

# IHE Master's Performance Report

## Meredith College

2011 - 2012

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### Overview of Master's Program

Meredith College offers a Master of Education (M.Ed.) program that specializes in five areas: academically and intellectually gifted (AIG), elementary education, English as a second language (ESL), reading, and special education (general curriculum). The M.Ed. in elementary and reading has been a staple at Meredith College since 1983. ESL, AIG, and special education (general curriculum) are recent additions to the program. A new program, Master of Arts in Teaching (MAT) for elementary education and special education was initiated in the fall 2008. The M.Ed. program reflects the mission and purpose of the College and the DOE by fostering in students “integrity, independence, scholarship, and personal growth,” and builds upon the strengths of the undergraduate program. The co-educational program is designed for the K-12 teacher who has a baccalaureate degree and has (or is eligible) for an initial teaching license. The program centers on giving teachers the advanced tools to serve the 21st century student in today’s schools. To meet the needs of our graduate students, the DOE structures the program to encourage extensive reading, independent thinking, creativity, and appropriate research, which prepares the master teacher to take leadership roles in the school or district. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and identify continuous professional development needs based on practice. In response to North Carolina’s need for teachers, the DOE launched the Master of Arts in Teaching (MAT) program, with 17 students in the first cohort. The third cohort of students interned in fall 2011, and over 20 students will intern in fall 2012 in three school systems: Wake and Durham counties and Chapel Hill-Carrboro schools. This co-educational program in special education and elementary education has been successful at Meredith College, and the new MAT in ESL began in fall 2011. In addition, Meredith College continues to discuss other MAT programs in the high needs areas of mathematics and science, and another in art education. The DOE faculty and staff focus on the goals of the program, which include preparing highly qualified beginning teachers who know how to teach all students, have the skills to collaborate with other school personnel and families, know their content area, and who understand their roles in local, national, and global contexts. Four information sessions are held per year, and through a solid recruiting effort by the members of the department, led by Erin Barrow, manager of the graduate program, it continues to exceed expectations. In addition, the graduate program manager from the DOE recruits teachers at state and national conferences and through Meredith web presence.

### Special Features of Master's Program

The faculty in the DOE at Meredith College continues to assess how they can best serve current teachers as well as those who desire to be teachers. The M.Ed. program is accessible for full time teachers, including those in year round schools, and more online and hybrid courses have been developed. The MAT program offers a full time track, which takes 15 months to complete, and a part-time track, which requires one additional year. Courses for both M.Ed. and MAT are scheduled in the evenings and on weekends, if necessary, to accommodate the working professional. Partnership schools work to provide

the MAT students quality field experiences, and the DOE is working to establish partnerships with schools outside of Wake County, not only to expand our influence, but also to offer services to those schools, if needed. In addition, increased flexibility in the M.Ed. program meets the diverse professional interests and academic needs of the students. M.Ed. students complete a research and a portfolio that documents their growth and integration throughout the program. Research projects are presented during the Graduate Education Conference, “Innovative Teaching and Learning” held on campus in the spring. The conference showcases graduate research and academic projects, which gives our students an opportunity to present their work to faculty, colleagues, MAT students, and friends. The conference provides the faculty and the student an assessment tool to evaluate progress.

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## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	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	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	28
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>32</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>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	60
	Other		Other	2
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>73</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	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</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	3.22
MEAN MAT New Rubric	411
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4.0
MEAN GRE Traditional	980
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)				
Elementary (K-6)		17		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		21		
Exceptional Children (K-12)		5		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>43</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
ESL	1	*
Elementary Education	21	100
Reading (masters)	9	78
Spec Ed: General Curriculum	7	100
Institution Summary	38	95
* 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						
Masters-First Awarded		12				
G Licensure Only						
<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					5	24
Masters-First Awarded					3	
G Licensure Only						
Comment or Explanation: 24 students under “8 semesters” column, is actually 8 or more. 3 students finished in 8 semesters, and 21 took 9 or more semesters to complete program.						

**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.