

2018-2019

EPP Master's Programs Performance Report

Elizabeth City State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Graduate Education Programs

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, Psychology & Health currently offers a Master of Education in Elementary Education for advanced teacher preparation. 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: The Transformational Teaching Project, which enables candidates to work toward a solution of an educational problem within his/her own classroom to transform teaching and make a positive impact on student learning.

Starting January of 2019, the Masters of Elementary Education will undergo several reforms to serve constituents of the northeast North Carolina region better. At its inception, the program served a vital role as a means for a practicing teacher to expand their skill set and move up the salary scale in NC. In 2013, the NC General Assembly eliminated salary increases associated with a master's degree and opened non-traditional pathways to enter the teaching profession. The M.Ed. now has two established distinct tracks that serve a wider range of potential students.

The program now serves a new and expanded audience of potential graduate students for ECSU. North Carolina employs more than 4,600 lateral entry teachers, a number that is growing each year. This is an attractive pursuit for many of the recent graduates in general studies, liberal arts and humanities along with many other majors. The degree attracts career switchers and military personnel who want to pursue teaching as a profession. This program is the only M.Ed. with

initial certification, and one of the few post-baccalaureate online programs in initial educator preparation in the UNC System.

The second track within the M.Ed. program is geared towards practicing teachers with at least three years of experience, who already hold an initial certification in a teaching field. 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, which would provide for a 12% salary increase. North Carolina also has a system of loans and grants to pay for the testing fees. 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. This would be one of only a few graduate programs nationally that focuses on National Board Certification and the only one online in North Carolina. 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.

These curricular reforms coincide with changes in the delivery and pedagogical focus of the program. To coincide with our institutional commitment problem-based learning and enhance broader impacts of degree attainment both concentrations of the M.Ed. programs were approved. 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.

The Department of Mathematics and Computer Science offers a Master of Science Degree in Mathematics with concentrations in Education, Community College Teaching, Applied Mathematics, and Remote Sensing. With a broad base of formal course work and research in mathematics and requires students to complete a thesis, this program provides a breadth of exposure to mathematics, and enhances the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application, and teaching of mathematics. The program provides students with an opportunity to utilize technology to improve the learning of mathematics, and the chance to explore connections between various areas of mathematics, to develop good mathematical skills, and independent and group learning skills as well as the opportunity to research best practices in teaching and learning mathematics. The Education concentration instills the pedagogical content knowledge required for middle or secondary school teaching while the Community College Teaching concentration focuses on the pedagogical content needed for teaching at the community college level. With 36 credit hours required to complete this degree, the Master of Science Degree in Mathematics Program is designed for completion in four to six semesters, depending on whether or not students enroll full-time. The schedule of courses enables in-service teachers and professionals to complete the program by taking two or three courses each semester. Graduates of the teaching concentration are well prepared to teach in middle or secondary schools, community colleges and some four-year colleges. All graduates are prepared to enter a doctoral program in mathematics education. The structure of the program offers graduates significant training for careers as mathematical scientists in education, government, and industry as well.

The Department of Natural Sciences, Pharmacy & Health Professions also offers graduate degree opportunities for advanced study in the Biological Sciences, to pursue research investigations in specialized areas of interest, or to further preparation in public school education. A broad base of formal coursework and research in the life sciences provide the depth required for further graduate study or for careers in industry, government, secondary/community college teaching or public school instruction. As previously mentioned, the Department of Natural Sciences, Pharmacy & Health Professions offers a master's degree in Biology with tracks in Biological Sciences and Biology Education. The Biological Sciences track presents a wide exposure to a

number of advanced biological techniques, knowledge and concepts, including, in part, those related to animal and plant biotechnology, microbiology, parasitology, cell biology, molecular biology and environment. Students graduating from this program will be in a good position to enter PhD programs and professional schools, pursue private or governmental technology, health and science management careers or teach at a community college. The Biology Education track is intended for individuals who hold a North Carolina teaching license in science (or its equivalent) who desire to pursue advance study in their content area. Candidates are required to complete an approved action research project that must be data driven and must have an impact on public school instruction. A total of 30 hours are required for Biological Sciences and 36 for Biology Education.

I. CHARACTERISTICS OF STUDENTS

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

| Number of Students Who Applied to the Graduate Educator Prep Program | |
|---|---------------|
| Gender | Number |
| Male | 0 |
| Female | 0 |
| Race/Ethnicity | Number |
| Hispanic / Latino | |
| Asian | |
| African-American | |
| American Indian / Alaskan Native | |
| Native Hawaiian / Pacific Islander | |
| White | |
| Multi-Racial | |
| Student does not wish to provide | |

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

| Full-Time | | | | |
|------------------|----------------------------|--|----------------------------|---|
| | Male | | Female | |
| Graduate | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |

| | | | | |
|----------------|----------------------------------|---|----------------------------------|---|
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | 2 |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | 4 |
| Licensure-Only | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |
| Part-Time | | | | |
| | Male | | Female | |
| Graduate | Asian | | Asian | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 3 |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | 1 | Total | 3 |
| Licensure-Only | Asian | | Asian | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic/Latino | | Hispanic/Latino | |
| | Am Indian/Alaskan Native | | Am Indian/Alaskan Native | |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | |
| | White | | White | |
| | Multi-Racial | | Multi-Racial | |
| | Not Provided | | Not Provided | |
| | Total | - | Total | - |

C. Program Completers (reported by IHE).

| Program Area | Graduate | Graduate Licensure Only |
|--------------|----------|----------------------------|
|--------------|----------|----------------------------|

| | | | | |
|---|----|----|----|----|
| PC Completed program but has not applied for or is not eligible to apply for a license | PC | LC | PC | LC |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | | | | |
| Elementary (K-6) | 1 | 2 | | |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | | | | |
| Special Subjects (K-12) | | | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Services Personnel | | | | |
| Total | 1 | 2 | 0 | 0 |

D. Quality of students admitted to programs during report year.

| Measure | Graduate |
|---|----------|
| MEAN GPA | 3.46 |
| MEAN MAT Electronic Rubric | * |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic | N/A |
| MEAN GRE Written | N/A |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 11.13 |
| NUMBER EMPLOYED IN NC SCHOOLS | 6 |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | |
| Comment or Explanation: | |

E. Scores of program completers that lead to initial license on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2017-2018 Program Completers Licensure Pass Rate | | |
|---|--|-----------------|-----------------|
| | Number Taking Test | Percent Passing | State Pass Rate |
| N/A | | | |
| | | | |
| * To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. | | | |

F. Time from admission into the graduate teacher education program until program completion

| Full Time | | | | | | |
|-------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Graduate degree | 3 | | | | | |
| Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Graduate degree | | | | | | |
| Licensure Only | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |