

# IHE Master's Performance Report

Meredith College

2013 - 2014

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## Overview of Master's Program

Meredith College offers a Master of Education (M.Ed.) program in five specialty areas: academically and intellectually gifted (AIG), elementary education, English as a second language (ESL), reading, and special education (general curriculum) and the Masters of Arts in Teaching in three specialty areas: elementary education, English as a second language, and special education (general curriculum). The M.Ed. specialty areas of elementary education and reading have been offered at Meredith College since 1983. ESL, AIG, and special education (general curriculum) are recent additions to the program. 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, application to practice, and appropriate research, which prepares the master teacher to take leadership roles in the school or district. In addition, many courses are offered as blended combining face to face and online learning and a few as completely on-line. 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 their students’ learning, and then both design instruction to support learning and identify their own continuous professional development needs. In response to North Carolina’s need for teachers, the DOE launched the Master of Arts in Teaching (MAT) program in 2008. The fifth cohort of MAT candidates now including elementary, ESL (beginning in 2011), and special education students will intern in fall 2014, in Wake, Lee and Chapel Hill Carrboro schools. The MAT program has been successful in preparing committed adults with no background in education to be professional teachers. The DOE continues to discuss other MAT programs in the high needs areas of mathematics, science, and family and consumer sciences. 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 the 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 best to serve current teachers and those who desire to be teachers. Scheduling of courses in the evenings makes the M.Ed. and the MAT program accessible for full time teachers and others, including teachers in year round schools. Moreover, in the M.Ed. program, 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. 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. MAT students also gain valuable experience tutoring in community afterschool programs. Increased flexibility in the M.Ed. program meets the diverse professional interests and academic needs of the students. M.Ed. students complete a research project and a portfolio that documents their growth and integration of course material with practice, throughout the program. MAT students complete a Teacher Work Sample to document their proficiency in all aspects of teaching and an action research project. M.Ed. 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 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.

## 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	25
	Other		Other	3
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>35</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	9
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	52
	Other		Other	4
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>68</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>8</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		
Special Service Personnel		
<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	3.29
MEAN MAT New Rubric	404
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	302
MEAN GRE Traditional	1,014
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.57
NUMBER EMPLOYED IN NC SCHOOLS	65
* 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)		18		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		22		
Exceptional Children (K-12)		12	1	5
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>52</b>	<b>1</b>	<b>5</b>
Comment or Explanation: Represents 58 individuals. 2 students completed 2 licensure areas K-6: MAT-14; MEd-1; SPED: MAT-4; MEd=1; ESL: MAT-2;MEd-10; AIG: M.Ed.-7;				

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

Specialty Area/Professional Knowledge	2012 - 2013 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
ESL	6	100
Elementary Education	13	100
Reading	10	100
Spec Ed: General Curriculum	11	100
Institution Summary	40	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. <i>Two graduate candidates took two tests for licensure.</i>		

**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	15					
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	12	7	5	2	1
Masters-First Awarded		2	3			
G Licensure Only	6					
Comment or Explanation:						