

# IHE Master's Performance Report

Fayetteville State University

2012 - 2013

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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 (3 licensure areas), reading education, sociology education, and special education (3 licensure areas). 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. 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. Important goals of the program are to assist licensed teachers in improving their instructional strategies for enhancing the learning of all K- 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. The 36-hour program includes a required core, specialty courses, field experiences, and a Leadership and Collaboration Project (LCP). 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 Leadership and Collaboration Project (LCP) is a capstone evidence in which candidates can showcase their development of: (1) a deepened knowledge of research-based professional practice as applied to an educational issue, topic or trend, (2) professional leadership skills through participatory sharing of research based best practices and (3) enhanced professional reflection skills. The Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in 7 areas: mathematics, biology, sociology, middle grades (3 licensure areas), and special education (general curriculum). The program parallels the M.Ed. with respects to accreditation standards and competencies. The primary focus of the MAT, is 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 have been revised to meet 21st educational century goals and objectives, which will prepare professionals to use data to drive instruction. The following programs have been discontinued for the M.Ed. and M.A.T. programs: mathematics and biology due to the discontinuation of the M.S. in mathematics and biology.

## 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, hybrid 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 and serve as resources 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 candidate must select one of the following two options: (1) Master's Thesis, or (3) Advanced Professional Webfolio (Leadership and Collaboration Project). 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. Candidates engage in experiences that serve as a capstone for bringing knowledge and practice of core competencies and special area courses together in an integrated manner.

## 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	10	Black, Not Hispanic Origin	47
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	28
	Other		Other	5
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>81</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>5</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	51
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	41
	Other	1	Other	8
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>105</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other	1	Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>18</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 (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>		
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.43
MEAN MAT New Rubric	388
MEAN MAT Traditional	N/A
MEAN GRE New	*
MEAN GRE Traditional	851
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		
Middle Grades (6-9)	6	2		
Secondary (9-12)	1	3		
Special Subject Areas (K-12)	2	1		
Exceptional Children (K-12)	5	4		1
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>14</b>	<b>12</b>		<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
MG-Language Arts	1	*
Special Education: Mentally Disabled	1	*
Institution Summary	4	*
* 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	2	8	3	2	1	
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	2	3	4		2	2
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.