

IHE Master's Performance Report

ELIZABETH CITY STATE UNIVERSITY

2014 - 2015

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 education. 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 & Psychology 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: (1) respond effectively to children's differences resulting from development, diversity, and exceptionalities; (2) demonstrate knowledge of the content and pedagogy of the elementary curriculum as it relates to preparing students with 21st century skills; (3) improve educational practice through reflection, self-evaluation, and applied research; and (4) direct 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 (MSA) at Elizabeth City State University is a 36-42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to assist them in becoming 21st Century Professional Educators who are highly qualified executive school leaders. The program provides two options: full-time, or part-time. Through problem based learning experiences and an intensive internship that has been embedded throughout the curriculum, candidates are given opportunities to develop and use the required standard-based skills for successful school leadership. Working collaboratively with school districts, the candidates and faculty in the MSA program create and facilitate opportunities for candidate learning that responds to his/her strengths, challenges, and experiences in preparing to become a prospective school

administrator. Elizabeth City State University's MSA program uses a modified version of the North Carolina Standards of School Executives as a pre/post assessment for aspiring candidates. In addition, all candidates are required to successfully complete an Electronic Portfolio comprised of six evidences demonstrating proficiency in the seven standards that were required by North Carolina School Executives. Beginning in spring 2015, Academic Achievement Leadership (the new 8th standard) was emphasized. Opportunities to address this new requirement of the North Carolina School Executives will be stressed.

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 has offered 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 offers 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 previously mentioned, 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	
	Total		Total	
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	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	9
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	7
	Other		Other	
	Total	4	Total	16
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	
	Total		Total	

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
Total	0	0
Comment or Explanation:		

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

Masters	
MEAN GPA	3.42
MEAN MAT New Rubric	373.20
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.88
NUMBER EMPLOYED IN NC SCHOOLS	13
* 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 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)		3		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	3	0	0
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
Elementary Education	1	*
Institution Summary	1	*
* 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		2	1			
Masters-First Awarded						
G Licensure Only						
Comment or Explanation:						