

2015-2016

IHE Masters Performance Report

Salem College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

At Salem College, graduate students in Master of Arts in Teaching (MAT) programs may earn licensure (initial and/or advanced) for art education, elementary education, general curriculum special education, and middle grades/ secondary education in science, English, mathematics, and social studies. MAT programs attract primarily mid-career professionals looking to enter teaching as well as recent college graduates who completed their bachelor's degrees without simultaneously receiving teacher preparation. Courses for initial licensure are offered both during the days and in the evenings, and all candidates for initial licensure participate in an extensive, carefully supervised practicum in an appropriate classroom setting (student teaching). MAT candidates also prepare an extensive electronic portfolio that documents their skills,

knowledge, and dispositions in teaching. Graduate candidates who are already licensed teachers may select to pursue several add-on initial licensure programs (AIG, BK, ESL, or reading) or to enter a Master of Education program in elementary education, special education, or language and literacy. Graduate candidates interested in the school counseling profession may enter the online Master of Education in school counseling program.

All graduate education programs at Salem College are based on a conceptual framework of "Learning for All Students." Graduate candidates are expected to demonstrate two basic dispositions: that all students are learners and that teachers are responsible for creating the conditions of learning for all students. Graduate programs are aligned with the Council for Accreditation of Education Preparation Standards, the North Carolina Professional Teaching Standards, the North Carolina Standards for Graduate Teacher Candidates, and the North Carolina Specialty Area Standards. To display understanding of how research directs practice, graduate candidates conduct action research projects. In order to be recommended for advanced licensure, all graduate candidates must also create a master practitioner portfolio.

Special Features of Master's Program

At Salem College, graduate students in the Master of Arts in Teaching earn initial and/or advanced licensure in art, elementary education, general curriculum special education, or middle grades/secondary education in English, mathematics, science, and social studies. A unique feature of Salem's MAT programs is that they are delivered in two phases. Phase 1 leads to initial licensure while Phase 2 affords candidates the opportunity to complete advanced competency licensure. Many of Salem's MAT candidates are mid-career professionals from other occupations who wish to enter teaching. All licensure candidates are expected to demonstrate the two dispositions that guide teacher education at Salem College: the beliefs that 1) all students are learners and 2) teachers are responsible for creating the conditions of learning for all students. In addition, candidates are expected to demonstrate competencies in best constructivist practice in teaching, classroom management, instructional design and differentiation, assessment, technology integration, reflective practice, the development and use of educational research (especially classroom-based action research), and teacher leadership.

Master of Education programs for elementary, special education, and language & literacy are open to licensed teachers who want to gain advanced expertise in their specialty area and to complete their master's degree. The Master of Education in school counseling program blends online coursework with two weekend residency sessions and supervised practicum/ internship experiences, all of which are based on the CACREP standards for school counseling.

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	24
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	44
	Other	0	Other	0
	Total	6	Total	69
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	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	0
	Total		Total	1
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	7
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	15
	Other		Other	1
	Total		Total	23
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)		1		1
Elementary (K-6)	3	9		
Middle Grades (6-9)		2		
Secondary (9-12)	1	4		
Special Subjects (K-12)	1	1		
Exceptional Children (K-12)	2	4		
Vocational Education (7-12)				
Special Services Personnel	5	6		
Total	12	27	0	1

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

Measure	Graduate
MEAN GPA	N/A
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	3.55
NUMBER EMPLOYED IN NC SCHOOLS	53
* 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		1	2	10	3	7
Licensure Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree			2	2	2	6
Licensure Only						
Comment or Explanation:						