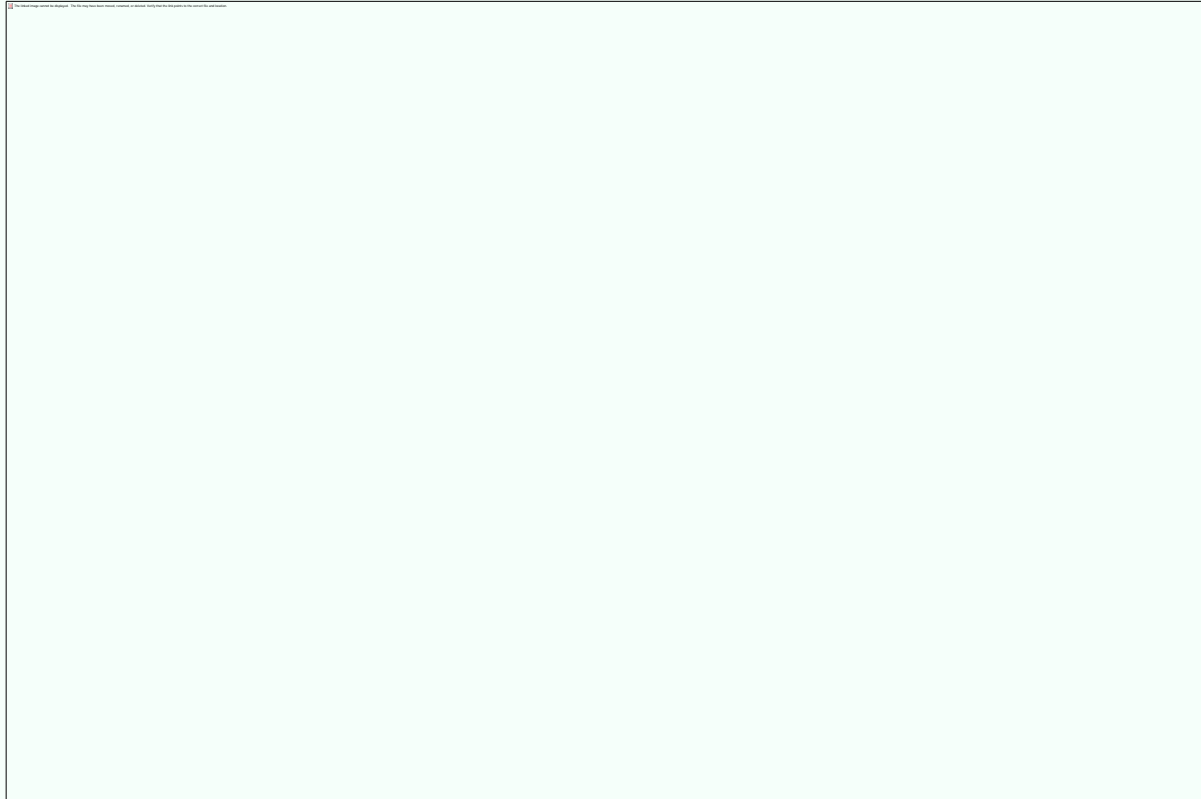


# 2019-2020

## EPP Master's Performance Report

### Elon University



### Overview of Master's Program

The M.Ed. program at Elon University builds upon professional competencies of experienced classroom teachers. Candidates select a 33-semester hour program of study in elementary education or gifted education. Elon also offers a 12-hour licensure add-on program for educating academically and intellectually gifted students. All candidates in the full programs take core courses in research, assessment, advanced psychological theory, consultation and collaboration, and an advanced graduate capstone seminar. Core courses provide candidates with conceptual understandings including the logic of controlled research and the principles of statistical analysis, measurement concepts, and the elements of sound test construction. These essential understandings are integrated with fundamental psychological principles of learning, development, and motivation theory. The advanced seminar provides candidates an opportunity to consider current trends and issues in education and their own future role as educational leaders.

In addition to the graduate core, each of the programs of study has its own set of content specific courses. In Elementary Education, candidates examine the theoretical and philosophical basis for practices in education, as well as study principles of effective instruction. They also consider the changing roles and responsibilities of teachers that work with diverse student populations and their families. The Gifted Education core 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.

In addition to required and elective coursework, candidates complete a graduate portfolio as their culminating product of learning. The purpose of the portfolio is to give candidates the opportunity to demonstrate the characteristics, behaviors, understandings, and skills of master teachers. Required portfolio components reflect the five knowledge and skill areas identified in the standards for the master's license. The evidences provided by each candidate include an action research project, a curriculum product, and a leadership project that has been completed as part of program requirements. An observation of candidates' teaching is conducted as well. Members of the faculty, acting as course instructors, use a three-tiered rubric to assess each element of the portfolio.

In addition to the full M.Ed. programs in Elementary Education and Gifted Education, Elon University offers a licensure only program for academically and intellectually gifted education (AIG-LO). Candidates complete 12 graduate semester hours of course-work (4 courses) during the academic year and one summer session. 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. Two cohorts, one in Chapel Hill-Carrboro City Schools (CHCCS) and one on-campus, are offered annually.

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

**Summer and Online Courses** – The M.Ed. Program at Elon University offers on-campus courses during summer sessions, while courses during the academic year are offered online with two or three on-campus classes. This format fits with teachers' busy professional schedules. Summer courses are taught in two, three-week sessions and are purposefully scheduled to match start and end dates of local school district calendars. The cohort format allows candidates the opportunity to enter the program in the summer and continue through two subsequent summers to complete the program in two years and two months. Candidates in the AIG-LO Program also take a blend of on-campus in the summer and online courses during the academic year. Candidates who enter as part of a cohort and remain with the cohort pay a substantially reduced tuition. The AIG-LO candidates from CHCCS have their tuition paid through professional development funds from the school district.

**Opportunities for International Teachers** - Part of the impetus for setting up this cohort program was to give Participate Teachers (previously called Visiting International Faculty) the opportunity to obtain a Master of Education degree during their three-year teaching experience in

the United States. Designed with the scheduling demands of Participate Teachers in mind, the program gives candidates the opportunity to earn the M.Ed. in a timely fashion and at a reduced cost. The cohort program gives candidates the opportunity to immerse themselves in graduate study and to form close, collaborative relationships with other teachers from nearby districts and around the world.

**Personal Attention** – A highly valued feature of Elon’s graduate program is the close personal attention candidates receive from the graduate faculty and university staff. Professional relationships frequently continue after graduation with graduates serving on committees, participating in classes, and hosting student teachers from Elon.

**Observation of Planning and Practice** – The culminating course for all candidates is participation in an on-campus teaching experience offering the opportunity to engage with local K-12 students in an academic summer camp. Master’s and AIG-LO candidates develop, implement, and assess curriculum that brings together the knowledge, skills, and dispositions of their master’s program experience. Guided and observed by faculty, elementary candidates create a leadership program with children from local schools with large minority populations. Candidates in both the full master’s Gifted Program and the AIG-LO Programs generate a problem-based learning curriculum with children identified as gifted.

### Looking Forward

Elon’s M.Ed. Program has a long and proud tradition. As with many other M.Ed. Programs across the state of North Carolina, recruitment has been a challenge for the past several years. During the 2018-2019 academic year, faculty and administration focused on revising Elon’s M.Ed. program. The revision of the M.Ed. program was completed during the 2019-2020 academic year, and the program was approved by all needed University constituents.

## II. CHARACTERISTICS OF STUDENTS

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

| Gender                    | Number    |
|---------------------------|-----------|
| Male                      | 8         |
| Female                    | 15        |
| Gender Neutral            | 0         |
| Gender not Provided       | 0         |
| <b>Total</b>              | <b>23</b> |
| Race/Ethnicity            | Number    |
| Asian                     | 0         |
| African-American          | 5         |
| Am. Indian/Alaskan Native | 0         |
| Hispanic/Latino           | 4         |

|                                  |           |
|----------------------------------|-----------|
| Native Hawaiian/Pacific Islander | 0         |
| White                            | 11        |
| Two or More Races                | 1         |
| Race/Ethnicity Not Provided      | 2         |
| <b>Total</b>                     | <b>23</b> |

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

| <b>Full-Time</b>      |                                  |          |                                  |          |                                  |
|-----------------------|----------------------------------|----------|----------------------------------|----------|----------------------------------|
|                       | <b>Male</b>                      |          | <b>Female</b>                    |          | <b>Gender Neutral</b>            |
| <b>Graduate</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>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>Part-Time</b>      |                                  |          |                                  |          |                                  |

|                       | 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                            | 3         | Asian                            |          |
|                       | Hispanic/Latino                  | 1         | Hispanic/Latino                  | 9         | Hispanic/Latino                  |          |
|                       | Native Hawaiian/Pacific Islander |           | Native Hawaiian/Pacific Islander |           | Native Hawaiian/Pacific Islander |          |
|                       | White                            |           | White                            | 11        | White                            |          |
|                       | Multi-Racial                     |           | Multi-Racial                     | 2         | Multi-Racial                     |          |
|                       | Not Provided                     | 1         | Not Provided                     | 2         | Not Provided                     |          |
|                       | <b>Total</b>                     | <b>2</b>  | <b>Total</b>                     | <b>32</b> | <b>Total</b>                     | <b>0</b> |
| <b>Licensure Only</b> | African-American                 | 3         | African-American                 | 5         | African-American                 |          |
|                       | Am Indian/Alaskan Native         |           | Am Indian/Alaskan Native         |           | Am Indian/Alaskan Native         |          |
|                       | Asian                            |           | Asian                            | 1         | Asian                            |          |
|                       | Hispanic/Latino                  |           | Hispanic/Latino                  | 5         | Hispanic/Latino                  |          |
|                       | Native Hawaiian/Pacific Islander |           | Native Hawaiian/Pacific Islander |           | Native Hawaiian/Pacific Islander |          |
|                       | White                            | 5         | White                            | 15        | White                            |          |
|                       | Multi-Racial                     |           | Multi-Racial                     |           | Multi-Racial                     |          |
|                       | Not Provided                     | 2         | Not Provided                     | 2         | Not Provided                     |          |
|                       | <b>Total</b>                     | <b>10</b> | <b>Total</b>                     | <b>28</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  | 6        | 1  |                         |    |
| Middle Grades   |          |    |                         |    |
| Secondary   |          |    |                         |    |

|                        |           |          |          |          |
|------------------------|-----------|----------|----------|----------|
| Special Subjects       |           |          |          |          |
| Exceptional Children   | 4         | 5        | 3        | 1        |
| Vocational Ed          |           |          |          |          |
| Special Services       |           |          |          |          |
| <b>Total</b>           | <b>10</b> | <b>6</b> | <b>3</b> | <b>1</b> |
| Comment or Explanation |           |          |          |          |

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

| <b>Measure</b>  | <b>Graduate</b> |
|---|-----------------|
| MEAN GPA  | 3.28            |
| MEAN MAT Electronic   | 386.88          |
| MEAN MAT Written  | N/A             |
| MEAN GRE Electronic   | *               |
| MEAN GRE Written  | N/A             |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE  | 10.77           |
| NUMBER EMPLOYED IN NC PUBLIC SCHOOLS  | 67              |
| * To protect confidentiality of student records, mean scores based on fewer than five students are not printed. |                 |
| <b>Comment or Explanation:</b>  |                 |

**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         | 0                    | 0           | 0           | 0           | 16          | 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                    | 4           | 0           | 0           | 0           | 0           |
| Comment or Explanation: |                      |             |             |             |             |             |