

IHE Master's Performance Report

Winston-Salem State University

2010 - 2011

Overview of Master's Program

Winston-Salem State University offers three master's degree programs and one post-baccalaureate program in educator preparation. All master's level programs in North Carolina in teacher education must meet the requirements of a Standard Professional II 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. The three master's degree programs at WSSU include the M.Ed. in Elementary Education, the Master of Arts in Teaching, and the M.A. in Teaching English as a Second Language and Applied Linguistics. The Master's in Elementary Education 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, a North Carolina Standard Professional I license or the equivalent from another state, and have experience working with P-5 school children. In addition, the M.Ed. 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 the North Carolina Standard Professional II license. One of the most recent additions to the 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 the Middle Grades (mathematics, English/language arts, and science) and Special Education (general curriculum) licensure areas. The MAT consists of 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. Winston-Salem State also offers the Master of Arts in Teaching English as a Second Language and Applied Linguistics - Advanced Teacher Licensure Add-On. This is an interdisciplinary program with the main focus being teaching English as a second language and applied linguistics, particularly the descriptive, psychological, and sociological aspects of the latter. The program is designed primarily for candidates interested in language pedagogy and related research. The post-baccalaureate certificate in English as a Second Language – Add-On Licensure is also offered for licensed teachers wishing to prepare for teaching ESL in grades K-12. The program requires 18 hours of coursework and a research practicum.

Special Features of Master's Program

In July 2010, the M.Ed. in Elementary Education, the Master of Arts in Teaching, the M.A. in Teaching English as a Second Language and Applied Linguistics (TESL), and the post-baccalaureate certificate program in TESL relocated to the School of Education and Human Performance's newly created Department of Educational Leadership, Counseling and Professional Studies. This move creates a more synergistic infrastructure for monitoring and improving the quality of graduate programs in education. The M.Ed. in Elementary Education has been 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. However, the program will become full-time in Fall 2011. The M.Ed. is a 36-hour program of study: 15 hours of core courses and 21 hours in the teaching field. In addition to the on-campus program, this program has enrolled off-campus cohorts at sites in Alleghany, Davie, and Surry counties which are taught in on-site and virtual formats. However, the Alleghany and Surry site-based distance programs will transition to Distance programs in Fall 2011. 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 classroom instruction and has developed a reputation for academic rigor. Since its implementation in fall 2000, one hundred seventeen (117) candidates have completed the M.Ed in Elementary Education and twenty-one (21) graduates have achieved certification by the National Board for Professional Teaching Standards. 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 the 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 Professional I License. Prior to Phase II, candidates are expected to secure employment in a North Carolina state-accredited school to continue their graduate education. The MAT is offered in Special Education (General Curriculum) and Middle Grades (Mathematics, English/Language Arts, and Science). Excluding pre-requisite courses that some candidates must fulfill in middle grades, the MAT requires a maximum of 39 credit hours. The MAT has had 8 graduates since its inception. The overall aim of the program in the M.A. in English as a Second Language and Applied Linguistics - Advanced Teacher Licensure (TESL) is to provide a thorough grounding in the theoretical knowledge and practical skills needed for successful ESL instruction at various educational levels. This track is the general track in Master of Arts in English as a Second Language and Applied Linguistics and targets licensed teachers who wish to enhance their knowledge of and expertise in TESL. The program is aligned with the recently revised NC State Board of Education Standards for teachers of ESL and also with the National Board for Professional Teaching Standards. The first graduates of this program completed studies during the 2010-11 academic year.

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	4	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total	4	Total	5
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	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	22
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	29
	Other	1	Other	3
	Total	14	Total	58
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	
	Total		Total	1

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:		
Winston-Salem State University does have course offerings at the lateral entry/provisionally licensed level.		

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

Masters	
MEAN GPA	3.16
MEAN MAT New Rubric	389
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	3.59
MEAN GRE Traditional	823
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)		23		
Middle Grades (6-9)		1		
Secondary (9-12)				
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Service Personnel				
Total		30		
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
Elementary Education	9	100
Institution Summary	9	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						
Masters-First Awarded			1			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On			2	22	2	1
Masters-First Awarded			2			
G Licensure Only						
Comment or Explanation:						
WSSU does not offer G Licensure Only programs.						

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.