

2018-2019

EPP Masters Performance Report

Salem College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

At Salem College, graduate students in Master of Arts in Teaching (MAT) programs may earn licensure (initial and/or advanced) for art education, elementary education, general curriculum special education, Spanish education, and middle grades/ secondary education in science, English, mathematics, and social studies. MAT programs attract primarily mid-career professionals looking to enter teaching as well as recent college graduates who completed their bachelor's degrees without simultaneously receiving teacher preparation. Courses for initial licensure are offered in the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised internship in an appropriate classroom setting (student teaching). Graduate candidates who are licensed teachers may select to pursue add-on licensure in gifted

education (AIG), birth-kindergarten (BK), or reading or to enter a Master of Education program in elementary education, special education, or language and literacy (reading). Graduate candidates interested in the school counseling profession are not required to hold teacher licensure. The MEd in school counseling is an online program leading to North Carolina licensure as a school counselor.

All graduate education programs at Salem College are based on a conceptual framework of "Learning for All Students." Graduate candidates are expected to demonstrate two basic dispositions: that all students are learners and that teachers are responsible for creating the conditions of learning for all students. Graduate programs are aligned with the North Carolina Professional Teaching Standards, the North Carolina Standards for Graduate Teacher Candidates, and the North Carolina Specialty Area Standards. To demonstrate understanding of how research directs practice, graduate candidates conduct action research projects. In order to be recommended for advanced licensure, all graduate candidates must also create a master practitioner portfolio.

Special Features of Master's Program

At Salem College, graduate students in the Master of Arts in Teaching earn initial and advanced licensure in art, elementary education, general curriculum special education, Spanish, or middle grades/secondary education in English, mathematics, science, and social studies. A unique feature of Salem's MAT programs is that they are delivered in two phases. Phase 1 leads to initial licensure while Phase 2 affords candidates the opportunity to complete advanced competency licensure. Many of Salem's MAT candidates are mid-career professionals from other occupations who wish to enter teaching. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all students are learners and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are expected to demonstrate competencies in constructivist practices in teaching, classroom management, instructional design and differentiation, assessment, technology integration, reflective practice, the development and use of educational research (especially classroom-based action research), and teacher leadership.

Master of Education programs for elementary, special education, and language & literacy are open to licensed teachers who want to gain advanced expertise in their specialty area and to complete their master's degree. The Master of Education in school counseling program blends online coursework with two weekend residency sessions during the second year of the program. In their third year, school counseling candidates complete a supervised practicum semester and a supervised internship in public schools.

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	2
Female	40
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	1
African-American	9
American Indian / Alaskan Native	1
Native Hawaiian / Pacific Islander	
White	25
Multi-Racial	2
Student does not wish to provide	4

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	19
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	49
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	3

	Total	4	Total	74
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		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	1	Total	4
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)		5		
Middle Grades (6-9)				
Secondary (9-12)	1	1		
Special Subjects (K-12)	1	1		
Exceptional Children (K-12)	2	2		
Vocational Education (7-12)				
Special Services Personnel	9	8		
Total	13	17	0	0

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

Measure	Graduate
MEAN GPA	3.22
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	5.51
NUMBER EMPLOYED IN NC SCHOOLS	41
* 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
School Counselor	14	100	96
Institution Summary	14	100	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		1	1	20		4
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only					2	1
Comment or Explanation:						