

# IHE Master's Performance Report

Shaw University

2011 - 2012

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## Overview of Master's Program

The establishment of a graduate education program provides highly qualified teachers to help meet the teacher shortage in North Carolina. In keeping with one of the goals of the University to expand its academic programs to address societal demands, Shaw University is committed to providing educational opportunities for a diverse population. Over the years, many teacher education graduates have gone on to develop distinguished careers as master teachers and school administrators. The Department of Education provides a graduate-study environment that promotes teachers' (a) development of applied and basic research skills; (b) acquisition of advanced knowledge of curriculum and instruction and early childhood education; (c) enhanced value of community service; (d) appreciation for diversity in teaching and learning; (e) development of critical thinking and problem-solving skills; and (f) use of technology in teaching, learning, and scholarly pursuits. The program received temporary authorization in 2002 for M-level licensure. To this end, the Department offers the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K). In the fall of 2002, the first cohort of five students started the program. The program of studies is a planned, cohesive sequence of advanced-study courses that are a logical extension of course work pursued at the undergraduate level. The conceptual framework that undergirds the program that includes components of critical thinking and problem solving skills, use of technology skills, diversity, and professional dispositions continues to be knowledge-based, articulated, shared, coherent, and evaluated. The knowledge bases for professional education that make up the conceptual framework for the program include the North Carolina Department of Public Instruction's (NCDPI) standards and indicators for the new master's degree program that are aligned with the North Carolina Standard Course of Study, guidelines of appropriate professional organizations (for example, National Association for the Education of Young Children), national organizations (for example, NCATE, INTASC, and NBPTS). The program was visited by NCDPI in April, 2008. The report of the visiting team to the State Evaluation Committee indicated that all standards were met and there were no areas for IHE action and follow-up.

## Special Features of Master's Program

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education supports the mission of the University and the Department of Education to prepare candidates with the knowledge, skills, experiences, and professional dispositions to function as competent and effective teachers who think critically and demonstrate effective problem-solving strategies. The program responds to the critical need to prepare individuals beyond the entry level for professional roles in birth through kindergarten education. It is designed for early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs, and who must work collaboratively with families and other professionals. All regularly admitted candidates are expected to have an undergraduate major consisting of at least 30 semester hours of course work in early childhood education and at least two years of documented relevant educational or professional experience. Other applicants who show demonstrated experience/accomplishments in the teaching of early childhood education and who meet the requirements for admission may be considered for admission and will be addressed on a case-

by-case basis. The program requires 42 credit hours, including the thesis, for the thesis track and 45 credit hours for the non-thesis track. Program requirements are equivalent to four semesters of full-time study. The primary target audience is public school teachers in central and eastern North Carolina. The instructional delivery methods consist of the traditional Socratic lecture method, as well as the cooperative group-oriented case analysis method. Teachers are engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Courses are Web-based and infused with technology. Upon completion of the program, students are eligible to receive licensure at the master's level in birth through kindergarten education. This license qualifies an individual to work with infants, toddlers, preschoolers, and kindergarteners with typical and atypical needs. Graduates may work with young children and their families as a teacher, consultant, early interventionist, or program director in a variety of settings. Students have opportunities for field experiences in a variety of settings serving diverse student populations and learning needs as part of their coursework, and their fieldwork, including the practicum, can be modified to each student's interests and needs. To accommodate the needs of the students, classes are offered on Saturdays and they may attend full-time or part-time. Academic advising is available during extended evening hours. Faculty members who are designated as graduate faculty meet the SACS criterion of having an earned doctorate degree in the discipline or a related discipline and the appropriate license issued by NCDPI.

## 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	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	3
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	<b>Total</b>		<b>Total</b>	
	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	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</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:		
The responses used in Table B are based on the number of students who were registered for the year, according to information provided by the Office of the Information Technology Systems Administrator.		

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

<b>Masters</b>	
MEAN GPA	3.45
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
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)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Institution Summary	N/A	
Program has not yet produced completers.		

**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						
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						
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.