

2017-2018

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 candidates 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 approved by North Carolina State Board of Education, and the Educator Preparation Provider (EPP) is accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards for a period of 7 years, from fall 2015 to spring 2022. The unit is eligible and will seek accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) Standards in spring 2022. The MAED in Special Education is nationally recognized by the Council for Exceptional Children specialized professional association.

The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs—offered across three colleges at ECU—include advanced competency coursework in professional education and the content areas. MAEd programs align with graduate teaching standards and infuse 21st century teaching and learning skills. They are available in the following content areas: art, curriculum and instruction with licensure in either English or history, elementary, family and consumer sciences, health, instructional technology, mathematics, middle grades, music, physical education, reading, science and special education. All MAEd candidates receive instruction in diversity, leadership, research, and advanced pedagogy. Each program requires candidates to successfully complete key assessments 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 from a regionally-accredited institution. The program leads to an initial teaching license and Master's degree. The MAT meets the initial pedagogy skills and advanced content requirements. This program crosses four colleges at ECU.

The College of Education also offers a Master of Science degree in Counselor Education (CACREP accredited), 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), Master 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 educator preparation 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 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.

Capstone assessments (action research project, portfolios, internships, etc.) are aligned with NC Professional Teaching Standards, Common Core, and National Board for Professional Teaching Standards. MAEd candidates are required to submit key assessments electronically via the Taskstream electronic portfolio platform.

In 2016-2017, the College of Education Graduate Education Task Force responded to the challenge to increase enrollments, and to refine and implement a comprehensive recruitment and retention plan. This plan focused 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. Driven by the focus and success created by the work of this task force, departments and programs moved forward to create content strands such as Academically Gifted, Early Childhood, and Teacher Leadership within the MAEd programs to attract candidates interested in diversifying their professional interests.

A partnership with the US Army continues to produce candidates and graduates in the MS IT program, and a collaboration with NASA has been finalized. Program coordinators are working with newly established assistant dean for global initiatives and internal affairs to broaden the interest of graduate candidates in short-term (2 weeks) and long-term (semester) study abroad experiences, as well as faculty exchanges for candidates currently working in schools.

I. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	34
Female	183
Race/Ethnicity	Number
Asian/Pacific Islander	1
African American	19
Hispanic	3
American Indian/Alaskan	1
White	180

Other	13
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B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	2
	Asian/Pacific Islander	1	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	25
	Hispanic	2	Hispanic	3
	White	35	White	205
	Other	5	Other	9
	Total	52	Total	249
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White	1	White	8
	Other	0	Other	0
	Total	1	Total	12
Part-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	5
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	28
	Hispanic	1	Hispanic	2
	White	35	White	293
	Other	6	Other	19
	Total	46	Total	348
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	2
	White	4	White	24
	Other	0	Other	3
	Total	4	Total	40

C. 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)	2	3		
Elementary (K-6)	2	10		
Middle Grades (6-9)	6	7		
Secondary (9-12)	21	13		
Special Subjects (K-12)	17	16		
Exceptional Children (K-12)	4	2		
Vocational Education (7-12)		4		
Special Services Personnel	66	63		4
Total	118	118	0	4

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

Measure	Graduate
MEAN GPA	3.33
MEAN MAT Electronic Rubric	409.05
MEAN MAT Written	*
MEAN GRE Electronic	304.75
MEAN GRE Written	958.34
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.45
NUMBER EMPLOYED IN NC SCHOOLS	424
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2016-2017 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
M.G. Math	1	*
Media Coordinator	61	98
Reading	1	*
Science (grades 9-12)	1	*
Social Studies (grades 9 12)	1	*
Spec Ed: LD	1	*

Spec Ed: Severely / Profoundly Disabled	1	*
Institution Summary	67	99
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. 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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

G. 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	33	39	22	12	3	5
Licensure Only	0	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	1	5	27	11	9	11
Licensure Only	2	1	0	0	0	0
Comment or Explanation:						