

2015-2016

IHE Masters Performance Report

Catawba College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

Catawba College offers the Masters of Education in Elementary Education (M.Ed.). The graduate program at Catawba College is built upon the strengths of the undergraduate program and is designed to provide the practicing licensed classroom teachers with advanced work in content along with a further development of professional knowledge and dispositions. All of the graduate students take classes during late afternoon or evening hours (fall and spring semesters) and summer sessions.

Special Features of Master's Program

Catawba College offers a Master of Education in Elementary Education (M.Ed.). The program provides a continuum of professional growth as it prepares practicing teachers as reflective

practitioners. In 2009-2010, plans were developed for restructuring the graduate program in alignment with a new set of North Carolina Professional Teaching Standards and the North Carolina Standards for Graduate Teacher Candidates while continuing to address the five propositions of the National Board for Professional Teaching Standards (NBPTS). In 2010-2011 candidates entered the restructured program. The program continues to provide field and clinical experiences and requires action-research in which teachers examine positive impact on student learning. The M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms.

In February 2015 Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools to develop Blueprints for proposed new M.Ed. programs for middle and secondary mathematics and science teachers. Following program approval by the North Carolina State Board of Education, graduate students in spring 2016 enrolled in four new M.Ed. programs in middle school mathematics, middle school science, secondary mathematics, and secondary science that lead to a recommendation for licensure at the M level. All four licensure programs operate under a STEM (Science, Technology, Engineering, and Mathematics) umbrella. Because of a generous donation from local philanthropist Fred Stanback, mathematics and science teachers in the Rowan-Salisbury Schools are able to attend this program tuition free.

I. CHARACTERISTICS OF STUDENTS

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

Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	12
	Other		Other	0
	Total		Total	15
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. 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 Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
Total	0	3	0	0

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

Measure	Graduate
MEAN GPA	3.37
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	8.67
NUMBER EMPLOYED IN NC SCHOOLS	15
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
n/a	n/a	n/a
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Programs 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)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

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						3
Licensure Only						
Comment or Explanation:						