

IHE Master's Performance Report

East Carolina University

2009 - 2010

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. The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs include advanced competency coursework in professional education and the content area. The MAEd programs are currently being revised to align with new graduate teaching standards and infuse 21st century teaching and learning skills. 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 and leadership. The revised programs will have 3 electronic portfolio evidences that are supportive of and aligned with National Board for Professional Teaching Standards. 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. In an effort to increase the number of students ECU prepares to teach grade 9-12 mathematics and special education, the College of Education proposed the establishment of two new strands in the MAT program. Pending final approval, the first cohort of students seeking the new MAT option will begin classes in Summer 2011. 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 complete education 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 project, portfolios, internships, etc.) are aligned with NCDPI and National Board for Professional Teaching Standards. Master's programs at ECU have shown continued growth and increased expansion due to distance education/online delivery during 2008-2009. The library science program has grown from approximately 227 majors (Fall 2006) to 316 majors (Spring 2010) in the past four years with its completely online program and currently has approximately 345 total students taking courses. The increase is due in part to the admission of 45 students to the Community Oriented Librarian Recruitment Scholarship program as part of a grant received through the Institute of Museum and Library Services. Family and Consumer Sciences education and Birth-Kindergarten education continue to enroll new cohorts of students to expand enrollment. The business education program is completely online and focuses on improving interactivity and social presence in its courses. The Masters of Science in Counselor Education program has recently initiated a Distance Education cohort program for students in Craven, Jones, Onslow, Pamlico and Wayne counties; students in this cohort will be eligible for placement as counselors in those school systems in the fall of 2009. Elementary education continues to grow through on-campus as well as online delivery. The instructional technology education program has no new cohorts however ongoing partnerships with schools in eastern and western areas of the state make it possible for students to fulfill internships requirements for NC licensure as Technology Facilitator. A total 47 Instructional Technology students designed and delivered onsite staff development workshops in order to complete the program during summer, fall and spring. Current number of students continuously enrolled for the 2009-2010 academic year is 88. Mathematics education provided off-campus courses to initiate MAEd cohorts in the Wilson and Washington areas and has also graduated two cohorts that were fully supported by grant funding. The MAEd in science education is completely online now and enrollment has more than doubled. A new program in history education began in fall 2009; new MAT programs in special education and mathematics education were submitted during the 2009-2010 academic year for NC DPI approval.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	7
	Asian/Pacific Islander		Asian/Pacific Islander	6
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	49
	Hispanic	1	Hispanic	9
	White, Not Hispanic Origin	106	White, Not Hispanic Origin	665
	Other	7	Other	21
	Total	125	Total	757
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	14
	Other		Other	
	Total	2	Total	17
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	7
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	75
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	118	White, Not Hispanic Origin	703
	Other	8	Other	47
	Total	137	Total	842
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	87
	Other	1	Other	5
	Total	17	Total	107

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	3.29
MEAN MAT New Rubric	406
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1004
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		Graduate Licensure Only	
	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)	3	1		
Elementary (K-6)	3	72		
Middle Grades (6-9)	1	23		
Secondary (9-12)	4	41		
Special Subject Areas (K-12)	13	80		
Exceptional Children (K-12)		10		5
Vocational Education (7-12)		11		
Special Service Personnel	86	146		25
Total	110	384	0	30
Comment or Explanation				

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

	2008 - 2009 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Business Ed	2	*
Counselor	18	100
Elementary Education	24	100
Health Specialist	14	100
MG-Lang Arts	1	*
MG-Math	3	*
Media Coordinator	98	100
Music	1	*
Physical Ed	1	*
Social Studies (9-12)	2	*
Spec Ed: LD	1	*
Spec Ed: Mentally Disabled	1	*
Institution Summary	166	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	10	123	116	25	6	
Masters-First Awarded	3	46	5	1		1
G Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On		26	17	47	31	34
Masters-First Awarded		3				
G Licensure Only	5	11	1	5	4	2
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.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.