

# IHE Master's Performance Report

NC State University

2010 - 2011

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## Overview of Master's Program

In keeping with Senate Bill 272, the Excellent Schools Act, enacted in June 1997, North Carolina State University revised its master's degree programs in teacher education. Faculty and administrators worked to address the new standards during 1998 academic year and an ad hoc Coordinating Committee reviewed each plan in early 1999 prior to submission to the North Carolina Department of Public Instruction in August 1999. The College of Education submitted sixteen program areas: Agriculture, Business and Marketing, Elementary Education, English, Health Occupations, Instructional Technology, Mathematics, Middle Grades Language Arts, Middle Grades Social Studies, Reading, Science, Social Studies, Special Education (BED, EMD, LD), and Technology Education. All programs were granted temporary authorization in September 1999, except Agriculture, English, Mathematics, and Social Studies. These four programs were granted temporary authorization after subsequent review. In the interim, Health Occupations has been discontinued. These programs were reviewed by a State team in March 2002 during the University's regular program approval review. The State Board of Education approved the recommendation of the State Evaluation Committee that all of NC State's master's programs be granted continued program approval status in February 2004. NC DPI reviewed the newly developed Master of Arts in French and Master of Arts in Spanish in December 2003 and granted temporary authorization for M-level licensure. The first cohort of 26 students was admitted in fall 2004. All programs were again reviewed and reaccredited by both NCDPI and NCATE in Spring 2007. Each program is predicated upon the assumption that the degree candidates enter with foundation knowledge of content, pedagogy, and the nature of learners; that is, the skills of a teacher with undergraduate preparation and teaching experience. Because the advanced degrees are primarily aimed at experienced teachers, the programs recognize that candidates are developmentally advanced in their professional growth. Candidates are encouraged, and in some cases required, to engage actively in developing their plans of study and make informed decisions regarding their Products of Learning. The candidates' opportunities to shape their own programs to meet their professional needs and personal interests are within the bounds of the NBPTS Propositions, the INTASC Principles, the Expected Program Characteristics and Core Competencies set forth by NCDPI / SBE, and the national professional organizations, when applicable. They also are consistent with the principles of the NC State Professional Education conceptual Framework (LEAD/SERVE).

## Special Features of Master's Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence at the undergraduate level. For those students who do not hold A level licenses, but who desire to pursue the master's degree, advisers direct candidates to the Master of Arts in Teaching program. Such candidates must demonstrate competence at the undergraduate level prior to continuing at the graduate level. Each program extends

this flexibility with the exception of Reading, and Instructional Technology since NC State does not have approved undergraduate programs in these areas. In addition to the existing programs the College of Education has introduced a Master of Arts in Teaching degree beginning January 2009 in the areas of, Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, and Social Studies. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the two latter). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Curriculum and Instruction has added new courses to the three core areas common to all C & I programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students. Products of Learning may include portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increasing number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many of whom are full-time teachers, to conduct action research and to disseminate their findings long after leaving the University community.

## 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	4
	Asian/Pacific Islander	3	Asian/Pacific Islander	22
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	103	White, Not Hispanic Origin	323
	Other	2	Other	1
	<b>Total</b>	<b>115</b>	<b>Total</b>	<b>394</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>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	5	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	56	White, Not Hispanic Origin	176
	Other		Other	3
	<b>Total</b>	<b>67</b>	<b>Total</b>	<b>203</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>Total</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)		
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		
<b>Total</b>	<b>0</b>	<b>0</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	414
MEAN MAT Traditional	*
MEAN GRE New Rubric	*
MEAN GRE Traditional	1,058
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)				
Elementary (K-6)	31			
Middle Grades (6-9)	9			
Secondary (9-12)	56			
Special Subject Areas (K-12)	10			
Exceptional Children (K-12)	23	1		
Vocational Education (7-12)	19			
Special Service Personnel	52			
<b>Total</b>	<b>200</b>	<b>1</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	4	*
Elementary Education	1	*
English	2	*
Reading (masters)	7	86
Social Studies (9-12)	2	*
Institution Summary	16	94
* 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	13	25	1	2	2	
Masters-First Awarded	59	8	7	1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	5	3	25	3	6	
Masters-First Awarded						
G Licensure Only						
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.