

IHE Master's Performance Report

East Carolina University

2014 - 2015

Overview of Master's Programs

East Carolina University has a long-standing commitment to the delivery of quality graduate education and offers students a variety of options to pursue advanced study. Seven complete programs are offered via distance education and all graduate programs have some courses that are offered online. All programs are fully accredited by CAEP (NCATE) and the North Carolina State Board of Education, and many programs are also accredited by their national specialized professional association.

The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs—offered across four colleges at East Carolina—include advanced competency coursework in professional education and the content areas. The MAEd programs were revised in 2009-10 to align with new graduate teaching standards and infuse 21st century teaching and learning skills. The education programs in art, business, elementary, English, family and consumer sciences, health, history, instructional technology, marketing, mathematics, middle grades, music, physical education, reading, science and special education each offer a MAEd*. All MAEd candidates receive extensive training in diversity, communication, action research, advanced pedagogy, content and leadership. The revised programs contain three electronic portfolio evidences that are supportive of and aligned with National Board for Professional Teaching Standards.

The College of Education also offers a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree and leads to an initial teaching license and Master's degree. The MAT meets the basic and advanced pedagogy skills and advanced content requirements.

The College of Education also offers a Master of Science degree in Counselor Education (CACREP accredited), a Master of Arts degree in Science Education, and a Master of Library Science degree (ALA accredited). A Master of Science in Speech, Language and Auditory Pathology (ASHA accredited), a Master of Arts in School Psychology (NASP accredited), Masters in Music Education (NASM accredited) and a Master of Social Work (CSWE accredited) are offered in professional schools and colleges outside the College of Education.

Special Features of Master's Programs

The master's programs in teacher education include innovations in higher education and reflect best practices in the field. The MAEd programs are designed around several special features. All MAEd candidates must complete education core courses that focus

on advanced knowledge and skill in the areas of diversity, leadership, communication, and research. The specialty area programs then build upon this core, requiring candidates to plan in-depth studies of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. Culminating products (action research project, portfolios, internships, etc.) are aligned with NCDPI, Common Core, and National Board for Professional Teaching Standards. The MAEd programs implemented their new Graduate Evidence Portfolio (GEP) in Fall 2011 and collected products electronically via TaskStream.

Due to a third year of reduced enrollment, the College of Education created a Graduate Education Task Force which now have formed an ad hoc committee focused on developing and implementing a comprehensive recruitment and retention plan. This plan focuses on systematic advising, follow-up, and retention of enrolled candidates as well as implementing new strategies to attract new candidates for enrollment, such as increasing solicitations for scholarships and creating certificates aligned with the job market.

In addition to receiving ALA accreditation in 2014-15, the MLS program has received a grant to recruit and prepare librarians for rural schools. North Carolina Economically Disadvantaged and Diversity Scholarship (NC-EDDS) grant program is an initiative of the Master in Library Science degree program of the Department of Information and Library Science at East Carolina University in Greenville, NC. This is a program to recruit school library media specialists from economically disadvantaged and historically under-represented backgrounds, and place them in NC school library media centers. The NC-EDDS project is designed to incorporate the “Grow Your Own” model while focusing on recruiting candidates from economically depressed communities in eastern North Carolina. The “Grow Your Own” model recruits and educates individuals who select to stay and work in their own communities, by completing their degree within an all-online degree program.

A partnership with the US Army continues to produce candidates and graduates in the MS IT program.

*As of this report’s writing, the University of North Carolina General Administration recently handed down program closures to its constituent institutions. ECU’s program offering, as listed above, is accurate for academic year 2014-15.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	5
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	18
	Hispanic	2	Hispanic	6
	White, Not Hispanic Origin	72	White, Not Hispanic Origin	345
	Other	3	Other	14
	Total	84	Total	388
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	35
	Other	1	Other	
	Total	12	Total	39
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	9
	Asian/Pacific Islander	2	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	36
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	75	White, Not Hispanic Origin	436
	Other	4	Other	9
	Total	90	Total	496
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	3	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	22
	Hispanic	3	Hispanic	2
	White, Not Hispanic Origin	35	White, Not Hispanic Origin	108
	Other	1	Other	2
	Total	49	Total	138

B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Special Service Personnel	0	0
Total	0	0
Comment or Explanation:		

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

Masters	
MEAN GPA	3.30
MEAN MAT New Rubric	406.23
MEAN MAT Traditional	45.44
MEAN GRE New Rubric	292.15
MEAN GRE Traditional	985.79
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.82
NUMBER EMPLOYED IN NC SCHOOLS	752
*To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Pre-kindergarten (B-K)	1	3		
Elementary (K-6)	3	16		
Middle Grades (6-9)		5		
Secondary (9-12)	4	17		
Special Subject Areas (K-12)	8	50		
Exceptional Children (K-12)		11		12
Vocational Education (7-12)		4		
Special Service Personnel	14	73		8
Total	30	179	0	20
Comment or Explanation:				

E. Scores of program completers on professional and content area examinations.

	2013 - 2014 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	20	95
History	1	*
Media Coordinator	15	100
Spec ED. General Curriculum	1	*
Institution Summary	37	97
*To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	11	39	24	6	5	6
Masters-First Awarded	23	4	0	0	0	1
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	1	23	35	15	6	6
Masters-First Awarded	0	2	0	0	0	0
G Licensure Only	3	15	1	1	0	0
Comment or Explanation:						