

2015-2016

IHE Masters Performance Report

North Carolina State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

The College of Education at NC State University is approved to offer advanced licensure programs in Elementary, Middle, Secondary, Special Subjects, Career & Technical Education and Special Service Personnel at the Master's (M), Specialist (S), or Doctoral Levels (D). At the elementary level the college offers a master's degree program. In middle and secondary grades the college offers programs in Language Arts (MSD), Social Studies (MSD), Mathematics (MSD), and Science (MSD). The college offers K-12 programs in World Languages (Spanish & French) (M), Reading (MSD), and Exceptional Children (MSD) (concentrations in behavioral emotional disorders, learning disabilities, and intellectual disabilities). The college offers career and technical education programs in Agriculture (MSD), Technology (MSD), and Business &

Marketing (M). In the special service personnel category the college offers programs for Curriculum Instructional Specialist (MSD), School Administration – Principal (M), School Administration – Superintendent (S, D), School Counselor (M, S, D), Instructional Technology Specialist (MSD), and School Psychologist (S, D).

All programs were reviewed and reaccredited by both NCDPI and CAEP in Spring 2015. Each program is predicated upon the assumption that the degree candidates enter with foundation knowledge of content, pedagogy, and the nature of learners; that is, the skills of a teacher with undergraduate preparation and teaching experience. Because the advanced degrees are primarily aimed at experienced teachers, the programs recognize that candidates are developmentally advanced in their professional growth. Candidates are encouraged, and in some cases required, to engage actively in developing their plans of study and make informed decisions regarding their Products of Learning (Action Research Projects) or Theses. The candidates' opportunities to shape their own programs to meet their professional needs and personal interests are within the bounds of the North Carolina Professional Teaching Standards (NCPTS), National Board for Professional Teaching Standards (NBPTS) Propositions, the INTASC Principles, the Expected Program Characteristics and Core Competencies set forth by NCDPI / SBE, and the national professional organizations, when applicable. They also are consistent with the principles of the NC State Professional Education conceptual Framework (LEAD/SERVE).

Special Features of Master's Program

The College of Education is committed to offering Master's of Advanced Competency degrees that provide program flexibility, a technology-enriched curriculum, and research-based study. The Master of Advanced Competencies implies that candidates have already gained competence at the undergraduate level. For those students who do not hold initial licenses, but who desire to pursue the master's degree, advisers direct candidates to the Master of Arts in Teaching program. Such candidates must demonstrate competence at the initial level prior to continuing at the graduate level. Each program extends this flexibility with the exception of Reading, and Instructional Technology since NC State does not have approved undergraduate programs in these areas. In addition to the existing programs, the College of Education introduced a Master of

Arts in Teaching degree in January 2009 in the areas of, Elementary Education, Middle Grades Education, Science, Math, Technology Education, English, and Social Studies. In Fall 2010, the College added programs in English as a Second Language and Reading. Such program flexibility allows NC State to encourage applicants and teachers to aspire to more rigorous programs of study. Program leadership acknowledges the need for flexible scheduling and for expanded course offerings. For increased accessibility, fifteen programs allow students to complete the program as part-time students, during the summers, and at off-campus sites (assuming adequate resources and enrollment for the latter two). One program offers a minimum of one course each evening, Monday through Thursday; often two courses are offered back-to-back to accommodate students who drive distances; distance learning is an option for select coursework. The Department of Teacher Education and Learning Sciences (TELS) has added new courses to the three core areas common to all TELS programs: professional development and leadership, knowledge of learners and teaching, and methodological inquiry. The College of Education is committed to being a leader and innovator in research, application and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students. Products of Learning may include portfolios, publications, written or oral examinations, action research, web-based products, community service projects, or a combination of these possibilities. Many students conduct research either in their own classrooms or in the classrooms of other full-time teachers. An increasing number of students make presentations at local, state, national, and international conferences. Such participation encourages graduate students, many of whom are full-time teachers, to conduct action research and to disseminate their findings long after leaving the University community.

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	1	Asian/Pacific Islander	12
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	33
	Hispanic	0	Hispanic	12
	White, Not Hispanic Origin	48	White, Not Hispanic Origin	178
	Other	5	Other	7
	Total	58	Total	242
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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	14
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	35	White, Not Hispanic Origin	139
	Other	4	Other	5
	Total	46	Total	162
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	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)	36			
Middle Grades (6-9)	1			
Secondary (9-12)	50			
Special Subjects (K-12)	7			
Exceptional Children (K-12)	6			
Vocational Education (7-12)	4			
Special Services Personnel	21			
Total	125	0	0	0

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

Measure	Graduate
MEAN GPA	3.85
MEAN MAT Electronic Rubric	415.04
MEAN MAT Written	N/A
MEAN GRE Electronic	303.41
MEAN GRE Written	1,164.31
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.84
NUMBER EMPLOYED IN NC SCHOOLS	150
* 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
Counselor	11	100
Curriculum Instruction Specialist	9	89
ESL	5	100
Elementary Education	11	100
English	4	*
MG-Lang Arts	2	*
MG-Social Studies	2	*
Math (9-12)	2	*
Reading (masters)	6	100
Science (9-12)	4	*
Social Studies (9-12)	11	100
Institution Summary	67	99
* 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)	220	220
Middle Grades (6-9)	6	6
Secondary (9-12)	178	178
Special Subject Areas (K-12)	323	323
Exceptional Children (K-12)	16	16
Total	743	743
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	36	43	0	1	0	8
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	3	5	0	4	0	7
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						