

# 2020-2021

## EPP Master's Performance Report

Fayetteville State University

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North Carolina Department of  
**PUBLIC INSTRUCTION**

### Overview of Master's Program

The College of Education at Fayetteville State University offers the Master of Education (M.Ed.) degree program, which gives candidates the opportunity to complete a graduate degree aligned with the North Carolina Standards for Graduate Teacher Candidates in eleven (11) teaching fields: biology education, elementary education, mathematics education, sociology education, middle grades education (math, science, language arts, social studies), reading education, and special education (learning disabilities, behavioral and emotional disabilities, mental disabilities). Candidates applying for the M.Ed. must have at least a continuing North Carolina (Class A) teaching license, a satisfactory GPA, professional references that speak to student competence in their field of study, and, *unless otherwise stated by individual degree programs*, official scores from the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Graduate Management Admissions Test (GMAT).

The M.Ed. integrates candidates' specialized knowledge, background experiences, 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 and reflective teachers who are capable of self-analysis and who have dispositions for continued professional growth and lifelong learning. The main priority of the program is 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.

The 36-hour program includes a comprehensive required core, specialized core courses, field/clinical experiences, and a Leadership and Collaboration Project (LCP). The core courses focus on understanding and addressing: (a) the needs of diverse student populations; (b) leadership skills and the interaction strategies and practices

necessary to use these skills effectively; and (c) research skills to study, understand, and effectively solve educational problems. Field/clinical experiences are integrated in the core courses and specialty courses. The Leadership and Collaboration Project (LCP) is a capstone evidence in which candidates are required to demonstrate their development of: (a) a deepened knowledge of research-based professional practice as applied to an educational issue, topic or trend, (b) professional leadership skills through participatory sharing of research based best practices and (c) enhanced professional reflection skills.

The Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in: Birth – kindergarten, elementary education, secondary education grades 9-12 (mathematics, biology, sociology); middle grades 6-9 (mathematics, science, language arts, social studies), and special education K-12 (general curriculum). The program parallels the M.Ed. with respect to accreditation standards and competencies. The M.A.T. is designed to help candidates earn an initial Class A professional educator's license with subsequent opportunities to earn a master's degree with eligibility for an advanced level M license in the respective specialty areas. The M.A.T. degrees are designed based on the candidates' transcripts and range from 30 semester hours to 45 semester hours. Both the M.A.T. and M.Ed. Programs meet contemporary curricular needs of the Common Core and the NC Essential Standards. Faculty reviewed the MAT program and developed proposals to reduce the number of hours in the MAT programs and eliminate the second phase of the MAT which led to the M license. These proposals were vetted for alignment with state and national standards. All MAT programs lead to the initial Class A professional educator's license only.

The College of Education hosted our annual American Education Week (November 2020) virtually. The week was packed with several activities and events for teaching pre-candidates and candidates, faculty, staff, public school teachers and students, and community members. During American Education Week we hosted activities involving our FSU Early Childhood Learning Center; renowned local speakers such as Mrs. Maureen Stover (North Carolina Teacher of the Year and Finalist for National Teacher of the Year); professional development activities for our clinical experience candidates and administrative support staff; panel discussions with distinguished FSU alumni retired and veteran/beginning principals and teachers from this region; the FEC/SNCAE student organization meet-n-greet and annual Talent Showcase; test preparation for major licensure exams and a mini-conference for middle and high school students interested in STEM disciplines and careers.

## **Special Features of Master's Program**

The M.Ed. and M.A.T. degree programs have several special features, including the comprehensive core, a specialized core, a diversified delivery system, and a capstone activity. The comprehensive core is designed for licensed teachers and incorporates North Carolina Standards for Graduate Teacher Candidates and the National Board for Professional Teaching Standards. The core addresses the knowledge, skills, and dispositions that an advanced licensed teacher should demonstrate. During the comprehensive core, candidates extend their knowledge of contemporary issues in education such as characteristics of diverse learners, assessment and use of data to drive instruction, research-based instructional strategies, curriculum planning, diversity, technology, and advanced studies in human development and learning communities. The College of Education (COE) continued to update courses by including an assignment in one of the core courses, EDUC 610 Planning & Implementing Instruction for Diverse Learners, to assist teachers in developing and implementing culturally relevant curriculum

with an emphasis on working with children from military families. A topic related to meeting the needs of ESL students is included in READ 552 Teaching Literacy Across Content Areas and READ 605 Investigations in the Teaching of Reading, specifically to help make content comprehensible. The MAT offers initial licensure in a content specialization and core courses for each licensure area range from 18 semester hours to 24 semester hours and are designed to meet the standards of the specialized professional organizations. In a like manner, the M.Ed. in Reading courses are designed to meet the standards of the International Reading Association. All licensure areas require field/clinical experiences; consequently, candidates interact with and within the University's immediate and extended communities and serve as resources for K-12 school districts. The program utilizes all types of instructional delivery – a content test out option via Praxis II content exams, web-based instruction, online courses, hybrid courses, face-to-face courses, and evening classes to accommodate candidates. All candidates are required to complete a culminating product of learning which includes a Leadership and Collaboration Project (LCP). In the LCP, candidates conduct action research and/or case studies, reflect on their practices, present results of research and include a variety of artifacts to document their advanced competencies aligned to the NC Standards for Graduate Teacher Candidates. Candidates engage in experiences that serve as a capstone for bringing knowledge and practice of core competencies and specialty area courses together in an integrated manner.

The COE applied for and won a US Department of Education Title VII-Part A Master's Degree Programs at Historically Black Colleges and Universities Grant in fall of 2018. The HBCU STEM Scholars Program: Improving Access to Targeted Programs Grant is designed to impact the number of low income, rural, underrepresented members of society teaching math and science and engaged in health informatics professions. The grant will be funded for six years to provide scholarships for those eligible for our M.Ed., MAT, and MBA degrees; to provide opportunities for graduate students to engage in research and conference presentations, and to provide academic support and counseling resources to assist candidates to achieve success in graduate programs in STEM teaching disciplines.

## I. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

<b>Gender</b>	<b>Number</b>
Male	
Female	
Gender Neutral	
Gender Not Provided	
<b>Total</b>	
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	

Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
<b>Total</b>	

**B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.**

Full-Time						
	Male		Female		Not Identified as Male or Female	
<b>Graduate</b>	African-American	17	African-American	92	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	8	White	29	White	0
	Two or More Races	1	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>27</b>	<b>Total</b>	<b>123</b>	<b>Total</b>	<b>0</b>
<b>Licensure- Only</b>	African-American	3	African-American	5	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	2	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0

	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Not Identified as Male or Female</b>	
<b>Graduate</b>	African-American	3	African-American	1	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by the EPP)**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>				
Prekindergarten	0	0	0	0
Elementary	7	1	0	0
Middle Grades	5	1	0	0
Secondary	1	0	0	0
Special Subjects	0	0	0	0
Exceptional Children	3	1	0	0
Vocational Ed	0	0	0	0
Special Services	0	0	0	0
<b>Total</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Comment(s):</b>				

**D. Quality of Students Admitted to Program During Report Year**

Measure	Graduate
MEAN GPA	3.41
MEAN MAT Electronic	394.92
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.74
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	114
N/A - Data Not Available	
* - Less than five scores reported	

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

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Spec Ed: General Curriculum	1	*	72
<b>Institution Summary</b>	<b>1</b>	<b>*</b>	<b>91</b>
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			