

# IHE Master's Performance Report

NC Central University

2009 - 2010

---

## Overview of Master's Program

North Carolina Central University's School of Education is designed to provide qualified holders of at least one academic degree with a broad base of professional knowledge and research skills in Educational Technology, Elementary Education, Middle Grades Education, Secondary English Education, Secondary Mathematics Education, School Administration, Special Education, Communication Disorders and Counselor Education. Essential to the accomplishment of this purpose is the continuing aim to help students develop the attributes of independent study, originality of thought, competence in research, and the application of critical thinking to professional problems. In conjunction with graduate degree programs, North Carolina Central University offers graduate licensure for elementary school teachers, middle school teachers, secondary school teachers, special education, and special service school personnel. Secondary and/or K-12 licensure programs are offered in English, family/consumer sciences, mathematics, and physical education.

## Special Features of Master's Program

Candidates for the Master's degree in some programs must submit an acceptable portfolio. There is no course credit granted for the portfolio requirement. The purpose of the portfolio is to demonstrate competency in knowledge and skills in the proposed area of study. Competency is typically demonstrated by a class project carried out by a student in a school or classrooms. These projects or papers are developed during courses. Various types of portfolios are required by different program areas. Consult with your program coordinator or advisor about specific program portfolio requirements.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	8
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>21</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>10</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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)	2	
Elementary (K-6)	2	25
Middle Grades (6-9)	2	3
Secondary (9-12)	2	
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)	24	78
Other		
<b>Total</b>	<b>32</b>	<b>106</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	N/A
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		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		1		1
Elementary (K-6)		4		
Middle Grades (6-9)		2		
Secondary (9-12)		2		
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)		7		
Vocational Education (7-12)				
Special Service Personnel		19		
<b>Total</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>1</b>
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
Counselor	10	90
Media Coordinator	15	100
Physical Ed	1	*
Spec Ed: BED	1	*
Spec Ed: General Curriculum	2	*
Spec Ed: LD	2	*
Spec Ed: Visually Impaired	1	*
Institution Summary	32	97
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	2	1		3	1	
Masters-First Awarded	4	4	4	8	2	4
G Licensure Only	1			1		
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On	2	1	1	1	1	5
Masters-First Awarded	2	1	3	5	1	4
G Licensure Only	1	1				
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.