

IHE Master's Performance Report

WINSTON-SALEM STATE UNIVERSITY

2014 - 2015

Overview of Master's Program

Winston-Salem State University offered two master's degree programs and one post-baccalaureate program in educator preparation during the 2014-2015 academic year. All master's level programs in teacher education in North Carolina must meet the requirements of a Standard Professional II license, i.e., the instructional outcomes must extend the basic standards and meet all the state specified outcomes for an advanced license. The General Administration of the University of North Carolina and the North Carolina Department of Public Instruction approve all educator preparation programs. The educator preparation unit hosted its NCATE legacy accreditation visit in March 2015. The final accreditation results are expected during fall 2015.

The master's level programs offered at WSSU during the academic year included the Master of Arts in Teaching, and the Master of Arts in the Teaching of English as a Second Language and Applied Linguistics. The University previously offered the Master of Education degree program in Elementary Education. However, new admissions were not accepted during 2014-2015. On May 23, 2015 the University of North Carolina Board of Governors voted to discontinue the M.Ed. in Elementary Education and the Master of Arts in the Teaching of English as a Second Language and Applied Linguistics due to low enrollment. The M.Ed. in Elementary Education provided qualified practicing elementary school teachers with a deeper and more thorough understanding of teaching and learning in K-5 settings. Graduate candidates enrolled in the M.Ed. program held a baccalaureate degree, a North Carolina Standard Professional I license or the equivalent from another state, and had experience working with P-5 school children. In addition, the M.Ed. program addressed instructional outcomes established by the National Board for Professional Teaching Standards (NBPTS). Upon completion of program requirements, candidates in the M.Ed. in Elementary Education became eligible for the North Carolina Standard Professional II license. During its existence over 35 of its 126 completers achieved National Board Certification.

The program in the Master of Arts in Teaching (MAT) is designed for individuals who hold a non-teaching baccalaureate degree and plan a professional career in teaching. The MAT program options include the Middle Grades (Mathematics, English/Language Arts, and Science) and Special Education (general curriculum) licensure areas. The MAT prepares candidates for the Standard Professional I license and provides preparation for the advanced licensure. The non-teaching baccalaureate degree that candidates bring to this program must be compatible with the teaching licensure area they are pursuing. Candidates who do not have the requisite discipline area coursework must complete the courses in the discipline before being fully admitted to the program.

Winston-Salem State also offered the Master of Arts in the Teaching of English as a Second Language and Applied Linguistics and add-on teacher licensure in ESL. The focus of this interdisciplinary program was the teaching of English as a second language and applied linguistics with emphasis on the descriptive, psychological, and sociological aspects of linguistics. The program was designed primarily for candidates interested in language pedagogy and related research. The post-baccalaureate add-on licensure program in English as a Second Language – Add-On Licensure was available for licensed teachers wishing to prepare for teaching ESL in grades K-12. The program required 18 hours of coursework and a research practicum. The M.A. in Teaching of English as a Second Language and Applied Linguistics will become a concentration of the Master of Arts in Teaching.

Special Features of Master's Program

Prior to July 1, 2014, the graduate programs in the M.Ed. in Elementary Education, the Master of Arts in Teaching, the M.A. in the Teaching of English as a Second Language and Applied Linguistics (TESL), and the post-baccalaureate add-on program in TESL were located in the Department of Educational Leadership, Counseling and Professional Studies within the School of Education and Human Performance. Organizational restructuring on July 1, 2014, incorporated the School of Education and Human Performance into the new College of Arts, Science, Business, and Education known as The College of Winston-Salem State University (The College). The new Faculty of Education within The College became the new educator preparation unit of the university. In addition, the graduate programs were merged into the Department of Education in the Faculty of Education.

The educator preparation unit continued to offer coursework in the M.Ed. in Elementary Education for students in the program pipeline. The M.Ed. incorporated an inquiry oriented standards-based approach and emphasized clinical application through action research. The 36-hour M.Ed. program of study included 15 hours of core courses and 21 hours in the teaching field. Candidates were able to complete the program as full-time or part-time enrollees. The M.Ed. in Elementary Education had a significant impact on student learning through the action research that program participants conducted in their own classroom instruction, and the program developed a reputation for academic rigor.

The MAT is a cohort-based program that incorporates pedagogical standards for candidates with limited or no background in P-12 education. This program addresses basic and advanced pedagogical standards established by the North Carolina Department of Public Instruction and ensures basic competencies in the teaching area. Upon completion of Phase I, candidates who are employed as lateral entry teachers may take Praxis II of the selected teaching area and become eligible for the Standard Professional I License. Candidates who are not lateral entry teachers complete a 15-week internship in a P-12 classroom upon completing all coursework. The MAT is offered in Special Education (General Curriculum) and Middle Grades (Mathematics, English/Language Arts, and Science). The MAT requires a maximum of 39 credit hours; however, some candidates may also need to complete requisite courses in the discipline content area.

The overall aim of the program in the M.A. in the Teaching of English as a Second Language and Applied Linguistics - Advanced Teacher Licensure (TESL) has been to provide a thorough grounding in the theoretical knowledge and practical skills needed for

successful ESL instruction at various educational levels. This is the general track in the Master of Arts in the Teaching of English as a Second Language and Applied Linguistics and targets licensed teachers who wish to enhance their knowledge of and expertise in TESL. The program is aligned with the NC State Board of Education Standards for teachers of English as a Second Language and with the National Board for Professional Teaching Standards.

II. 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 | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 6 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 1 |
| | Other | | Other | |
| | Total | 3 | Total | 7 |
| 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 | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | 1 |
| | Total | 2 | Total | 3 |
| 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. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number of Issued Program 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) | | |
| Vocational Education (K-12) | | |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 0 | 0 |
| Comment or Explanation: | | |
| | | |

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

| Masters | |
|---|--------|
| MEAN GPA | 3.01 |
| MEAN MAT New Rubric | * |
| MEAN MAT Traditional | N/A |
| MEAN GRE New Rubric | 280.60 |
| MEAN GRE Traditional | * |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | * |
| NUMBER EMPLOYED IN NC SCHOOLS | * |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | |
| Comment or Explanation: | |
| | |

D. Program Completers (reported by IHE).

| Program Area | Graduate | | Graduate Licensure Only | |
|--|-----------------|-----------|--------------------------------|-----------|
| PC Completed program but has not applied for or is not eligible to apply for a license | PC | LC | PC | LC |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | | | |
| Elementary (K-6) | | | | |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | | | | |
| Special Subject Areas (K-12) | 1 | 1 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 1 | 1 | 0 | 0 |
| Comment or Explanation: | | | | |
| | | | | |

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

| | 2013 - 2014 Program Completers Licensure Pass Rate | |
|--|---|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Middle Grades - Math | 2 | * |
| Special Education: General Curriculum | 2 | * |
| Institution Summary | 4 | * |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. | | |

F. Time from admission into professional education program until program completion.

| Full Time | | | | | | |
|-------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-Upgrade/Add-On | | 1 | | | | |
| Masters-First Awarded | | | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-Upgrade/Add-On | 1 | | | | | |
| Masters-First Awarded | | | | | | |
| G Licensure Only | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |