

2015-2016

IHE Masters Performance Report

East Carolina University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

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.

In 2014-15, the College of Education created a Graduate Education Task Force to respond to the continuing decrease in enrollments. The task force continues to refine and implement 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. This year the committee completed the development of flyers to promote each graduate degree program and provided Best Practices in Advising guidelines to departments.

The MAED programs in History Education and English Education were closed. Faculty in those programs areas collaborated to submit a new MAED program in Curriculum and Instruction. The program was approved by the State Board of Education on June 2, 2016 and will begin enrolling students in fall 2016.

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

I. 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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	21
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	67	White, Not Hispanic Origin	335
	Other	4	Other	10
	Total	79	Total	380
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	33
	Other	1	Other	0
	Total	15	Total	40
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	10
	Asian/Pacific Islander	1	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	35
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	66	White, Not Hispanic Origin	412
	Other	4	Other	17
	Total	76	Total	482
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	3	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	33
	Hispanic	3	Hispanic	2
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	113
	Other	2	Other	4
	Total	54	Total	156

B. 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				
Prekindergarten (B-K)	3	4		
Elementary (K-6)	5	14		
Middle Grades (6-9)	7	10		
Secondary (9-12)	6	11		
Special Subjects (K-12)	23	35		
Exceptional Children (K-12)	4	8		7
Vocational Education (7-12)	1	3		
Special Services Personnel	26	37		7
Total	75	122	0	14

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

Measure	Graduate
MEAN GPA	3.32
MEAN MAT Electronic Rubric	405.81
MEAN MAT Written	48.5
MEAN GRE Electronic	301.61
MEAN GRE Written	983.08
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.18
NUMBER EMPLOYED IN NC SCHOOLS	708
* 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
Curriculum Instruction Specialist	2	*
Elementary Education	10	90
English	1	*
MG-Science	2	*
Media Coordinator	41	100
Reading (masters)	1	*
Science (9-12)	1	*
Institution Summary	58	98
* 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	38	24	28	12	9	8
Licensure Only	1	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	1	10	22	16	13	13
Licensure Only	2	8	1	0	0	0
Comment or Explanation:						
