

2018-2019

EPP Masters of School Administration Performance Report

Western Carolina University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Masters of School Administration Program

The Masters of School Administration (MSA) Program at WCU includes a 36 semester hour program for students completing a Master's degree and a 24 semester hour program Post Master's Certificate in Public School Licensure (PMC) for students who already have a master's degree in education. Successful completion of either program leads to NC principal licensure. Both programs are part of the NC School Executive Leadership Program (NCSELP). WCU collaborates with the Western Region Education Service Alliance (WRESA) to blend theory and practice throughout coursework and assignments as we prepare aspiring school leaders.

All of our students are employed in educational settings. Students are admitted in cohorts each fall and complete course work on a full-time (during the academic year) or part-time (includes summer courses) basis. The PMC program is completed in 3 semesters and the MSA program is completed in 4 semesters. We serve students in the NC Principal Fellows Program and are also able to provide fully released, paid 10 month internships to full-time MSA students in their second year. Many students also choose to remain in their current educator positions while completing our MSA or PMC programs. In addition to required coursework all students complete two school-based internship courses over two consecutive semesters. During their internship courses students also lead a change project based on improvement science methods within their school.

Students are responsible for completing 65 core competencies spanning all NC Standards for School Executives (strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership). WCU also prepares students in leadership for social justice - a socially just orientation toward leadership that includes a deep understanding of social construction and power relations related to forms of exclusion accompanied by a commitment to the execution of system-wide leadership practices that leverage high levels of equity for all students.

Special Features of the Masters of School Administration Program

The Blackboard 9 platform is used by instructors for content delivery, synchronous live meetings, and asynchronous discussions. In addition to online coursework, one course each semester meets four times face-to-face on Saturdays at our Biltmore Park Instructional Site. This hybrid, cohort model provides students with the opportunity to manage busy professional, personal, and graduate school responsibilities as well as provide support through cohort networking, interaction, and synchronous learning. Competency-based internships provide a focus on National Educational Leadership Standards, NC standards for school executives, and leadership for social justice. Internship students, school-based mentors, and faculty meet virtually throughout internships to provide support, guidance, and mentoring for aspiring school leaders.

During internships, students complete a school-wide Change Project in which they lead a team of educators through an improvement initiative that is planned, implemented, and assessed using improvement science methods that result in equitable and socially just outcomes for students. Each project is based on a site-specific problem of practice in order to improve school culture, student achievement, or address another identified building-wide concern. Internships are completed in alignment with coursework and are typically situated in the student’s current place of employment.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	MOUs have been established with the following School Districts within our immediate region: Asheville City Schools, Buncombe, Graham, Jackson, Haywood, Swain, Cherokee, Cherokee Central Schools, Macon, Clay, Graham, Henderson, Jackson, McDowell, Mitchell, Polk, Rutherford, Transylvania, & Yancey. We also have MOUs with several Charter Schools: Evergreen, Francine Delany, Kituwah Academy, Mountain Discovery, Shining Rock, & Summit. Additional School Districts across the state also have MOU agreements. In the past year MOUs were established with Brevard Academy, Charlotte-Mecklenburg, and Davidson, Durham, and Lee County Schools.
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	<p>Need for Practica, Internships, and Student Teaching Experiences WCU</p> <p>Responsibilities</p> <ol style="list-style-type: none"> 1. Ensure that CEAP supports the ability of initial and advanced candidates to be successful in all field experiences, practica, and clinical internships as defined in the North Carolina Senate Bill 599. 2. Establish standards for minimum and maximum contact hours as part of regulated, integrated field experiences, practica, and clinical internships for teachers, prospective administrators, and other school support personnel within partnership sites. 3. Sponsor and participate in partnership-related professional development activities, planning meetings, and advisory committees with representatives from partnership districts that will further partnership goals and objectives. 4. Work with partnership personnel to designate high quality teachers, school leaders, and other school support personnel to serve as: a) hosts for field experiences; b) clinical educators for internships; c) site supervisors (licensed principal) for MSA/PMC internships; site supervisors for school counselor practica/internships, school psychology practica/internships, and site supervisors for superintendent licensure candidates. 5. Partner with school personnel to plan initial and advanced field experiences, practica, and clinical internships. 6. Collaborate with school personnel to evaluate CEAP initial and advanced candidates placed in partnership schools. 7. Provide professional development and other opportunities that support the instructional, curricular, and/or administrative needs of the school and/or district and that promote the effective integration of instructional technologies.

	<p>8. Develop and implement collaborative, systematic research studies based on school improvement needs or current issues faced by partners for interested school sites.</p> <p>9. Designate WCU/CEAP contact person to serve as liaison between WCU/CEAP and the district.</p> <p>Partner School System Responsibilities</p> <ol style="list-style-type: none"> 1. Appoint a designee as the primary liaison to WCU and CEAP under this MOU who will ensure participation by teachers, administrators, and other school support personnel as appropriate in partnership-related professional development activities, planning meetings, and advisory committees to promote collaboration that will further partnership goals and objectives. 2. Establish partnership schools with WCU to serve as sites for field experiences, practica, clinical internships, and laboratories of practice, for initial and advanced students in teacher, administrator and other student support personnel preparation programs as space is available. 3. Work with university personnel to designate high quality teachers and school leaders to serve as: a) hosts for field experiences; b) clinical educators for internship; c) site supervisors (licensed principals) for MSA and Post-Master's Certificate internships; site supervisors for school counselor practica/internships, and school psychology practica/internships, and site supervisors for superintendent licensure candidates. 4. Partner with university faculty to plan field experiences, practica, and clinical internships. 5. Collaborate with university faculty to evaluate CEAP initial and advanced candidates placed in their schools. 6. Involve university faculty in district-level professional development activities, committee planning and events connected to the work of the partnership and the improvement of educational practice. 7. Encourage school site participation in the development and implementation of collaborative, systematic research studies based on school improvement needs or current issues faced by partner schools. 8. Approve and/or decline a candidate that may not be a good fit for their school system.
Number of Participants	N/A (too many to number - K12 students; K12 teachers; WCU faculty and staff; WCU preservice teachers)
Activities and/or Programs Implemented to Address the Priorities	Memorandums of Understanding (MOUs)
Summary of the Outcome of the Activities and/or Programs	There are a wide variety of outcomes from the most common (i.e., early clinical experiences, formal block placements and internships/practicums at both the undergraduate and graduate level) to much more intricate and extensive work such as grants (i.e., everything from small SUTEP grants which are described below; to more formal such as NCDPI ASQI and NC Quest, among others; and ongoing research and smaller partnership projects.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City, Cherokee Central, Cherokee County, McDowell County, and the Catamount School
Start and End Dates	2018-2019 school year

Priorities Identified in Collaboration with LEAs/Schools	The NC NTSP provides support for beginning teachers during their first three years of teaching. The key features of the program include: Instructional Skills Institute, Professional Development, and Coaching.
Number of Participants	57 beginning teachers
Activities and/or Programs Implemented to Address the Priorities	North Carolina New Teacher Support: Professional development workshops and individual coaching.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers who are well-trained, supported, and coached through their first three years of teaching. Ultimately, the biggest outcome is retention in teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, Haywood, Macon, Swain, Madison, Graham, Mitchell, and Clay.
Start and End Dates	August 2018 -March 2019
Priorities Identified in Collaboration with LEAs/Schools	Meet with leaders in partner schools and beginning teacher coordinators throughout the year to identify areas of biggest need and develop training opportunities around these. Professional development priorities for 2018-2019 included classroom management and discipline, literacy, assessment/data analysis, inclusion, instructional technology, understanding trauma and stress in children.
Number of Participants	August BT Symposium, 27 Participants; November Classroom Management with Amie Dean 88 participants; March MidYear Symposium 30 Participants
Activities and/or Programs Implemented to Address the Priorities	Beginning Teacher Symposium: Four days of professional development for beginning teachers in the Western North Carolina region. Two days in a summer symposium prior to the start of the school year, one day in the fall, and one day in the spring.
Summary of the Outcome of the Activities and/or Programs	Evaluations are completed at each of the trainings. These indicate that most sessions are viewed as being positive and important topics to the beginning teachers. Beginning Teach Coordinators report following-up within their school systems to support the implementation of information provided.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	All School Districts in the Western North Carolina Region
Start and End Dates	February 20 & 21, 2019
Priorities Identified in Collaboration with LEAs/Schools	This is a regional science fair in which elementary, middle, and high schools send representatives from their schools to compete in a variety of categories.
Number of Participants	140+ projects from schools across Western North Carolina; Over 600 students participate in the event.
Activities and/or Programs Implemented to Address the Priorities	WNC Region 8 Science Fair
Summary of the Outcome of the Activities and/or Programs	While there are elementary, middle, and high school winners in each category, the ultimate outcome is experience for students in presenting a project to judges, in a competitive and high-stakes environment. Students also get experience interacting with peers from the region and a visit to a university campus.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cherokee County, Haywood County, Jackson County, Macon County, Francine Delany Charter School
Start and End Dates	September 1, 2018 - June 30, 2019
Priorities Identified in Collaboration with LEAs/Schools	<p>SUTEP Grants</p> <p>The College of Education and Allied Professions (CEAP) sponsors a small grant program to support initiatives that will enhance our partnerships. An essential component of our CEAP mission is to “actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments.” We have allocated a portion of the SUTEP budget to specifically support initiatives to advance that mission.</p> <p>Purpose: CEAP will use a portion of funds allocated for partnership support to encourage faculty, staff, pre-service teachers, and public school partners to strengthen collaboration toward shared goals. These funds will be considered investments in projects that bring value-added benefits to CEAP and our public school partners. Participants who receive support will be able to use funds to advance at least one of three related goals:</p> <ol style="list-style-type: none"> 1. The enhancement of pre-service teacher education. Funding in this category will support teams of WCU faculty, staff, and students in their programs. Categories of funding might include <ul style="list-style-type: none"> • travel for faculty and students to attend/present at professional conferences; • membership fees for students in professional organizations (with a focus on teacher education); and/or • resources and materials necessary to complete a project. 2. Collaboration in P-12 partnership activities. Funding in this category will support teams of WCU faculty, staff, and public school partners. Categories of funding might include <ul style="list-style-type: none"> • support for grant development; • pilot projects of collaborative design; and/or • Co-teaching partnerships in which public school teachers or administrators team with university faculty to teach courses on the WCU campus or in a P-12 school setting. 3. Faculty-to-faculty collaborative activities. Funding in this category will support teams of faculty members (within and/or across colleges). Categories of funding might include <ul style="list-style-type: none"> • co-teaching or co-design of a university course; • collaborative work on a project that will involve or impact teacher education candidates; • resources and materials necessary to complete projects or research; • support for grant development; and/or • pilot projects of collaborative design.
Number of Participants	Approximately 25 teachers and administrators from partner schools and 20 WCU faculty
Activities and/or Programs Implemented to Address the Priorities	SUTEP Mini Grants: Funding to support collaboration with schools for projects. For the 2018-2019 school year, 12 SUTEP grants were awarded and each involved various school personnel and university faculty.
Summary of the Outcome of the Activities and/or Programs	The SUTEP grant projects funded in 2018-2019 supported K-12 extracurricular robotics programs; early literacy instruction; writing in elementary classrooms; classroom management; teaching civil and human rights in secondary social studies; interdisciplinary teaching; inclusion; K-12 music instruction in a small rural school; a mathematics education pen-pal projects; and expansion of the Transformative Rural Urban Exchange program. A SUTEP Grant sharing day was held in April 2019 and submits a full report of the impact of their projects.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson, McDowell, Haywood, Madison, Graham, Henderson, Rutherford
Start and End Dates	High School: October 24, 2018 and Middle School: March 20, 2019
Priorities Identified in Collaboration with LEAs/Schools	There are two major priorities for the Teachers of Tomorrow initiative. First, we want to provide an opportunity for interested middle and high school students to come and learn more about the teaching profession. We provide an overview of teacher education, professional development sessions related to teaching topics, and information about university admissions and financial aid. Second, the goal is to simply get kids to our campus. This experience is a powerful recruitment tool as many have never visited campus.
Number of Participants	103 middle school students and 130 high school students
Activities and/or Programs Implemented to Address the Priorities	Teachers of Tomorrow: Both events were organized to provide a variety of engaging sessions for the students to attend in the morning with the option for having lunch on campus before returning to their schools.
Summary of the Outcome of the Activities and/or Programs	Students participating in these sessions gain knowledge about teacher education and about completing an undergraduate degree at WCU. Participants were asked to complete an evaluation at the end of the events and the results indicated that this was a positive event for them.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jackson County
Start and End Dates	The Catamount School (Lab School) opened August 2017 and will run for a period of at least five years, per legislation.
Priorities Identified in Collaboration with LEAs/Schools	<p>A North Carolina General Statute was passed in 2016 requiring the University of North Carolina System to establish laboratory schools affiliated with university colleges of education in partnership with local school systems. The expectation for these lab schools was that they would provide classroom environments modeled after best practices and focused on researching and implementing enhanced education practices. The focus was on both improving student outcomes as well as providing high quality teacher and principal training.</p> <p>Western Carolina University was one of two universities to develop the first lab schools in the state opening for the 2017-2018 school year. WCU worked in partnership with the Jackson County Schools to establish The Catamount School (TCS). TCS is a middle school located on the Smoky Mountain High School campus, and is built around a commitment to a small community of teachers and learners with an enrollment of up to 75 students. The Catamount School is designed to serve the whole child with a focus on resiliency and project-based learning. By legislation, NC laboratory schools serve students who may not be reaching their full academic potential in the traditional classroom.</p> <p>The Catamount School offers a unique opportunity to provide more in-depth and practice-based preparation experiences to pre-service teachers and school leaders. A model has been developed that consists of a combination of classes, observations, teaching, and internships provided to candidates each semester. Some examples of this include:</p> <ul style="list-style-type: none"> • WCU faculty teach undergraduate middle grades coursework with accompanying clinical experience on site, individually or in a co-teaching context with the TCS content teacher. • Opportunities for WCU candidates to complete early field experiences and teaching internships at TCS supervised by TCS teachers serving as their cooperating teachers.

	<ul style="list-style-type: none"> • School Counseling graduate assistants provide counseling opportunities to TCS students. • School and Clinical Psychology graduate students have opportunities to assist with MTSS interventions, data collection, and psychological assessments. • Speech Language Pathology and Masters in School Administration students have supported students and teachers.
Number of Participants	Enrollment for the 2018-2019 school year was 56; Numerous staff and faculty at WCU have participated in providing support to the school and numerous WCU students have had opportunities to participate in learning activities at the school.
Activities and/or Programs Implemented to Address the Priorities	The Catamount School (Lab School)
Summary of the Outcome of the Activities and/or Programs	<p>The Catamount School offers a unique opportunity to provide more in-depth and practice-based preparation experiences to pre-service teachers and school leaders. A model has been developed that consists of a combination of classes, observations, teaching, and internships provided to candidates each semester. Some examples of this include:</p> <ul style="list-style-type: none"> • WCU faculty teach undergraduate middle grades coursework with accompanying clinical experience on site, individually or in a co-teaching context with the TCS content teacher. • Opportunities for WCU candidates to complete early field experiences and teaching internships at TCS supervised by TCS teachers serving as their cooperating teachers. • School Counseling graduate assistants provide counseling opportunities to TCS students. • School and Clinical Psychology graduate students have opportunities to assist with MTSS interventions, data collection, and psychological assessments. • Speech Language Pathology and Masters in School Administration students have supported students and teachers. <p>In 2017-2018, TCS students met growth targets for economically disadvantaged students and in math. Overall growth in math was 67%, in reading with 71.4%, and in science was 91.7%. More than half (58%) of eighth graders took Math I and 71% of the Math I students earned high school credit. All of the eighth graders learned both eight grade science and ninth grade Earth and Environmental Science. High school course credit for Earth and Environmental Science was earned by 92% of the eighth graders.</p> <p>While it is too early to identify best laboratory school practices, based on interviews with COE faculty and laboratory school personnel, it is possible to highlight several practices or tenets that the laboratory schools strongly support and that may lead to desired academic and social-emotional outcomes. These practices or tenets include prioritizing relationships with students, focusing on the needs of the whole child, and embedding university resources and supports in the laboratory school.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Children come from Haywood, Jackson, and Macon counties. Teachers come from across North Carolina.
Start and End Dates	June 24-28, 2019
Priorities Identified in Collaboration with LEAs/Schools	Children who are rising 2nd graders through rising 9th graders may choose from a variety of projects that range from creating historical documentaries to creating costumes for science fiction films. There are interest groups at each grade level such as Crime Scene Investigation, Archaeology, and Fact or Fiction. Children work in small groups with a ratio 1:4, providing a personalized creative experience for each child.

Number of Participants	60 (50 2nd – 9th grade students; 10 teachers)
Activities and/or Programs Implemented to Address the Priorities	Rocket to Creativity: Rocket to Creativity (RTC) will engage children in fun but challenging activities that promote creative thinking and problem solving.
Summary of the Outcome of the Activities and/or Programs	Children are engaged in problem and project based learning and learn strategies for creative and critical thinking. Teachers implement PBL in their own schools. Examples of projects during the week of RTC - Creation of historical reenactments, Inventions such as a working hover craft. Example of PBL teachers who have participated completed in their own classroom: students researched and wrote a proposal for an experiment to be sent to the International Space Station.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Smoky Mountain Math Teachers' Circle: Cherokee, Clay, Graham, Haywood, Jackson, Macon, and Swain; Blue Ridge Math Teachers' Circle: Buncombe, Henderson Other MTCs in the North Carolina Network of Math Teachers' Circles include: Central MTC, High Country MTC, Triangle MTC, Charlotte MTC, Sandhills MTC, Wilmington MTC, and East Carolina MTC
Start and End Dates	2015-Present
Priorities Identified in Collaboration with LEAs/Schools	MTCs allow mathematicians and mathematics teachers to work collaboratively on problems specially selected to intrigue participants and enhance their problem-solving skills and mathematical content knowledge. The gatherings aim to help teachers find more ways to incorporate problem solving, a key part of student learning and engagement in mathematics, into their classrooms through enriching their own experience of mathematics. In addition to support for local Math Teachers' Circles, WCU faculty coordinate activities across the statewide network: https://sites.google.com/site/ncnmtc/
Number of Participants	Estimated 300-350 Statewide
Activities and/or Programs Implemented to Address the Priorities	Math Teachers' Circles (supported by The NC GlaxoSmithKline Foundation and the American Institute of Mathematics)
Summary of the Outcome of the Activities and/or Programs	We have held a "Summer Math Camp for Teachers" at NCCAT each summer since 2015. Teachers from the counties above in addition to others around NC participate in this intensive workshop experience. Individual MTCs hold from 3-5 meetings during each academic year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	No formal plans - open to the public
Start and End Dates	Summer 2019
Priorities Identified in Collaboration with LEAs/Schools	These programs were designed to provide opportunity and experiences for kids in grades three through eleven on a university campus during the summer, while providing academic, cultural, and physical enrichment and social engagement.
Number of Participants	More than 1,000 students in grades 2-11 are on campus for these summer enrichment activities

<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>2019 WCU Summer Camp Experiences: *While there are teacher and professional education faculty/staff involved in various summer experiences, the Rocket to Creativity Camp is housed within CEAP, with approximately 75 student participants. This camp is described in its own category above.</p> <p>ROBOTICS WITH LEGOS SUMMER DAY CAMP June 10-14, 2019; June 17-21, 2019; June 24-28, 2019 / Cullowhee, NC Students will explore the technology behind robotic technology while building and programming with LEGO building sets. They will be challenged with LEGO LME V3 (these are the newest kits from LEGO) robotic programming, will build their own robotic creations, and will have the opportunity to challenge their knowledge with mini competitions and challenges throughout the week.</p> <p>TALES FROM THE DEAD: AN INTRODUCTION TO FORENSIC ANTHROPOLOGY FOR HIGH SCHOOL STUDENTS June 17-21, 2019 / Cullowhee, NC 9 am to 5 pm Ages 15-18 This camp is designed to introduce high school level students to the field of forensic anthropology. The camp will include both instructional and laboratory components and is designed to be hands-on, as students will be working with real human skeletal remains. Throughout the course, students will learn basic methods of laboratory analysis of human remains, including the estimation of the biological profile (sex, age, ancestry, and stature), human identification, pathology, taphonomy, and trauma as well as strategies for the search and recovery of skeletal remains. Students will apply their knowledge to selected case studies, which they will present at the completion of the course.</p> <p>NATURE EXPLORATION CAMP Rising 6th-9th graders June 24 - 28, 2019 Each day, students will explore our natural world through field trips and activities in and throughout nearby Western North Carolina. Participants will have the opportunity to visit parks such as the Highlands Biological Station, Great Smoky Mountains National Park, and Nantahala National Forest. Students will participate in various activities each day, including hiking, botanizing, bird watching, river snorkeling, collecting salamanders and insects, etc.</p> <p>SUMMER READING ADVENTURES July 8-12, 2019 / Cullowhee, NC Rising 1st and 2nd graders will enjoy reading aloud, shared writing experiences, small reading groups as well as learning strategies they can apply during the school year.</p> <p>SCIENCE LABORATORY CAMP Rising 6th-9th graders July 8-12, 2019 Students in this camp will explore laboratory science through activities and experiments in biology, chemistry, geosciences and more, on WCU's Cullowhee campus. Your child will have an opportunity to work in a real lab environment setting. During this week long experience, students will have the opportunity to participate in activities that will include chemical reactions, DNA extraction, water quality testing, geographic information systems, etc.</p> <p>WCU ART TASTIC July 15-19, 2019 / Cullowhee, NC</p>
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	<p>This week long, Visual Arts Day Camp for students in grades 6-10 is primarily exploratory- utilizing the studio facilities at WCU so that students may gain awareness of art forms not currently available to them in their middle school curricula. Tentatively slated projects will include ceramics, sculpture, architectural drawing, figurative drawing and crafts.</p> <p>STEP BACK IN TIME CAMP July 30-August 2, 2019 / Cullowhee, NC Step Back in Time camp participants will meet at the WCU Picnic Pavilion in the morning. Afternoon activities will take place at different spots around campus and in the community (field trips!).</p>
Summary of the Outcome of the Activities and/or Programs	Various (products such as art creations, robotics demos, objects from 3D printers, skills presentations or performances, etc.)

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	15
Female	19
Race/Ethnicity	Number
Hispanic / Latino	3
Asian	
African-American	1
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	29
Multi-Racial	1
Student does not wish to provide	

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

Full-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	18	White	26
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	

	Total	19	Total	28
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	3	Total	-
Part-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	17
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	5	Total	21

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
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	18		17	

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

Measure	Baccalaureate
MEAN GPA	3.60
MEAN MAT Electronic Rubric	*
MEAN MAT Written	N/A
MEAN GRE Electronic	293.67
MEAN GRE Written	872.86
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.91
NUMBER EMPLOYED IN NC SCHOOLS	70
Comment or Explanation:	
* Less than five scores reported	

E. 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
MSA Degree		12	5			1
MSA License Only	3					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
MSA License Only		10	2	1		1
Comment or Explanation:						