

IHE Master's Performance Report

FAYETTEVILLE STATE UNIVERSITY

2013 - 2014

Overview of Master's Program

The Master of Education (M. Ed.) degree program at FSU offers the opportunity to complete a graduate degree leading to advanced masters competencies in eleven (11) teaching fields: biology education, elementary education, mathematics education, middle grades education (3 licensure areas), reading education, sociology education, and special education (3 licensure areas). Candidates applying for the M.Ed. must have at least a continuing North Carolina (Class A) teaching license, a satisfactory GPA, and a competitive score on the Miller's Analogy Test (MAT) or the Graduate Record Examination (GRE). The M.Ed. integrates candidates' specialized knowledge, experiential background, and individual needs with activities and curricula that are broad-based, coherent, theoretical, and intellectually challenging. A major goal of the M.Ed. program is to produce knowledgeable, reflective teachers who are capable of self-analysis and who have dispositions for continued professional growth and lifelong learning. Priorities of the program are to assist licensed teachers in improving their instructional strategies for enhancing the learning of all K- 12 students so that they can achieve at high levels.

The 36-hour program includes a comprehensive required core, specialized core courses, field/clinical experiences, and a Leadership and Collaboration Project (LCP). The core courses focus on (1) understanding and addressing the needs of diverse student populations; (2) leadership skills and the interaction strategies and practices necessary to use these skills effectively; and (3) research skills to study, understand, and effectively solve educational problems. Field/clinical experiences are integrated in the core courses and specialty courses. The Leadership and Collaboration Project (LCP) is capstone evidence in which candidates can showcase their development of: (1) a deepened knowledge of research-based professional practice as applied to an educational issue, topic or trend, (2) professional leadership skills through participatory sharing of research based best practices and (3) enhanced professional reflection skills. The Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in 7 areas: mathematics, biology, sociology, middle grades (3 licensure areas), and special education (general curriculum). The program parallels the M.Ed. with respects to accreditation standards and competencies. The primary focus of the MAT, is earning an initial Class A teacher license with subsequent opportunities to earn a master's degree with eligibility for an M license in the respective specialty areas. Both the M.A.T. and M. Ed. programs have been reviewed to meet contemporary curricular needs (Common Core and NC Essential Standards). During the 2013-2014 academic year we have designed and included an assignment in one of our core courses, *EDUC 610 Planning & Implementing Instruction for Diverse Learners*, to assist teachers in developing and

implementing culturally relevant curriculum with an emphasis on working with children from military families. A topic related to meeting the needs of ESL students is included in *READ 552 Teaching Literacy Across Content Areas*, specifically to help make content comprehensible.

Special Features of Master's Program

The M.Ed. degree program has several special features, including the Comprehensive Core, a Specialized Core, a Diversified Delivery System, and a Capstone Activity. During Comprehensive Core, candidates extend their knowledge of advanced master's competencies related to contemporary issues in education, characteristics of exceptional learners, assessment and use of data to drive instruction, research-based instructional strategies, curriculum planning, diversity, technology, and advanced studies in human development and learning communities. This core is designed for licensed teachers and incorporates North Carolina Standards for Graduate Teacher Candidates and the National Board for Professional Teaching Standards. The core addresses the knowledge, skills, and dispositions that an advanced licensed teacher should demonstrate. The program utilizes all types of instructional delivery - web based instruction, online courses, hybrid courses, face-to-face courses, and evening classes to accommodate candidates. Specialty courses for the M.Ed. in Reading are designed to meet the Professional Teaching Standards of the International Reading Association. Field/clinical experiences are required, which provide opportunities for candidates to interact with and within the University's immediate and extended communities and serve as resources for K-12 school districts. All candidates are required to complete a culminating product of learning which includes a Leadership and Collaboration Project (LCP). In the LCP candidates conduct action research and/or case studies, reflect on their practices, present results of research and include a variety of artifacts to document their advanced competencies. Candidates engage in experiences that serve as a capstone for bringing knowledge and practice of core competencies and specialty area courses together in an integrated manner.

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	1
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	34
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	25
	Other		Other	6
	Total	9	Total	66
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	18
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	15
	Other		Other	2
	Total	4	Total	35
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
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	8	9
Secondary (9-12)	3	5
Special Subjects (k-12)	1	1
Exceptional Children (K-12)	1	1
Vocational Education		
Special Service Personnel		
Total	13	16
Comment or Explanation:		

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

Masters	
MEAN GPA	3.54
MEAN MAT New Rubric	384
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	813
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.23
NUMBER EMPLOYED IN NC SCHOOLS	48
* 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 LC Completed program and applied for license	PC	LC	PC	LC
Prekindergarten (B-K)				
Elementary (K-6)	2	1		
Middle Grades (6-9)	6	5		
Secondary (9-12)	2	3		
Special Subject Areas (K-12)	5	3		
Exceptional Children (K-12)	5	6		
Vocational Education (7-12)				
Special Service Personnel				
Total	20	18		
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
Spec Ed: General Curriculum	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	3	1		1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded		6	12	8	2	3
G Licensure Only						
Comment or Explanation:						