

# 2020-2021

## EPP Master's Performance Report

NC State University

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### North Carolina Department of **PUBLIC INSTRUCTION**

#### **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 masters, specialist, doctoral degree programs. In middle and secondary grades the college offers programs in Language Arts (M, S, D), Social Studies (M, S, D), Mathematics (M, S, D), and Science (M, S, D). The college offers K-12 programs in World Languages (French and Spanish) (M), Reading (M, S, D), and Exceptional Children (M, S, D) (concentrations in behavioral-emotional disorders, learning disabilities, and intellectual disabilities). The college offers career and technical education programs in Agriculture (M, D), and Technology (M, S, D). In the special service personnel category the college offers programs for Curriculum Instructional Specialist (M, S, D), School Administration – Principal (M, S, D), School Administration – Superintendent (S, D), School Counselor (M, S), Instructional Technology Specialist (M, S, D), School Social Worker (M, S), and School Psychologist (S, D).

All programs were reviewed and reaccredited by both NCDPI and CAEP in Spring 2015 and in June 2021 we submitted our self-study for CAEP re-accreditation. 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), Theses, or Dissertations. 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 initial licenses, but who desire to pursue a master's degree, advisers direct candidates to the Master of Arts in Teaching program. Such candidates must demonstrate competence at the initial 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, Special Education: General Curriculum, Middle Grades Education, Science, Math, 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 summer, 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 Teacher Education and Learning Sciences (TELS) has added new courses to the three core areas common to all TELS 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.

## I. CHARACTERISTICS OF STUDENTS

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

<b>Gender</b>	<b>Number</b>
Male	106
Female	417
Gender Neutral	
Gender Not Provided	
<b>Total</b>	<b>523</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	69
Am. Indian/ Alaskan Native	3
Asian	11
Hispanic/Latino	16
Native Hawaiian/ Pacific Islander	
White	368
Two or More Races	12
Race Not Provided	44
<b>Total</b>	<b>523</b>

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

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Not Identified as Male or Female</b>	
<b>Graduate</b>	African-American	15	African-American	61	African-American	0
	Am. Indian/ Alaskan Native	2	Am. Indian/ Alaskan Native	4	Am. Indian/ Alaskan Native	0
	Asian	5	Asian	16	Asian	0
	Hispanic/ Latino	4	Hispanic/ Latino	7	Hispanic/ Latino	0
	Native Hawaiian/	0	Native Hawaiian/	0	Native Hawaiian/	0

	Pacific Islander		Pacific Islander		Pacific Islander	
	White	103	White	332	White	0
	Two or More Races	3	Two or More Races	15	Two or More Races	0
	Not Provided	2	Not Provided	16	Not Provided	0
	<b>Total</b>	<b>134</b>	<b>Total</b>	<b>451</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>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Not Identified as Male or Female</b>	
<b>Graduate</b>	African-American	5	African-American	23	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	1	Asian	6	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	6	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	35	White	148	White	0
	Two or More Races	2	Two or More Races	4	Two or More Races	0
	Not Provided	1	Not Provided	6	Not Provided	0

	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>193</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)**

<b>Program Area</b>	<b>Graduate</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC - Completed program but has not applied for or is not able for a license.</b>				
<b>LC-completed program and applied for license.</b>				
Prekindergarten	0	0	0	0
Elementary	52	0	0	0
Middle Grades	92	0	0	0
Secondary	87	0	0	0
Special Subjects	21	0	0	0
Exceptional Children	8	0	0	0
Vocational Ed	12	0	0	0
Special Services	62	0	0	0
<b>Total</b>	<b>334</b>	<b>0</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	3.71
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.60
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	290
N/A - Data Not Available	
* - Less than five scores reported	
<b>Comment(s):</b>	

**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
Elementary (grades K-6)	33	91	84
English	1	*	100
ESL	2	*	100
Math (grades 9-12)	1	*	100
Reading	6	100	100
School Counselor	25	100	98
Science (grades 9-12)	5	100	92
Social Studies (grades 9-12)	2	*	100
Spec Ed: General Curriculum	5	60	72
<b>Institution Summary</b>	<b>80</b>	<b>94</b>	<b>91</b>
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			