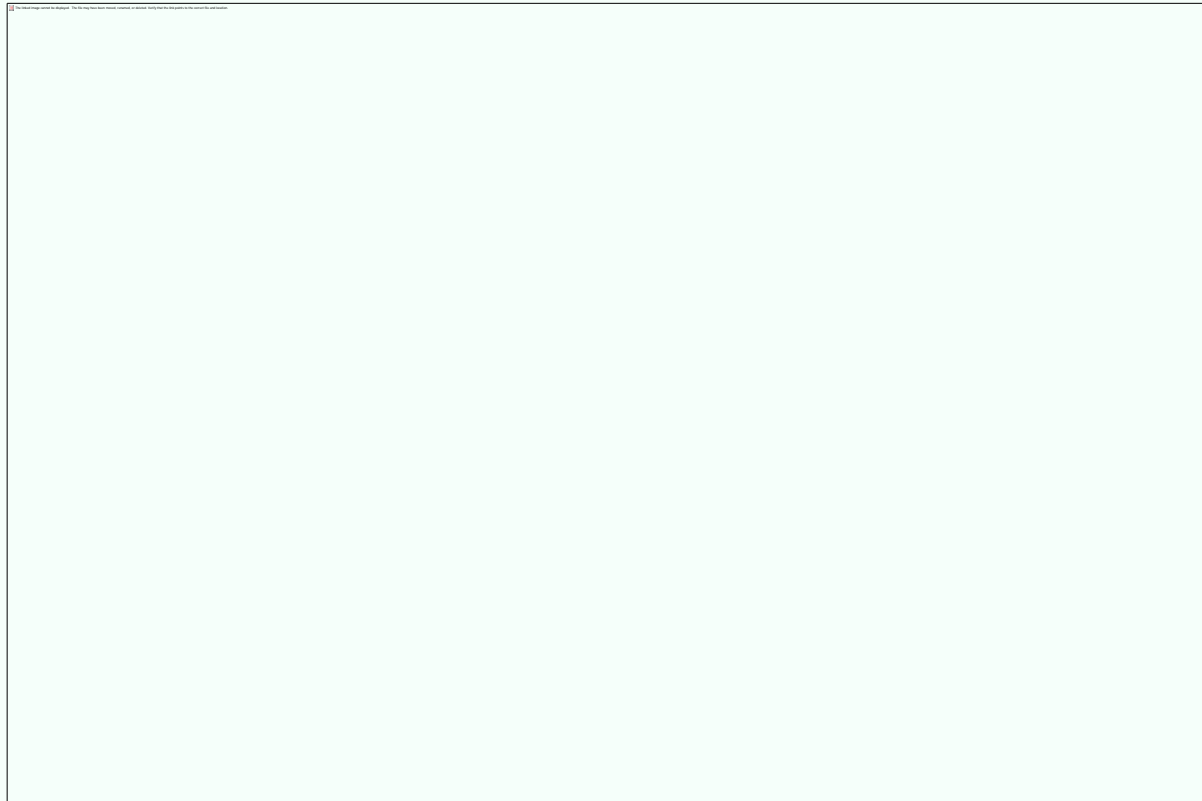


2019-2020

EPP Master's Performance Report

Fayetteville State University



Overview of Master's Program

Effective July 1, 2017, the School of Education became 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, background experiences, 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: elementary education, 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. During 2018-19, the faculty reviewed the MAT program and developed proposals to reduce the number of hours in the MAT programs and eliminate the second phase of the MAT which lead to the M license. These proposals will be vetted for alignment with state and national standards during the upcoming year. By 2020-21, all MAT programs will be converted to leading to the initial license only.

In April 2017, FSU submitted Educator Preparation Program (EPP) 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. The EPP was approved in fall 2017 by the State Board of Education. In September of 2017, FSU submitted an Educator Preparation Program (EPP) proposal for a M.A.T. in Elementary Education program to the NC Department of Public Instruction which was reviewed and approved.

The College of Education hosted our annual American Education Week (November 2018) as a part of Fayetteville State University's recognition of national American Education Week. The week was packed with several activities and events for candidates, faculty, staff, public school teachers and students and community members. Activities hosted during American Education Week involved our FSU Early Childhood Learning Center; featured renowned local speakers such as Dr. Melody Chalmers (current principal at E.E. Smith High School and FSU alum); included professional development activities for our clinical experience candidates and administrative support staff; engaged participants in panel discussions with distinguished FSU

alumni retired and veteran/beginning principals and teachers from this region; showcased the FEC/SNCAE student organization via a meet-n-greet and annual Talent Showcase; included test preparation for major licensure exams and a mini-conference for middle and high school students interested in STEM disciplines and careers.

The College of Education's 2019 Excellence in Teaching Conference was held on April. The goal for this year's conference was to provide informative sessions that motivated educators to continue to make a profound and positive impact on the lives of children in our communities. In addition to weekday and evening session, there were sessions on Saturday this year with teachers from partner schools presenting. Candidates, faculty and staff attended informative, innovative, and interactive sessions.

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 College of Education (COE) 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* and *READ 605 Investigations in the Teaching of Reading*, specifically to help make content comprehensible. The MAT offers initial licensure in a content specialization and 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. In a like manner, 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 – a content test out option via Praxis II content exams, 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 competencies aligned to the NC Standards for Graduate Teacher Candidates. 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.

The COE applied for and won a US Department of Education Title VII-Part A Master's Degree Programs at Historically Black Colleges and Universities Grant in fall of 2018. The HBCU STEM Scholars Program: Improving Access to Targeted Programs Grant is designed to impact the number of low income, rural, underrepresented members of society teaching math and science and engaged in health informatics professions. The grant will be funded for six years to provide scholarships for those eligible for our M.Ed., MAT, and MBA degrees; to provide opportunities for graduate students to engage in research and conference presentations, and to provide academic support and counseling resources to assist candidates to achieve success in graduate programs in STEM teaching disciplines.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	30
Gender Neutral	0
Gender not Provided	0
Total	32
Race/Ethnicity	Number
Asian	0
African-American	16
Am. Indian/Alaskan Native	1
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	14
Two or More Races	1
Race/Ethnicity Not Provided	0
Total	32

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

Full-Time						
	Male		Female		Gender Neutral	
Graduate	African-American	1	African-American	15	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	14	White	
	Multi-Racial	1	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	2	Total	29	Total	0
Licensure Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	1	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Graduate	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

Licensure Only	African-American	African-American	African-American	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native	Am Indian/Alaskan Native	
	Asian	Asian	Asian	
	Hispanic/Latino	Hispanic/Latino	Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander	
	White	White	White	
	Multi-Racial	Multi-Racial	Multi-Racial	
	Not Provided	Not Provided	Not Provided	
	Total	0 Total	0 Total	0

C. Program Completers and Licensed 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				
Elementary	1			
Middle Grades	1	1		
Secondary				
Special Subjects	1			
Exceptional Children		1		
Vocational Ed				
Special Services				
Total	3	2	0	0
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.41
MEAN MAT Electronic	393.20
MEAN MAT Written	N/A

MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	*
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	*
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
Comment or Explanation:	

G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
M.G. Math	3	*	75
Spec Ed: General Curriculum	1	*	76
Institution Summary	4	*	95
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	2	1	0	1	0	0
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	0	0	0	0	0	0

Licensure Only	0	0	0	0	0	0
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Comment or Explanation:

All program participants are full-time candidates. Summer sessions are not are not considered semesters during which a candidate can graduate. Summer I completers are counted as spring semester graduates. Summer II completers are counted as fall semester graduates.