

2018-2019

EPP Masters Performance Report

East Carolina University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Programs

East Carolina University has a long-standing commitment to the delivery of quality graduate education and offers candidates a variety of options to pursue advanced study. Seven complete programs are offered via distance education and all graduate programs have some courses that are offered online. All programs are approved by North Carolina State Board of Education, and the Educator Preparation Provider (EPP) is accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards for a period of 7 years, from fall 2015 to spring 2022. The unit is eligible and will seek accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) Standards in spring 2022. The MAED in Special Education is nationally recognized by the Council for Exceptional Children specialized professional association.

The Master of Arts in Education (MAEd) is offered for individuals who have initial teaching licenses. These programs—offered across three colleges at ECU—include advanced competency coursework in professional education and the content areas. MAEd programs align with graduate teaching standards and infuse 21st century teaching and learning skills. They are available in the following content areas: art, curriculum and instruction with licensure in either English or history, elementary, instructional technology, mathematics, middle grades, music, physical education, science and special education. All MAEd candidates receive instruction in diversity, leadership, research, and advanced pedagogy. Each program requires candidates to successfully complete key assessments that are supportive of and aligned with National Board for Professional Teaching Standards. The MAEd in Reading/Literacy was completely redesigned this year and aligned with National Reading and Literacy standards. The new program will be offered beginning fall 2019.

The College of Education also offers a Master of Arts in Teaching (MAT). This program is designed for individuals with a non-teaching baccalaureate degree from a regionally-accredited institution. The program leads to an initial teaching license and a master's degree. The MAT meets the initial pedagogy skills and advanced content requirements. This program crosses four colleges at ECU.

The College of Education also offers a Master of Science degree in Counselor Education (CACREP accredited), and a Master of Library Science degree (ALA accredited). A Master of Science in Speech, Language and Auditory Pathology (ASHA accredited), a Master of Arts in School Psychology (NASP accredited), a Master of Music Education (NASM accredited) and a Master of Social Work (CSWE accredited) are offered in professional schools and colleges outside the College of Education. A partnership with the US Army continues to produce candidates and graduates in the MS IT program, and a collaboration with NASA is now underway.

Special Features of Master's Programs

The master's programs in educator preparation include innovations in higher education and reflect best practices in the field. The MAEd programs are designed around several special features. MAEd candidates complete education core courses that focus on advanced knowledge and skill in the areas of diversity, leadership, communication, and research. The specialty area

programs build upon this core, requiring candidates to plan in-depth studies of content curricula and pedagogy that can be enhanced and demonstrated in their classrooms. Capstone assessments (action research project, portfolios, internships, etc.) are aligned with NC Professional Teaching Standards, Common Core, National Board for Professional Teaching Standards, and standards associated with in-field organizations. MAEd candidates are required to submit key assessments electronically via the Taskstream electronic portfolio platform.

The College of Education Graduate Education programs responded to the challenge to increase enrollments, and to refine and implement comprehensive, recruitment strategies, which includes holding an evening graduate program blitz twice a year. This blitz focuses on providing on-site assistance with enrollment, admissions, financial aid, college scholarships, and direct contact with program faculty. Both evenings were very well attended, and graduate school application fees were waived for those who attended. Driven by the focus and success created by the blitz nights, departments and programs moved forward to create content strands such as Academically Gifted, Early Childhood, Teaching Children in Poverty and Teacher Leadership within the MAEd programs to attract candidates interested in diversifying their professional interests.

In an effort to provide global experiences to candidates at all levels, an assistant dean position was created. Program coordinators, working with the assistant dean for global initiatives and planning, have been successful in creating short-term (2 weeks) and long-term (semester) study abroad experiences for candidates during the academic year, on breaks, or in the summer.

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	16
Female	134
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	2
African-American	14
American Indian / Alaskan Native	2

Native Hawaiian / Pacific Islander	0
White	129
Multi-Racial	0
Student does not wish to provide	2

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

Full-Time				
	Male		Female	
Graduate	Asian	1	Asian	4
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	27
	Hispanic/Latino	1	Hispanic/Latino	4
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	2
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	38	White	260
	Multi-Racial		Multi-Racial	
	Not Provided	5	Not Provided	7
	Total	53	Total	304
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	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3
Part-Time				
	Male		Female	
Graduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	14
	Hispanic/Latino		Hispanic/Latino	2
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	4
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	20	White	186
	Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	7
	Total	24	Total	214
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3

	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	14
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2
	Total	4	Total	20

C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1			
Elementary (K-6)	27	32		
Middle Grades (6-9)	2	6		
Secondary (9-12)	19	7		
Special Subjects (K-12)	18	8		
Exceptional Children (K-12)	20	4		
Vocational Education (7-12)				
Special Services Personnel	36	66		4
Total	123	123	0	4

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

Measure	Graduate
MEAN GPA	3.33
MEAN MAT Electronic Rubric	397.60
MEAN MAT Written	*
MEAN GRE Electronic	301.81
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.19
NUMBER EMPLOYED IN NC SCHOOLS	102
* 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
Business Education	1	*	75
Elementary (grades K-6)	8	63	81
English	3	*	96
Health Specialist	1	*	100
History	3	*	100
M.G. Math	2	*	75
Media Coordinator	45	98	99
Spanish	1	*	67
Spec Ed: Severely / Profoundly Disabled	1	*	100
Institution Summary	65	94	93

* 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	71	0	64	0	11	6
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	7	0	16	0	18	11
Licensure Only	3	0	1	0	0	0
Comment or Explanation:						