

2020-2021

EPP Master's Performance Report

Meredith College



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of Master's Program

Meredith College offers a Master of Education (M.Ed.) program in four specialty areas: elementary education, English as a second language (ESL), literacy, and special education (general curriculum) and the Master of Arts in Teaching in four specialty areas: elementary education, English as a second language, special education (general curriculum), and health and physical education (HPE). The M.Ed. specialty areas of elementary education and reading have been offered at Meredith College since 1983. In supporting areas of high need in North Carolina, the Department of Education began offering a M.Ed. in ESL and special education (general curriculum). The M.Ed. program reflects the mission and purpose of the College and the DOE by fostering in students “integrity, independence, scholarship, and personal growth,” and builds upon the strengths of the undergraduate program. The co-educational program is designed for the K-12 teacher who has a baccalaureate degree and has (or is eligible for) an initial teaching license. The program centers on giving teachers the advanced tools to serve the 21st century student in today’s schools. To meet the needs of our graduate students, the DOE structures the program to encourage extensive reading, independent thinking, creativity, application to practice, and appropriate research, which prepares the master teacher to take leadership roles in the school or district. In addition, many courses are offered as blended combining face to face and online learning and a few are completely online. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and their students’ learning, and then both design instruction to support learning and identify their own continuous professional development needs.

In response to North Carolina's need for teachers, the DOE launched its Master of Arts in Teaching (MAT) program in 2008. The twelfth cohort of MAT candidates, which includes elementary and special education, the ninth cohort in ESL, and the third cohort of HPE students interned in several Triangle school systems, including Wake, Orange, Durham, and Franklin counties. The MAT program has been successful in preparing committed adults with little or no background in the education profession to be full-time teachers in North Carolina. The DOE continues to study the implementation of MAT programs in other areas such as the arts, family and consumer sciences, mathematics, and sciences. The DOE faculty and staff focus on the goals of the program, which include preparing highly qualified beginning teachers who know how to teach all students, have the skills to collaborate with other school personnel and families, know their content area, and who understand their roles in local, national, and global contexts. Four information sessions are held per year, and through solid recruiting efforts by the members of the department, led by the manager of the graduate program, the DOE works to meet expectations in a difficult time. In addition, the graduate program manager brings fresh ideas for recruiting candidates into the program, and with continual web presence along with attendance at state and national conferences more interest in the programs has been generated.

Special Features of Master's Program

The faculty in the DOE at Meredith College continues to assess how best to serve current teachers and those who desire to be teachers. Scheduling of courses in the evenings makes the M.Ed. and the MAT program accessible for full time teachers and others, including teachers in year round schools. The M.Ed. program offers courses that are online, hybrid, face-to-face, and a study abroad opportunity in Sansepolcro, Italy. The MAT program offers a fast track option, which takes 16 months to complete, and a flex plan option, which allows students to complete the program at a slower pace. In addition, the Early MAT program offers undergraduate students the opportunity to begin their MAT studies during their senior year. Partnership schools work to provide the MAT students quality field experiences, and the DOE has established partnerships with school systems in the Triangle area, i.e., Johnston, Lee, Durham, Chapel Hill-Carrboro, Franklin, and Orange, not only to offer services to those schools but also to serve a broader population of graduate students in its programs. MAT students also gain valuable experience tutoring in community afterschool programs. Increased flexibility in the M.Ed. program meets the diverse professional interests and academic needs of the students. M.Ed. students complete a research project and a portfolio that document their growth and integration of course material with practice throughout the program. M.Ed. research projects are presented during the Graduate Education Conference, "Innovative Teaching and Learning," held on campus each spring. The conference showcases graduate research and academic projects, which gives students an opportunity to present their work to faculty, colleagues, MAT students, and friends. The conference provides the faculty and the students an assessment tool to evaluate progress.

The DOE continues to offer its fully online Curriculum Instructional Specialist (CIS) add-on license that enables teachers with masters' degrees to be considered for central office or school leadership positions such as instructional resources teacher, curriculum coordinator, or reading specialist.

I. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	21
Gender Neutral	
Gender Not Provided	
Total	23
Race/Ethnicity	Number
African-American	5
Am. Indian/ Alaskan Native	
Asian	3
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	
White	14
Two or More Races	
Race Not Provided	
Total	23

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	1	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	3	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	1	White	10	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	2	Total	15	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	4	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	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	14	White	0

	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	21	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	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license.				
LC-completed program and applied for license.				
Prekindergarten	0	0	0	0
Elementary	2	1	0	0
Middle Grades	0	0	0	0
Secondary	0	0	0	0
Special Subjects	0	9	0	0
Exceptional Children	1	2	0	0
Vocational Ed	0	0	0	0
Special Services	0	1	0	0
Total	3	13	0	0
Comment(s):				

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D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.20
MEAN MAT Electronic	*
MEAN MAT Written	N/A
MEAN GRE Electronic	299.94
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	2.17
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	12
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
Curriculum Instructional Specialist	1	*	100
Elementary (grades K-6)	2	*	84
ESL	2	*	100
Spec Ed: General Curriculum	3	*	72
Institution Summary	8	88	91
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			