

# IHE Master's Performance Report

Fayetteville State University

2011 - 2012

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## Overview of Master's Program

The Master of Education (M. Ed.) degree program at FSU offers the opportunity to complete a graduate degree leading to advanced masters competencies in eleven (11) teaching fields: biology education, elementary education, mathematics education, middle grades education (four licensure areas), reading education, sociology education, and special education (three licensure areas). The M. Ed. programs in history education, English education, political science education, and middle grades social studies have been discontinued as of spring 2011. However, students who were admitted to the program prior to the discontinuation date will have until the end of spring 2014 to satisfy program requirements. Candidates applying for the M.Ed. must hold at least a continuing North Carolina (Class A) teaching license, satisfactory GPA, and scores on the Miller's Analogy Test (MAT) or the Graduate Record Examination GRE). The M.Ed. integrates candidates' specialized knowledge, experiential background, and individual needs with activities and curricula that are broad-based, coherent, theoretical, and intellectually challenging. Important goals of the program are to assist licensed teachers in improving their instructional strategies for enhancing the learning of all P-12 students so that they can achieve at high levels. At the same time, the program provides a rigorous, challenging, and intellectually stimulating research-based curriculum. A major goal of the M.Ed. program is to produce knowledgeable, reflective teachers who are capable of self analysis and who have dispositions for continued professional growth and lifelong learning. The 36-hour program includes a required core, specialty courses, field experiences, and a Product of Learning (POL). The core courses focus on (1) understanding and addressing the needs of diverse student populations; (2) leadership skills and the interaction strategies and practices necessary to use these skills effectively; and (3) research skills to study, understand, and effectively solve educational problems. Field experiences are integrated in the core courses and specialty courses. The reestablished Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in 10 areas: English, history, mathematics, biology, political science, sociology, middle grades (4 licensure areas), and special education (general curriculum). The M.A.T. programs in history education, English education, political science education, and middle grades social studies have been discontinued as of spring 2011. However, students who were admitted to the M.A.T. program prior to the discontinuation date will have until the end of spring 2014 to satisfy program requirements. The M.A.T. program parallels the M.Ed. with respects to accreditation standards and competencies. The primary focus of the M.A.T. is on earning an initial Class A teacher license with subsequent opportunities to earn a master's degree with eligibility for an M license. Both the M.A.T. and M. Ed. programs were recently revised as part of the state-wide initial degree revisioning process. The revised M.A.T was implemented in Fall 2012 and the revised M. Ed. Program was implemented in Fall 2011 to meet 21st education century goals and objectives, which will prepare professionals to use data to drive instruction.

## Special Features of Master's Program

The M.Ed. degree program has several special features, including the Comprehensive Common Core, a Diversified Delivery System, and a Culminating Activity. **Comprehensive Common Core:** Candidates extend their knowledge of advanced master's competencies related to characteristics of exceptional learners,

assessment, service delivery, curriculum planning, diversity, technology, and advanced studies in human development and learning communities. This core is designed for licensed teachers and incorporates NCDPI Competencies and standards and the National Board for Professional Teaching Standards. The core addresses the knowledge, skills, and dispositions that a licensed teacher should demonstrate. The program provides web based instruction, online courses, distance learning courses, campus-based courses, and evening classes to accommodate candidates. Field experiences are required, which provide opportunities for candidates to interact with and within the University's immediate and extended communities while serving as a resource for businesses and K-12 school districts. Candidates also experience a low student-teacher ratio. All candidates are required to complete a culminating Product of Learning which includes a Leadership and Collaboration Project. A student must select one of the following three options: (1) Master's Action Research Project, (2) Master's Thesis, or (3) Advanced Professional Portfolio. Each of these options provides an opportunity for the candidates to demonstrate development toward becoming master teachers. These choices are individualized and are based upon teacher's interests, area of expertise, professional needs, and future professional goals. Special education candidates are also required to complete a Problem based Product to demonstrate competence in Special Education Specialty Area standards and Indicators in their selected area. These capstone evidences and experiences are designed to bring knowledge and practice of program competencies and learning outcomes together in an integrated manner. The M.A.T. degree program has a primary focus to enable post baccalaureate candidates the opportunity to earn an initial Class A teacher license in their chosen area. Subsequently, candidates have the opportunity to earn a master's degree with eligibility for an M. License in their chosen area.

The M.A.T. also has several special features, including the Comprehensive Common Core, a Diversified Delivery System, and a Culminating Activity. In the Comprehensive Common Core, candidates acquire basic knowledge of student learning characteristics and methods for working with diverse populations of students, as well as extend their knowledge of educational research and its applications to the field of education and its classrooms. The coursework required to be eligible for an initial teaching license is designed to incorporate the NCDPI Professional Teaching Standards and Indicators and the Standards and Indicators of the specialty area selected. These standards address the knowledge, skills, and disposition that an initially licensed teacher should demonstrate. In the Diversified Delivery System, the M.A.T. program provides web based instruction, online courses, distance learning courses, campus-based courses, and evening classes to accommodate candidates. Field experiences are required, which provide opportunities for candidates to interact with and within the University's immediate and extended communities while serving as a resource for businesses and K-12 school districts. Candidates also experience a low student-teacher ratio. To complete initial licensure requirements, candidates are required to complete a culminating activity, an initial Leadership and Collaboration Project, during which they demonstrate competence in selected NCDPI Professional Teaching Standards and Indicators. Candidates who complete the master's program for an M license must complete an advanced Leadership and Collaboration Project through which they demonstrate mastery of the NCDPI Graduate level standards and indicators. Selected programs may also require a culminating portfolio as part of either the student teaching experience and/or the graduate field experience. These capstone evidences and experiences are designed to integrate knowledge and practice with program competencies and learning outcomes.

## 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	15	Black, Not Hispanic Origin	48
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	30
	Other		Other	2
	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>82</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>7</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	16	Black, Not Hispanic Origin	60
	Hispanic	2	Hispanic	3
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	44
	Other	2	Other	7
	<b>Total</b>	<b>25</b>	<b>Total</b>	<b>118</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other	1	Other	1
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>23</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<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	3.44
MEAN MAT New Rubric	395
MEAN MAT Traditional	N/A
MEAN GRE New Combined	N/A
MEAN GRE New Verbal	N/A
MEAN GRE New Quantitative	N/A
MEAN GRE Traditional	783
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)	2		2	
Middle Grades (6-9)	7	4		
Secondary (9-12)	1	3		
Special Subject Areas (K-12)	3	1		
Exceptional Children (K-12)	6	5		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>19</b>	<b>13</b>	<b>2</b>	
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	1	*
Elementary Education	5	100
MG-Language Arts	1	*
MG-Math	2	*
MG-Social Studies	2	*
Math (9-12)	2	*
Institution Summary	13	92
* 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		1				
Masters-First Awarded			5	2		
G Licensure Only	2	3	1	5		
<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						
Masters-First Awarded		1	2	9	3	7
G Licensure Only						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.