

# 2020-2021

## EPP Master's Performance Report

Mt Olive University

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North Carolina Department of  
**PUBLIC INSTRUCTION**

### Overview of Master's Program

The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities. The University of Mount Olive provides a liberal arts education that nurtures systemic thinking and communication skills, including content knowledge based in theory as well as application, lifelong learning opportunities in harmony with spiritual, ethical, and moral growth, and transcultural experiences and global awareness. The university encourages academic, physical, social, and spiritual growth to equip men and women for a thoughtful, caring life. To accomplish its academic and social goals, the university provides an atmosphere in which positive relationships can flourish. The university emphasizes the availability of its faculty and staff for advisement, counsel, and guidance, encouraging students to engage in conversation and discussion with their professors. The university strives to open students' minds and create in them a passion for lifelong learning, plus a tolerance for and discernment of diverse opinions. Mount Olive stresses personal ethics such as integrity, honesty, and industriousness as attributes of the educated person. From its beginning, the University of Mount Olive has been sponsored by the Convention of Original Free Will Baptists. The institution was chartered in 1951 and opened in 1952 at Cragmont Assembly, the Free Will Baptist summer retreat grounds near Black Mountain, under the direction of the Reverend Lloyd Vernon. The School was called Mount Allen Junior College, taking its name from the mountain near Cragmont. In September 1953, the college was moved to Mount Olive, North Carolina, nearer the center of denominational strength in the eastern section of the state. Under the leadership of the Reverend David W. Hansley, Chairman of the Board of Directors, plans were made to develop a junior college offering programs in arts and sciences and in business. The Reverend W.

Burkette Raper was elected president in the summer of 1954, and in September the college began its first collegiate year with an enrollment of twenty-two students. In 1955, the name Mount Allen Junior College was changed to Mount Olive Junior College. In that same year plans were launched for an enlarged campus which today consists of 138 acres. In September 1970, the college's name was officially changed to Mount Olive College. In 1977, the Convention of Original Free Will Baptists requested that the Board of Trustees of Mount Olive College work aggressively toward making the college a four-year institution. The 1979 Session of the Convention endorsed the projected timetable set by the College Board of Trustees to add the junior year in 1984 and the senior year in 1985. In 1986, the Commission on Colleges of the Southern Association of Colleges and Schools officially accredited Mount Olive College as a four-year institution to award associate and baccalaureate degrees. In 1975, the college began an educational program in Goldsboro, NC, at Seymour Johnson Air Force Base. Since then other locations offering degree programs have opened in North Carolina: New Bern, Wilmington, Jacksonville, Washington, and at the Research Triangle Park in Durham. The college began a new venture in the spring semester of 2013. The new MBA master's degree program began enrolling its first students. Then, in January 2014, Mount Olive College officially became the University of Mount Olive. Additionally, a master's degree program in education received State Board of Education and SACS/COC approval in 2016. UMO currently offers master's degrees in Elementary Education, Early Childhood Education, and Special Education—General Curriculum. In 2020, the university was approved to offer a MEd in Educational Leadership which will launch in Fall 2021.

The Teacher Education program at the University of Mount Olive is envisioned around the North Carolina Professional Teaching Standards and the 21st century knowledge, skills, and dispositions embedded therein. The program reflects the University of Mount Olive's mission of providing an integrated academic experience consisting of quality educational programs, a supportive learning environment, and individual growth opportunities that promote the total development of our students. Our programs nurture systemic thinking, disciplinary knowledge based in theory and application, lifelong learning opportunities, trans-cultural experiences, and global awareness. It is our belief that professionals should possess the skills to advance student learning in the areas of literacy, leadership, and technology.

The mission of the teacher education program is to transform education (and thereby lives) by preparing and producing education professionals knowledgeable of the content they teach, skilled in pedagogy, and passionate about teaching all students. In collaboration with the educational community, teacher education is committed to providing a rigorous, coherent, and relevant curriculum; developing students into proficient teachers and supporting their efforts to become skilled professionals who strive to meet the diverse needs of 21st century students and schools in our global society. Throughout the program, the curriculum balances college coursework with classroom experiences, reflective thinking, integrating theory and practice and maximizing learning opportunities.

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

The University of Mount Olive Master of Education degree was designed for current teachers who desire to enhance their teaching skills and career opportunities. The Master of Education program will provide:

1. a study of the theoretical/research base, exemplary practices, current trends and issues in curriculum and instruction which will enable students to synthesize their learning in order to facilitate quality learning experiences in the classroom;
2. opportunities to acquire knowledge and skills needed to meet diverse needs of students in inclusive classroom settings and to advocate for equity and excellence throughout the education community;
3. study in the utilization of current technologies and the successful integration of technology into the classroom;
4. skills necessary to analyze data in order to develop/apply a variety of formative and summative performance-based assessments to impact and improve instruction;
5. advanced expertise in teaching communication skills, creativity, critical thinking, and collaboration across the curriculum;
6. opportunities to develop teachers as leaders who are agents of change in the schools, in the local community, and in the global community;
7. skills to develop and refine ethical, informed leadership styles through a process of active engagement in learning, self-reflection, planning, collaboration, reflective teaching, and development of interpersonal and motivational skills;
8. a learning environment that fosters respect and ethical principles in teacher/student and colleague relationships; and
9. opportunities to contribute professionally and academically to the education profession.

The University of Mount Olive's Division of Education offers a learning environment that supports Christian values in the classroom. Students will benefit from spiritual support that prepares them for ethical, inspired leadership. Students will gain valuable professional preparation that will equip them to succeed in their career and help their future students succeed in school. The teachers who enter the master's degree program are committed to their careers in education and have a strong desire to broaden their professional knowledge and skills. Our vision of the M.Ed. program is of a vibrant, challenging education community that fulfills the desire to explore, to grow, and to engage actively with a passion for teaching and learning.

Upon completion of this program, students will have earned a Master of Education degree and will be recommended for graduate-level licensure in one of three content areas: Birth-Kindergarten, elementary, or special education: general curriculum. Students must comply with testing requirements in effect at the time of their degree completion

The objective of the Department of Education is to provide a degree program aligned with the institutional mission and national standards.

The curriculum of the education program is a progression of learning experiences combining theory and practice that develops incrementally the knowledge, skills, and dispositions (course specific student learning outcomes) that culminate in a measurable level of professional competence (program student learning outcomes).

## Program Goals and Student Learning Outcomes

### Goal 1: Knowledge

#### Leadership and Professionalism

- The teacher education candidate will apply leadership theory and collaboration skills to effect positive change in the classroom, in the school, in the community, and in the profession
- The teacher candidate will use collaboration as a positive instructional strategy within the classroom and with individuals and groups outside the classroom to impact student learning
- The teacher education candidate will articulate a leadership style and preference suited to the teacher candidate's personality and career goals.
- The teacher education candidate will reflect on the experiences of leadership and collaboration as an instrument for improvement

#### Historical, Philosophical, and 21st Century Reform Framework

- The teacher education candidate will reflect an awareness of school system organization (local, state, and national) in order to understand the contexts in which educational reform and innovation occur.
- The teacher education candidate will discuss the major educational reforms and innovations that have occurred in the history of American schools.
- The teacher education candidate will learn (1) how and where to access information about educational research related to change, reform, and innovation; and (2) how to articulate the 21st century issues in debate, research, and experiment.
- The teacher education candidate will study the school improvement plan in light of education research and debate and will develop recommendations thereto.
- The teacher education candidate will apply 21st century innovative thinking to improve student learning.

## Curriculum and Content

- The teacher education candidate will exhibit breadth of content knowledge in the specialty area.

## Facilitation of Learning/Pedagogy

- The teacher education candidate will understand the organization of the NC Standard Course of Study-Essential Standards/Common Core and use to design learning experiences in the content areas for which the student is seeking licensure.
- The teacher education candidate will design an inclusive and inspiring learning environment, identifying resources needed to create a 21st century classroom.
- The teacher education candidate will design and use assessments to measure and positively impact student learning
- The teacher education candidate will reflect on the experiences of teaching and learning as an instrument for improvement.
- The teacher education candidate will develop a classroom management plan that defines student and teacher responsibility for creating and maintaining a teaching and learning community.
- The teacher education candidate will plan lessons in the content area that (1) develop/enhance higher--order thinking skills and problem solving abilities differentiated for diverse learners, identifying the specific skills and abilities to be developed; (2) integrate technology; (3) include project-based learning; and (4) infuse literacy.
- The teacher education candidate will plan instruction using varied strategies and technologies for diverse learners.
- The teacher education candidate will develop formative and summative assessments of instruction and learning and a relearn/re-teach plan for helping students meet the instructional goals.
- The teacher education candidate will present oral and written reflections on the experiences of facilitating learning.

## Diversity

- The teacher education candidate will demonstrate awareness of the societal issues that impact education and the professional disposition to study them and will use the knowledge attained from continual study to improve the learning experiences of students
- The teacher education candidate will plan differentiated learning experiences for diverse learners in an effort to respond sensitively to student differences.

- The teacher education candidate will advocate appropriately for students whose life circumstances impede academic achievement.
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## Goal 2: Skills/Instruction

Application of theoretical constructs, methodologies, and assessment practices.

- The teacher education candidate will combine multiple aspects of teaching, including lesson plans, content knowledge, multiple instructional strategies, and diverse learning strategies to enhance student learning

## Research

- The teacher education candidate will reflect on a variety of research articles relating to current trends in education.
- The teacher education candidate will demonstrate depth of understanding and application of content knowledge in the specialty area.

Literacy in the areas of Standard English, numeracy, and technology

## Goal 3: Dispositions

### Acquired Attitudes

- Teacher education candidates will apply high ethical standards and professional conduct

Habits and Artifacts that reflect expectations of educational professionals

- Teacher education candidates will reflect on a classroom management plan to include positive, nurturing relationships with all students, and effective communication with all stakeholders.

The teacher education candidate will demonstrate appropriate use of technology for instruction, record keeping, and communication

## I. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	
Female	7
Gender Neutral	
Gender Not Provided	
<b>Total</b>	<b>7</b>
Race/Ethnicity	Number
African-American	3
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	4
Two or More Races	
Race Not Provided	
<b>Total</b>	<b>7</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/	0	Native Hawaiian/	0	Native Hawaiian/	0

	Pacific Islander		Pacific Islander		Pacific Islander	
	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	4	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	4	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>8</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>

**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	2	0	0	0
Elementary	4	0	0	0
Middle Grades	0	0	0	0
Secondary	0	0	0	0
Special Subjects	0	0	0	0
Exceptional Children	1	0	0	0
Vocational Ed	0	0	0	0
Special Services	0	0	0	0
<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Comment(s):</b>				

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

Measure	Graduate
MEAN GPA	3.91
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	8.25
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	7
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
No Test Data for Cohort			
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			