

# 2020-2021

## EPP Master's Performance Report

Elon University

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### North Carolina Department of **PUBLIC INSTRUCTION**

#### **Overview of Master's Program**

The M.Ed. Program has a completely revised curriculum which will be taught for the first time starting on June 14, 2021 with a full cohort. As for the 2020-2021 academic year, Dean Bullock announced on April 9, 2020 that the revised M.Ed. Program would not begin until the summer of 2021. This was due to two factors: (1) the recruitment season was severely interrupted, and (2) difficulty getting transcript interpretations for our international candidates who had applied because these businesses were closed and considered non-essential during COVID-19 pandemic.

Graduate candidates were enrolled in the Academically and Intellectually Gifted – Licensure-Only Program (AIG-LO) conducted in conjunction with Chapel Hill – Carrboro City Schools (CHCCS) during the 2020-2021 academic year. This program only enrolls graduate candidates who work for CHCCS. Candidates complete 12 graduate semester hours of course-work (4 courses) during the academic year.

The AIG-LO Program provides candidates with opportunities to study curriculum development and instructional methods that are especially appropriate for students who are academically or intellectually advanced. Attention is given to populations that are underrepresented in gifted education and to the social and emotional needs of students who are gifted. At the end of this 4-course sequence, completers are eligible to be recommended by the School of Education for the Academically and Intellectually Gifted (AIG) license in North Carolina. In spring 2020, Cohort 3 had 17 graduate candidates enrolled with

14 who completed in spring 2021. In Spring 2021, Cohort 4 had 14 graduate candidates enrolled with a completion date of spring 2022.

## **Special Features of Master’s Program**

The revised M.Ed. Program, which will begin in June 2021, includes on-campus face-to-face summer courses and online courses during the academic year. This format fits with teachers' busy professional schedules. Summer courses will be taught in one four-week session with one course taught in the morning and another in the afternoon. Courses are purposefully scheduled to match start and end dates of local school district calendars for both traditional and year-round schools. Candidates will complete the program in two years. Candidates who enter as part of a cohort and remain with the cohort will pay a substantially reduced tuition.

The newly revised M.Ed. Program is designed to disrupt traditional concepts of education while preparing candidates to use more progressive, student-centered pedagogies, such as place-based education and project-based learning. The graduate candidates will be asked to work toward equitable learning opportunities that are respectful and responsive of their students’ backgrounds as they adopt innovative approaches to learning. The revised M.Ed. curriculum is focused heavily on issues of equity and justice.

There are three main sources for recruitment of candidates into the M.Ed. Program. The first is Participate Learning, Inc, which was previously called Visiting International Faculty. This program is designed to bring teachers from around the world to the United States to teach for 3 -5 years. Some of these teachers decided to earn their M.Ed. degree while in the U.S. The second source of recruitment for the M.Ed. Program are candidates who complete the AIG-LO Program in CHCCS. The third source for recruitment is local teachers who wish to earn an M.Ed.

## **I. CHARACTERISTICS OF STUDENTS**

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

<b>Gender</b>	<b>Number</b>
Male	14
Female	32

Gender Neutral	
Gender Not Provided	
<b>Total</b>	<b>46</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	11
Am. Indian/ Alaskan Native	
Asian	1
Hispanic/Latino	11
Native Hawaiian/ Pacific Islander	
White	19
Two or More Races	1
Race Not Provided	3
<b>Total</b>	<b>46</b>

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

Full-Time						
	Male		Female		Not Identified as Male or Female	
<b>Graduate</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Not Identified as Male or Female</b>	
<b>Graduate</b>	African- American	0	African- American	2	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	2	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	4	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	1	Not Provided	2	Not Provided	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>0</b>
<b>Licensure- Only</b>	African- American	3	African- American	10	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	8	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0

	White	6	White	20	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	1	Not Provided	1	Not Provided	0
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>41</b>	<b>Total</b>	<b>0</b>

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC - Completed program but has not applied for or is not able for a license.</b>				
<b>LC-completed program and applied for license.</b>				
Prekindergarten	0	0	0	0
Elementary	3	0	0	0
Middle Grades	0	0	0	0
Secondary	0	0	0	0
Special Subjects	0	0	0	0
Exceptional Children	8	2	22	15
Vocational Ed	0	0	0	0
Special Services	0	0	0	0
<b>Total</b>	<b>11</b>	<b>2</b>	<b>22</b>	<b>15</b>
<b>Comment(s):</b>				

**D. Quality of Students Admitted to Program During Report Year**

Measure	Graduate
MEAN GPA	3.30
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.78

NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	63
N/A - Data Not Available * - Less than five scores reported	
<b>Comment(s):</b>	

**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
Elementary (grades K-6)	2	*	84
<b>Institution Summary</b>	<b>2</b>	<b>*</b>	<b>91</b>
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			