

# IHE Master's Performance Report

NC State University

2013 - 2014

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## Overview of Master's Program

The College of Education at NC State University is approved to offer advanced licensure programs in Elementary, Middle, Secondary, Special Subjects, Career & Technical Education and Special Service Personnel at the Master's (M), Specialist (S), or Doctoral Levels (D). At the elementary level the college offers a master's degree program. In middle and secondary grades the college offers programs in Language Arts (MSD), Social Studies (MSD), Mathematics (MSD), and Science (MSD). The college offers K-12 programs in World Languages (Spanish & French) (M), Reading (MSD), and Exceptional Children (MSD) (concentrations in behavioral emotional disorders, learning disabilities, and intellectual disabilities). The college offers career and technical education programs in Agriculture (MSD), Technology (MSD), and Business & Marketing (M). In the special service personnel category the college offers programs for Curriculum Instructional Specialist (MSD), School Administration – Principal (M), School Administration – Superintendent (S, D), School Counselor (M, S, D), Instructional Technology Specialist (MSD), and School Psychologist (S, D).

All programs were reviewed and reaccredited by both NCDPI and NCATE in Spring 2007. Each program is predicated upon the assumption that the degree candidates enter with foundation knowledge of content, pedagogy, and the nature of learners; that is, the skills of a teacher with undergraduate preparation and teaching experience. Because the advanced degrees are primarily aimed at experienced teachers, the programs recognize that candidates are developmentally advanced in their professional growth. Candidates are encouraged, and in some cases required, to engage actively in developing their plans of study and make informed decisions regarding their Products of Learning (Action Research Projects) or Theses. The candidates' opportunities to shape their own programs to meet their professional needs and personal interests are within the bounds of the North Carolina Professional Teaching Standards (NCPTS), National Board for Professional Teaching Standards (NBPTS) Propositions, the INTASC Principles, the Expected Program Characteristics and Core Competencies set forth by NCDPI / SBE, and the national professional organizations, when applicable. They also are consistent with the principles of the NC State Professional Education conceptual Framework (LEAD/SERVE).

## Special Features of Master's Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence at the undergraduate level. For those students who do not hold A

level licenses, but who desire to pursue the master's degree, advisers direct candidates to the Master of Arts in Teaching program. Such candidates must demonstrate competence at the undergraduate level prior to continuing at the graduate level. Each program extends this flexibility with the exception of Reading, and Instructional Technology since NC State does not have approved undergraduate programs in these areas. In addition to the existing programs, the College of Education introduced a Master of Arts in Teaching degree in January 2009 in the areas of, Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, and Social Studies. In Fall 2010, the College added programs in English as a Second Language and Reading. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the latter two). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Curriculum and Instruction has added new courses to the three core areas common to all C & I programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students. Products of Learning may include portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increasing number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many of whom are full-time teachers, to conduct action research and to disseminate their findings long after leaving the University community.

## 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	3
	Asian/Pacific Islander	5	Asian/Pacific Islander	30
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	33
	Hispanic	3	Hispanic	8
	White, Not Hispanic Origin	84	White, Not Hispanic Origin	334
	Other	4	Other	10
	<b>Total</b>	<b>105</b>	<b>Total</b>	<b>418</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>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	4	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	9
	Hispanic	2	Hispanic	
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	177
	Other	1	Other	3
	<b>Total</b>	<b>44</b>	<b>Total</b>	<b>191</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:		

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

<b>Masters</b>	
MEAN GPA	3.81
MEAN MAT New Rubric	412
MEAN MAT Traditional	*
MEAN GRE New Rubric	305
MEAN GRE Traditional	1,053
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.67
NUMBER EMPLOYED IN NC SCHOOLS	258
* 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)	85			
Middle Grades (6-9)	3			
Secondary (9-12)	81			
Special Subject Areas (K-12)	20			
Exceptional Children (K-12)	12			
Vocational Education (7-12)	10			
Special Service Personnel	41			
<b>Total</b>	<b>252</b>			
Comment or Explanation:				

**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
Counselor	3	*
ESL	4	*
Elementary Education	39	100
English	1	*
Reading	6	83
Spec Ed: General Curriculum	13	100
Institution Summary	66	98

\* 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	36	106	58			
Masters-First Awarded	66	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	7	27	25	15	6	6
Masters-First Awarded		0	2	1		
G Licensure Only						
Comment or Explanation:						