

# **IHE Master's Performance Report**

## **ELIZABETH CITY STATE UNIVERSITY**

### **2013 - 2014**

---

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

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of citizens in northeastern North Carolina. With excellence permeating all of the activities, the programs seek to provide a challenging and supportive environment that prepares its students to compete and excel in an ever-changing technologically, globally aware advanced society. The programs are designed to develop research skills, problem-solving skills and to develop the skills, knowledge and experience necessary for professional employment, professional growth, leadership development and/or further graduate study. Small classes, personal interaction with faculty members, and an atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students.

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

The Helen Marshall Caldwell Department of Education offers a Master of Education in Elementary Education for advanced teacher preparation. A total of 36 credit hours are required to complete the program. The M.Ed. program seeks to fulfill its mission by preparing professional teachers to be: (1) teacher leaders who demonstrate effective communication, collaboration and team building, while promoting educational initiatives that have a positive impact on students; (2) teacher leaders who establish and facilitate positive and productive learning environments and culturally rich instruction for diversity in the classroom and beyond; (3) teacher leaders who have a deep knowledge of the content they teach and expertise in instruction and assessment of that content ; and (4) teacher leaders who model systematic reflection of their practice and the development of professional goals. The M.Ed. program seeks to prepare professional educators to: respond effectively to children's differences resulting from development, diversity, and exceptionalities; demonstrate knowledge of the content and pedagogy of the elementary curriculum; improve educational practice through reflection, self-evaluation, and applied research; and direct their own personal and professional growth as educators. The graduate level teacher education program at ECSU is a way for candidates to expand their knowledge, deepen their understanding, and sharpen the skills already acquired through their previous studies and professional experiences. Candidates complete a culminating product of learning, the Transformational Teaching Project, which enables candidates to work toward a solution of an educational problem within his/her own classroom to transform teaching and make a positive impact on student learning.

The Master of School Administration program is a 36-42 semester hour program that combines graduate classroom preparation with field-based practicum experiences that provide candidates with the knowledge, skills, and dispositions to help them become highly qualified building level administrators and school leaders who are informed,

competent, and effective decision-makers. Faculty in the MSA program work collaboratively with school districts, the university, and candidates to facilitate opportunities for learning that responds to his/her strengths, challenges, and experiences in preparing to become a prospective school principal. Graduate studies in teacher education are focused, personalized, and characterized by academic rigor and professional relevance. The importance of technology for instructional purposes is evidenced and supported by technology rich classrooms and up-to-date technology labs.

The School of Mathematics, Science and Technology offers a Master of Science Degree in Mathematics with a concentration in Mathematics Teaching, Applied Mathematics and Remote Sensing. The program provides a broad base of formal course work and research in mathematics, and requires students to complete a thesis. The teaching concentration instills the pedagogical content knowledge required for middle or secondary school teaching, or for teaching at the community college level. A total of 36 credit hours are required to complete the degree. This program is designed to provide breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application and teaching mathematics. The program provides students with an opportunity for utilizing technology to improve learning mathematics, for exploring connections between various areas of mathematics, for developing good mathematical skills, for developing independent and group learning skills and for researching best practices in teaching and learning mathematics. The Master of Science Degree in Mathematics Program is designed for completion in four to six semesters, depending on whether or not students enroll full-time. Courses will be taught to enable in-service teachers and professionals to complete the program by taking two or three courses each semester. Graduates of the teaching concentration will be well prepared to teach in middle or secondary schools, community colleges and some four-year colleges. All graduates will be prepared to enter a doctoral program in mathematics education. The structure of the program will offer graduates significant training for careers as mathematical scientists in education, government, and industry. The Office of Graduate Education currently offers an HBCU Master's Degree Program Grant. Students seeking a Master's Degree in Biology and Mathematics can receive up to \$16,000.

The School of Mathematics, Science and Technology (SMST) also offer graduate degree opportunities for advance study in the Biological Sciences and to pursue research investigations in specialized areas of interest or further preparation in public school education. A broad base of formal coursework and research in the life sciences provide the depth required for further graduate study or for careers in industry, government, secondary/community college teaching or public school instruction. As aforementioned, the SMST offers a master's degree in Biology with tracks in Biological Sciences and Biology Education. The Biological Sciences track is devised to present a wide exposure to a number of advanced biological techniques, knowledge and concepts, including, in part, those related to animal and plant biotechnology, microbiology, parasitology, cell biology, molecular biology and environment. Students graduating from this program will be in a good position to enter PhD programs and professional schools, pursue private or governmental technology, health and science management careers or teach at a community college. The Biology Education track was created for individuals who hold a North Carolina teaching license in science, (or equivalent) who desire to pursue advance study in their content area. Candidates are required to complete an approved action research project that must be data driven and must have an impact on public school

instruction. A total of 30 hours are required for Biological Sciences and 36 for Biology Education.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	15
	Other		Other	28
	<b>Total</b>	<b>7</b>	<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

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

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

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

<b>Masters</b>	
MEAN GPA	3.56
MEAN MAT New Rubric	381
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	215
MEAN GRE Traditional	878
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.13
NUMBER EMPLOYED IN NC SCHOOLS	28
* 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	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license <b>LC</b> Completed program and applied for license	PC	LC	PC	LC
Prekindergarten (B-K)				
Elementary (K-6)		6		
Middle Grades (6-9)				
Secondary (9-12)		11		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>17</b>		
Comment or Explanation:				

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

	2012 - 2013 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
No Test Takers		
* 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						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	16			1		
Masters-First Awarded						
G Licensure Only						
Comment or Explanation:						