

2016-2017

IHE Masters Performance Report

Fayetteville State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

Effective July 1, 2017, the School of Education will become the College of Education. The Master of Education (M. Ed.) degree program at FSU offers the opportunity to complete a graduate degree aligned with the North Carolina Standards for Graduate Teacher Candidates in eleven (11) teaching fields: biology education, elementary education, mathematics education, sociology education, middle grades education (math, science, language arts), reading education, and special education (learning disabilities, behavioral and emotional disabilities, mental disabilities). 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, and reflective teachers who are capable of self-analysis and who have dispositions for continued professional growth and lifelong learning. The main priority of the program is 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 understanding and addressing: (a) the needs of diverse student populations; (b) leadership skills and the interaction strategies and practices necessary to use these skills effectively; and (c) 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 a capstone evidence in which candidates are required to demonstrate their development of: (a) a deepened knowledge of research-based professional practice as applied to an educational issue, topic or trend, (b) professional leadership skills through participatory sharing of research based best practices and (c) enhanced professional reflection skills.

The Master of Arts in Teaching (M.A.T.) degree program offers an opportunity for an initial teaching license in: secondary education grades 9-12 (mathematics, biology, sociology); middle grades 6-9 (mathematics, science, language arts), and special education K-12 (general curriculum). The program parallels the M.Ed. with respect to accreditation standards and competencies. The M.A.T. is designed to help candidates earn an initial Class A teacher license with subsequent opportunities to earn a master's degree with eligibility for an advanced level M license in the respective specialty areas. The M.A.T. degrees are designed based on the candidates' transcripts and range from 39 semester hours to 45 semester hours. Both the M.A.T. and M. Ed. programs meet contemporary curricular needs of the Common Core and the NC Essential Standards.

In April 2017, FSU submitted educator preparation program proposals to the NC Department of Public Instruction to be reviewed for alignment with recent NC legislated requirements for teacher and school executive preparation programs.

Special Features of Master's Program

The M.Ed. and M.A.T. degree programs have several special features, including the comprehensive core, a specialized core, a diversified delivery system, and a capstone activity. The comprehensive 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. During the comprehensive core, candidates extend their knowledge of contemporary issues in education such as characteristics of diverse 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. The School of Education (SOE) continued to update courses by including an assignment in one of the 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. The specialization core courses for each licensure area range from 18 semester hours to 24 semester hours and are designed to meet the standards of the specialized professional organizations. For example, the M.Ed. in Reading courses are designed to meet the standards of the International Reading Association. All licensure areas require field/clinical experiences; consequently, candidates interact with and within the University's immediate and extended communities and serve as resources for K-12 school districts. 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. 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 based 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.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	1
	Total	4	Total	13
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	2
	Total	4	Total	18
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7

	Other	0	Other	0
	Total	3	Total	12
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	0
	Total		Total	3

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)	.	.	.	.
Elementary (K-6)	1	.	.	.
Middle Grades (6-9)	.	.	4	.
Secondary (9-12)	1	.	.	.
Special Subjects (K-12)	3	.	.	.
Exceptional Children (K-12)	.	.	1	.
Vocational Education (7-12)	.	.	.	.
Special Services Personnel	.	.	.	.
Total	5	0	5	0

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

Measure	Graduate
MEAN GPA	3.43
MEAN MAT Electronic Rubric	377.88
MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.92

NUMBER EMPLOYED IN NC SCHOOLS	7
* 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	2015-2016 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
MG-Science	1	*
Institution Summary	1	*
* 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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	16	10
Secondary (9-12)	1	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	9	4
Total	26	14
Comment or Explanation: The number of MAT students who have been issued programs of study for our MAT programs are listed in column 2. The number of MAT students who enrolled in one or more courses during the 2016-2017 academic year are listed in column 3.		

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			3			
Part Time						

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree		1			1	
Licensure Only				1		
Comment or Explanation: GLO represents the number of MAT graduates for the 2016-2017 academic year. The Graduate degree represents the number of MEd graduates for the 2016-2017 academic year						