and pedagogy of the elementary curriculum. The M.Ed. is a 36-hour program of study: 15 hours of core courses and 21 hours in the teaching field. Program completers have been mainly female (92.7%) with 7.3% male and are racially diverse (29.3% Caucasian, 68.3% African American, and 2.4% Indian). Graduates have taught in Winston-Salem/Forsyth County, Guilford County, Lexington City, Thomasville City, and Stokes County Schools. Since its implementation in fall 2000, close to 50 candidates have completed the M.Ed. in Elementary Education. Thirteen candidates or completers have achieved National Board for Professional Teaching Standards (NBPTS) certification. This program enrolled 12 candidates in its first off-campus cohort in a distance learning site in Davie County in spring 2007. In fall of 2007, another cohort at this site was started. Two additional distance learning sites, Surry and Alleghany, were added in fall 2007. Courses at these two sites are taught concurrently with an on-campus cohort through a simulcast. The M.Ed. in Elementary Education has had a significant impact on student learning through the action research that program participants have conducted in their own class instruction. In addition, the program has developed a reputation for academic rigor; graduates and principals have expressed their satisfaction with the program through surveys and interviews, respectively. The MAT is a cohort-based program that incorporates pedagogical standards for candidates with limited or no background in P-12 education. This program addresses basic and advanced pedagogical standards established by North Carolina Department of Public Instruction and ensures basic competencies in the teaching area. Upon completion of Phase I, candidates take the Praxis II of the selected teaching area and become eligible for the Standard I Professional License. Prior to Phase II, candidates must secure employment in a North Carolina state-accredited school to continue their graduate education. The MAT is offered in Special Education, Middle Grades Mathematics, and Middle Grades Science. Depending on the background that each candidate brings to the program, it may take from a minimum of 39 credit hours to 63 to complete the program.

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	3
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	8
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	45
	Other	0	Other	0
	Total	1	Total	54
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

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		
There are no candidates in that meet this category.		

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

Masters	
MEAN GPA	3.41
MEAN MAT New Rubric	395
MEAN MAT Traditional	*
MEAN GRE New Rubric	*
MEAN GRE Traditional	776
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	5	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0
Total	0	0	5	0	0	0
Comment or Explanation						

E. Scores of student teachers on professional and content area examinations.

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

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	0	0
Masters-First Awarded	0	0	0	0	0	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	4	0	1
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

G. 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	3	*
Number of Surveys Mailed	9	9
* Less than five responses received. They will be added to next year's responses.		