

**IHE Master's Performance Report
Shaw University
2008 - 2009**

Overview of Master's Program

The establishment of a graduate education program provides highly qualified teachers to help meet the teacher shortage in North Carolina. In keeping with one of the goals of the University to expand its academic programs to address societal demands, Shaw University is committed to providing educational opportunities for a diverse population. Over the years, many teacher education graduates have gone on to develop distinguished careers as master teachers and school administrators. The Department of Education provides a graduate-study environment that promotes teachers' (a) development of applied and basic research skills; (b) acquisition of advanced knowledge of curriculum and instruction and early childhood education; (c) enhanced value of community service; (d) appreciation for diversity in teaching and learning; (e) development of critical thinking and problem-solving skills; and (f) use of technology in teaching, learning, and scholarly pursuits. The program received temporary authorization in 2002 for M-level licensure. To this end, the Department offers the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K). In the fall of 2002, the first cohort of five students started the program. The program of studies is a planned, cohesive sequence of advanced-study courses that are a logical extension of course work pursued at the undergraduate level. The conceptual framework that undergirds the program that includes components of critical thinking and problem solving skills, use of technology skills, diversity, and professional dispositions continues to be knowledge-based, articulated, shared, coherent, and evaluated. The knowledge bases for professional education that make up the conceptual framework for the program include the North Carolina Department of Public Instruction's (NCDPI) standards and indicators for the new master's degree program that are aligned with the North Carolina Standard Course of Study, guidelines of appropriate professional organizations (for example, National Association for the Education of Young Children), national organizations (for example, NCATE, INTASC, and NBPTS). The program was visited by NCDPI in April, 2008. The report of the visiting team to the State Evaluation Committee indicated that all standards were met and there were no areas for IHE action and follow-up.

Special Features of Master's Program

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education supports the mission of the University and the Department of Education to prepare candidates with the knowledge, skills, experiences, and professional dispositions to function as competent and effective teachers who think critically and demonstrate effective problem-solving strategies. The program responds to the critical need to prepare individuals beyond the entry level for professional roles in birth through kindergarten education. It is designed for early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs, and who must work collaboratively with families and other professionals. All regularly admitted candidates are expected to have an undergraduate major consisting of at least 30 semester hours of course work in early childhood education and at least two years of documented relevant educational or professional experience. Other applicants who show demonstrated experience/accomplishments in the teaching of early childhood education and who meet the requirements for admission may be considered for admission and will be addressed on a case-by-case basis. The program requires 42 credit hours, including the thesis, for the thesis track and 45 credit hours for the non-thesis track. Program requirements are equivalent to four semesters of full-time study. The primary target audience is public school teachers in central and eastern North Carolina. The instructional delivery methods consist of the traditional Socratic lecture method, as well as the cooperative group-oriented case analysis method. Teachers are

engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Courses are Web-based and infused with technology. Upon completion of the program, students are eligible to receive licensure at the master’s level in birth through kindergarten education. This license qualifies an individual to work with infants, toddlers, preschoolers, and kindergarteners with typical and atypical needs. Graduates may work with young children and their families as a teacher, consultant, early interventionist, or program director in a variety of settings. Students have opportunities for field experiences in a variety of settings serving diverse student populations and learning needs as part of their coursework, and their fieldwork, including the practicum, can be modified to each student’s interests and needs. To accommodate the needs of the students, classes are offered on Saturdays and they may attend full-time or part-time. Academic advising is available during extended evening hours. Faculty members who are designated as graduate faculty meet the SACS criterion of having an earned doctorate degree in the discipline or a related discipline and the appropriate license issued by NCDPI.

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
	Total	0	Total	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
Graduate	Other	0	Other	0
	Total	0	Total	0
	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	3
	Hispanic	0	Hispanic	0
Licensure-Only	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	1
	Total	0	Total	4
	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
Licensure-Only	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	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

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

Masters	
MEAN GPA	*
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	*
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	

C. 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	1	0	0
Elementary (K-6)	0	0	0	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	0	1	0	0
Comment or Explanation						

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

	2007 - 2008 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	No Test Takers in Areas Requiring Tests	

E. 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	0	0	0
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

F. 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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.