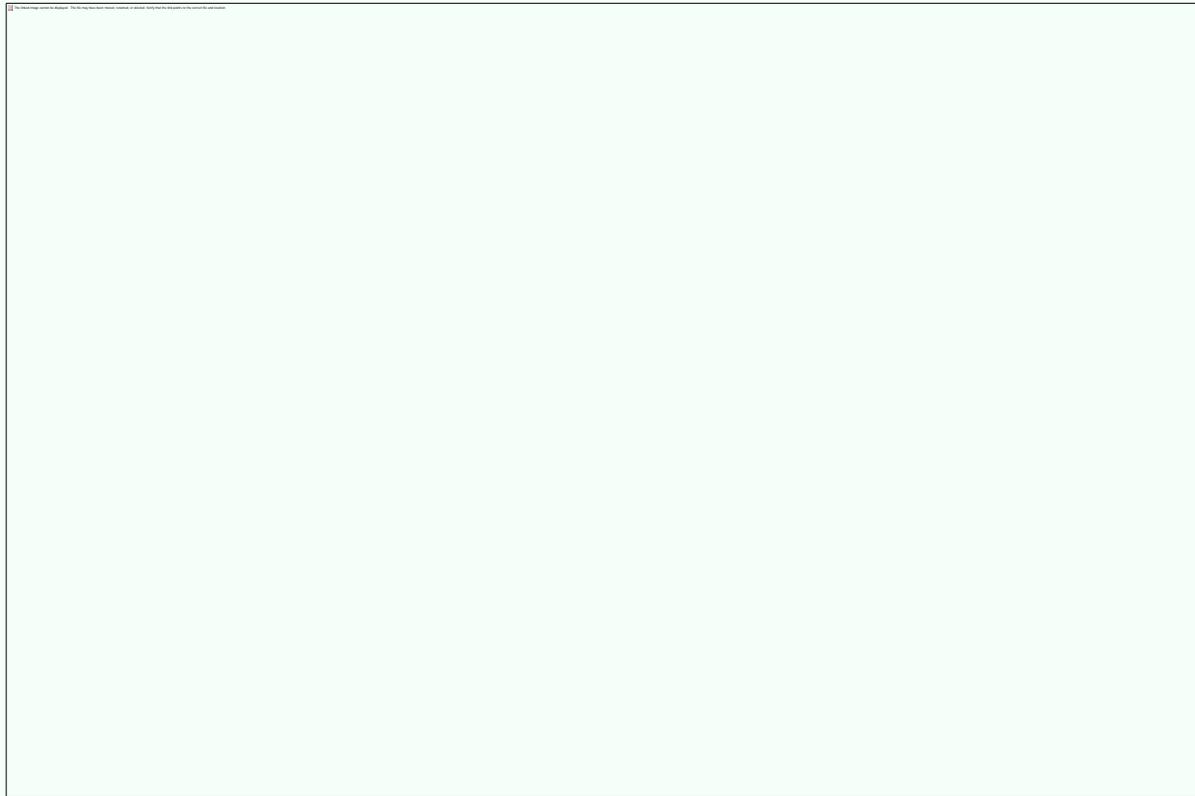


**2019-2020**

# **EPP Master's Performance Report**

**Elizabeth City State University**

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## **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.

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

The Helen Marshall Caldwell Department of Education currently offers a fully online Master of Education in Elementary Education with two tracks offering traditional and accelerated options. 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 that is presented orally and defended to a graduate committee. Oral presentation and defense are rubric-scored.

The M.Ed. now has two established distinct tracks that serve a wider range of potential students. Initial certification is an attractive pursuit for many of the recent graduates in general studies, liberal arts and humanities along with many others majors. The degree attracts career switchers and military personnel who want to pursue teaching as a profession. NC Residency Licensure candidates can also enroll in the M.Ed. initial licensure track while completing Educator Preparation requirements.

The Teacher Leader track prepares candidates for National Board Certification while infusing knowledge for strong teacher leaders. The primary goal is to ensure that teachers, through continuous decision making, become effective collaborators and leaders. The program's focus is to fully implement national standards for teachers, including the North Carolina Standards for Graduate Teacher Candidates. Merging these standards results in high quality education for P-12 students.

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. A majority of ECSU's service 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. 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 using real-time synchronous online meetings (web-based video conferencing) between instructors and students via learning communities throughout the region and state. These interactive sessions will constitute 50% of the delivery mode for each course, while the remaining 50% will be

asynchronous instruction that primarily consists of scenario-based case studies and competency-based instruction through cooperative projects. These changes set the degree program apart from its contemporaries and better serve the region and state.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	20
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>22</b>
Race/Ethnicity	Number
Asian	0
African-American	8
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	2
Two or More Races	0
Race/Ethnicity Not Provided	12
<b>Total</b>	<b>22</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Graduate</b>	African-American		African-American	5	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	5	Not Provided	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<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>Gender Neutral</b>	
<b>Graduate</b>	African-American		African-American	5	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	6	Not Provided	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<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 IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten				
Elementary	5			
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children				
Vocational Ed				
Special Services				
<b>Total</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

**F. Quality of students admitted to programs during report year.**

Measure	Graduate
MEAN GPA	3.60
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

\* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.

**Comment or Explanation:**

**G. Scores of student teachers on professional and content area examinations.**

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
No Tests Taken for Cohort			
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

**H. 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
Graduate Degree	2	3	0	0	0	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						