

2018-2019

# **EPP Masters Performance Report**

## **Shaw University**

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## **Public Schools of North Carolina**

### **State Board of Education**

### **Department of Public Instruction**

#### **Overview of Master's Program**

The establishment of a graduate education program provides highly qualified teachers to help meet the teacher shortage in North Carolina. In keeping with one of the goals of the University to expand its academic programs to address societal demands, Shaw University is committed to providing educational opportunities for a diverse population. Over the years, many teacher education graduates have gone on to develop distinguished careers as master teachers and school administrators. The Department of Education provides a graduate-study environment that promotes teachers' (a) development of applied and basic research skills; (b) acquisition of advanced knowledge of curriculum and instruction and early childhood education; (c) enhanced value of community service; (d) appreciation for diversity in teaching and learning; (e)

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development of critical thinking and problem-solving skills; and (f) use of technology in teaching, learning, and scholarly pursuits. The program received temporary authorization in 2002 for M-level licensure. To this end, the Department offers the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K). In the fall of 2002, the first cohort of five students started the program. The program of studies is a planned, cohesive sequence of advanced-study courses that are a logical extension of course work pursued at the undergraduate level. The conceptual framework that undergirds the program that includes components of critical thinking and problem solving skills, use of technology skills, diversity, and professional dispositions continues to be knowledge-based, articulated, shared, coherent, and evaluated. The knowledge bases for professional education that make up the conceptual framework for the program include the North Carolina Department of Public Instruction's (NCDPI) standards and indicators for the new master's degree program that are aligned with the North Carolina Standard Course of Study, guidelines of appropriate professional organizations (for example, National Association for the Education of Young Children), national organizations (for example, NCATE, INTASC, and NBPTS). The program was visited by NCDPI in April, 2008. The report of the visiting team to the State Evaluation Committee indicated that all standards were met and there were no areas for IHE action and follow-up. In spring 2014 the program underwent a program review by NCATE and all standards were met with no areas for improvement.

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

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education supports the mission of the University and the Division of Education to prepare candidates with the knowledge, skills, experiences, and professional dispositions to function as competent and effective teachers who think critically and demonstrate effective problem-solving strategies. The program responds to the critical need to prepare individuals beyond the entry level for professional roles in birth through kindergarten education. It is designed for early childhood educators who work directly with young children in a variety of early childhood settings, who must accommodate children with a range of abilities and special needs, and who must work collaboratively with families and other professionals. All regularly admitted

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candidates are expected to have an undergraduate major consisting of at least 30 semester hours of course work in early childhood education and at least two years of documented relevant educational or professional experience. Other applicants who show demonstrated experience/accomplishments in the teaching of early childhood education and who meet the requirements for admission may be considered for admission and will be addressed on a case-by-case basis. The program requires 42 credit hours, including the thesis, for the thesis track and 45 credit hours for the non-thesis track. Program requirements are equivalent to four semesters of full-time study. The primary target audience is public school and child development center teachers in central and eastern North Carolina. The instructional delivery methods consist of the traditional Socratic lecture method, as well as the cooperative group-oriented case analysis method. Teachers are engaged in field-based action research projects and activities that support community service and other scholarly pursuits. Courses are Web-based and infused with technology. Upon completion of the program, students are eligible to receive licensure at either the initial or advanced level in birth through kindergarten education depending on their status at entry into the program. This license qualifies an individual to work with infants, toddlers, preschoolers, and kindergarteners with typical and atypical needs. Graduates may work with young children and their families as a teacher, consultant, early interventionist, or program director in a variety of settings. Students have opportunities for field experiences in a variety of settings serving diverse student populations and learning needs as part of their coursework, and their fieldwork, can be modified to each student's interests and needs. To accommodate the needs of the students, classes are offered on Saturdays and they may attend full-time or part-time. Academic advising is available during extended evening hours. Faculty members who are designated as graduate faculty meet the SACS criterion of having an earned doctorate degree in the discipline or a related discipline and the appropriate license issued by NCDPI.

## **I. CHARACTERISTICS OF STUDENTS**

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

<b>Number of Students Who Applied to the Graduate Educator Prep Program</b>	
<b>Gender</b>	<b>Number</b>
Male	1

Female	2
<b>Race/Ethnicity</b>	<b>Number</b>
Hispanic / Latino	
Asian	
African-American	3
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
Multi-Racial	
Student does not wish to provide	

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin	1	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	1	Total	0
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	4
	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	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	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	2	1		
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	2	1	0	0

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

Measure	Graduate
MEAN GPA	3.18
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	*
NUMBER EMPLOYED IN NC SCHOOLS	*
* 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
N/A			
* 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						
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	2				1	
Licensure Only						
Comment or Explanation:						