2020-2021

EPP Master's Performance Report

Elizabeth City State University

Overview of Master's Program

The Graduate Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing graduate-level programs to meet the diverse needs of the citizens of northeastern North Carolina. With excellence permeating all of the activities, the programs seek to provide a challenging and supportive environment which prepares its students to compete and excel in an ever-changing technologically, globally-aware, advanced society. The programs are designed to develop research and problem-solving skills, and to develop the skills, knowledge, and experience necessary for professional employment, professional growth, leadership development, and/or further graduate education. Small classes, personal interaction with faculty members, and an atmosphere conducive to pursuing academic excellence enhance the educational experiences and quality instruction received by graduate students. In the 2020-2021 academic year, the Master's Degree Program had an enrollment of 63 students.

Special Features of Master's Program

The Helen Marshall Caldwell Department of Education currently offers a Master of Education in Elementary Education for advanced teacher preparation. The M.Ed. program seeks to fulfill its mission

by preparing professional teachers: (1) to respond effectively to children's differences resulting from development, diversity, and exceptionalities; (2) to demonstrate knowledge of the content and pedagogy of the elementary curriculum as it relates to preparing students with 21st century skills; (3) to improve educational practice through reflection, self-evaluation, and applied research; and (4) to direct their own personal and professional growth as educators. Thirty-six credit hours are required to complete the program. The graduate-level teacher education program at ECSU is a way for candidates to expand their knowledge, deepen their understanding, and sharpen the skills already acquired through their previous studies and professional experiences. Candidates complete a culminating product of learning: The Transformational Teaching Project, which enables candidates to work toward a solution of an educational problem within his/her own classroom to transform teaching and make a positive impact on student learning.

The M.Ed. now has two established distinct tracks that serve a wider range of potential students. The Initial Licensure and National Board Certification tracks. The program now serves a new and expanded audience, including NC Residency candidates and candidates preparing for National Board Certification. This is an attractive pursuit for many of the recent graduates in general studies, liberal arts and humanities along with many other majors. The degree attracts career switchers and military personnel who want to pursue teaching as a profession. This program is the only M.Ed. with initial certification, and one of the few post-baccalaureate online programs in initial educator preparation in the UNC System.

The second track within the M.Ed. program is geared towards practicing teachers with at least three years of experience, who already hold an initial certification in a teaching field. To make the program fiscally and professionally attractive, two outcomes associated with advanced pay and career advancement are addressed by the requirements. Upon completion of the program, graduates have the opportunity to submit a professional portfolio for National Board Certification, which would provide for a 12% salary increase. Many of ECSU's service area counties have some of the lowest rates of teachers holding National Board Certification within the state. In addition, being an online education program opens the opportunity to pursue certification to teachers beyond our service area. This is one of only a few graduate programs nationally that focuses on National Board Certification and the only one online in North Carolina. A second outcome of this track involves preparation for instructional (central office) leadership positions via preparation for the Praxis II examination in Education Leadership: Administration and Supervision. This track opens new career opportunities and advanced pay that the prior M.Ed. did not provide. Problem-Based Learning experiences are embedded throughout each course consisting of scenario-based case studies and competency-based instruction through cooperative projects.

I. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	4
Female	24
Gender Neutral	
Gender Not Provided	
Total	**28**
Race/Ethnicity	**Number**
African-American	10
Am. Indian/ Alaskan Native	
Asian	1
Hispanic/Latino	2
Native Hawaiian/ Pacific Islander	
White	4
Two or More Races	
Race Not Provided	11
Total	**28**

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time						
	Male		**Female**		**Not Identified as Male or Female**	
Graduate	African-American	2	African-American	13	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	1	White	5	White	0

		Male		Female		Not Identified as Male or Female	
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	2	Not Provided	19	Not Provided	0
	Total	**5**	**Total**	**39**	**Total**	**0**
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Part-Time							
		Male		**Female**		**Not Identified as Male or Female**	
Graduate	African-American	0	African-American	1	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	**0**	**Total**	**2**	**Total**	**0**
Licensure-Only	African-American	0	African-American	0	African-American	0

	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Graduate		Graduate Licensure Only	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC
Prekindergarten	0	0	0	0
Elementary	8	0	0	0
Middle Grades	0	0	0	0
Secondary	0	0	0	0
Special Subjects	0	0	0	0
Exceptional Children	0	0	0	0
Vocational Ed	0	0	0	0
Special Services	0	0	0	0
Total	**8**	**0**	**0**	**0**
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.64
MEAN MAT Electronic	*
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	*
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	N/A
N/A - Data Not Available * - Less than five scores reported	
Comment(s):	

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

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
No Test Data for Cohort			
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			