

IHE Master's Performance Report

Salem College

2011 - 2012

Overview of Master's Program

At Salem College, graduate students in Master of Arts of Teaching (MAT) programs may earn licensure (initial and/or advanced) for art education, elementary education, general curriculum special education, music education, and middle grades/ secondary education in science, English, mathematics, and social studies. MAT programs attract primarily mid-career professionals looking to enter teaching as well as recent college graduates who completed their bachelor's degrees without simultaneously receiving teacher preparation. All courses for initial licensure are offered both during the days and in the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised one-semester practicum in an appropriate classroom setting (student teaching). MAT candidates also prepare an extensive electronic portfolio that documents their skills, knowledge, and dispositions in teaching. Graduate candidates who are already licensed teachers may select to pursue several add-on initial licensure programs (AIG, BK, ESL, or reading) or to enter the a Master of Education program in elementary education, special education, language and literacy, or school counseling (pending DPI approval). All graduate education programs at Salem College are based on a conceptual framework of "Learning for All Students." Graduate candidates are expected to demonstrate two basic dispositions: that all students are learners, and that teachers are responsible for creating the conditions of learning for all students. Graduate programs address the competencies issued by INTASC, NCATE, and the National Board for Professional Teaching Standards and are correlated to the NC Professional Teaching Standards and North Carolina Specialty Area Standards. To display advanced teaching competencies, graduate candidates conduct action research projects most of which focus on instructional strategies/ assessments for diverse populations geared to closing the achievement gap. Graduate students also participate in intentionally-structured experiences designed to help them emerge as instructional leaders in their schools. In order to be recommended for advanced licensure, all graduate candidates create a master practitioner portfolio as well as to compose, present, and defend a thesis.

Special Features of Master's Program

At Salem College, graduate students in the Masters of Arts in Teaching earn initial and/or advanced licensure in art, elementary education, general curriculum special education, music, or middle grades/ secondary education in English, mathematics, and social studies. A unique feature of Salem's MAT programs is that they are delivered in two "phases." Phase one leads to initial licensure, while phase 2 affords candidates the opportunity to complete advanced competency licensure. The MAT program is open both to general post-bac candidates as well as to lateral entry teachers. Many lateral entry teachers elect to "clear their licenses" by completing phase 1 of the MAT; this enables them to apply competency-based coursework to their degrees and to progress to the master's phase uninterrupted. Many of Salem's MAT candidates are mid-career professionals from other occupations who wish to enter teaching. These candidates bring life experiences and maturity to their teacher education experiences. Students participate in phase 1 licensure courses at the graduate level, extensive field experiences, and a full-semester supervised practicum. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all students are learners; and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are

expected to demonstrate competencies in: best constructivist practice in teaching, classroom management, instructional design and differentiation, assessment, technology integration, reflective practice, the development and use of educational research (especially classroom-based action research), and teacher leadership. Master of Education programs for elementary, special education, and language & literacy are open to licensed teachers who want to gain expertise in their specialty area and to complete their master's degree. All graduate programs are planned around standards issued by NCATE, INTASC, the NC Professional Teaching Standards. Salem College has recently received approval from SACS to offer its first online program in school counseling. This MEd program blends online coursework with several weekend residency sessions and supervised practicum/internship experiences, all of which are based on the CACREP standards for school counseling. It is expected that most applicants for the school counseling program will be licensed teachers, but consideration will be given to candidates with backgrounds and various life experiences.

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	24
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	82
	Other		Other	2
	Total	8	Total	109
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		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	
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	

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:		
<p>MASTERS- LATERAL ENTRY/ PROVISIONALLY LICENSED Salem College works with many lateral entry/ provisionally licensed graduate candidates, most of whom have plans issued by the Regional Alternative Licensure Center. Specially designed lateral entry courses of study that coordinate Salem courses to RALC competency requirements are available; however, most lateral entry teachers elect to apply for admission to the Master of the Arts of Teaching, or MAT, program. The MAT leads both to initial (phase 1) and then to advanced licensure (phase 2) in elementary education, general curriculum special education, second language studies (French or Spanish), art, music, or middle/ secondary education in science, English, mathematics, and social studies. Courses listed by RALC are the same as those listed for phase 1 of the MAT, so candidates take advantage of the opportunity to apply required competency coursework to their graduate degrees. Lateral entry candidates receive special advising by the Director of Teacher Education and Graduate Studies (serving also as the Coordinator of Lateral Entry Programs) who collaborates with the Fleer Center For Adult Education to enroll lateral entry candidates in appropriate content courses where necessary. Classes have been scheduled to accommodate the needs of lateral entry students, and all requirements may be completed in the evening hours, summer sessions, and/or independent study options. Lateral entry candidates receive mentoring from Salem College faculty during supervised practica experiences prior to being recommended for licensure.</p>		

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

Masters	
MEAN GPA	3.17
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	838
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)		1		
Elementary (K-6)		4		
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)		6		
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
Total		17		
Comment or Explanation:				

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

2010 - 2011 Program Completers Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	20	100
ESL	3	*
MG-Language Arts	2	*
Math (9-12)	1	*
Institution Summary	26	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				1	11
G Licensure Only						4

Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						

Comment or Explanation:

TABLE F - time from admission until program completion (graduate level) Because Salem College's Department of Teacher Education and Graduate Studies operates on a rolling admissions basis, graduate candidates (MAT and MEd) may begin their programs during any term. Graduate candidates also have great flexibility in the number of courses they take per term (ranging from one class to four classes per term). Additionally, Salem offers two traditional semesters (fall and spring) as well as three non-traditional terms (January, summer 1, and summer 2). Graduate candidates may elect to take classes in some, all, or none of these terms. Thus, times from admission until program completion vary greatly.

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.