

2018-2019

EPP Master's Performance Report

North Carolina State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the 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 (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, German, 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, S, 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, D), Instructional Technology Specialist (M, S, D), School Social Worker (M), and School Psychologist (S, D).

All programs were reviewed and reaccruited by both NCDPI and CAEP in Spring 2015. 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 the Graduate Programs

The College of Education is committed to offering a 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

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	99
Female	348
Race/Ethnicity	Number
Hispanic / Latino	14
Asian	9
African-American	82
American Indian / Alaskan Native	-
Native Hawaiian / Pacific Islander	3
White	292
Multi-Racial	12
Student does not wish to provide	12

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	Asian	8	Asian	26
	Black, Not Hispanic Origin	17	Black, Not Hispanic Origin	90
	Hispanic/Latino	1	Hispanic/Latino	6
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	108	White	351
	Multi-Racial	5	Multi-Racial	22
	Not Provided	6	Not Provided	18
	Total	146	Total	513
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0

Part-Time				
	Male		Female	
Graduate	Asian	1	Asian	3
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	15
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	20	White	81
	Multi-Racial	1	Multi-Racial	3
	Not Provided	1	Not Provided	5
	Total	31	Total	109
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	49	9		
Middle Grades (6-9)	6	3		
Secondary (9-12)	40	10		
Special Subjects (K-12)	24	1		
Exceptional Children (K-12)	9	1		
Vocational Education (7-12)	7			
Special Services Personnel	57			
Total	192	24	0	0

D. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	3.88
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.18
NUMBER EMPLOYED IN NC SCHOOLS	188
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Scores of program completers that lead to initial license on professional and content area examinations.

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
Curriculum Instructional Specialist	2	*	97
ESL	8	100	100
Elementary (grades K-6)	33	85	80
English	1	*	96
M.G. Language Arts	1	*	100
M.G. Science	1	*	100
M.G. Social Studies	1	*	100
Math (grades 9-12)	1	*	100
Reading	10	100	92
School Counselor	8	88	96
Science (grades 9-12)	4	*	95
Social Studies (grades 9-12)	8	100	100
Spec Ed: General Curriculum	4	*	83
Spec Ed: LD	1	*	100
Institution Summary	83	92	93
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.			

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	73	39	11	10	7	21
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	6	37	8	3	2	21
Licensure Only	49	20	2	6	0	1
Comment or Explanation:						