

2018-2019

# **EPP Masters Performance Report**

Elon University

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**Public Schools of North Carolina**

State Board of Education

Department of Public Instruction

## **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

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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 bases 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 academic year and one summer session. At the end of this 4-course sequence, completers are

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eligible to be recommended by the School of Education for education of Academically and Intellectually Gifted (AIG) education licensure 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 and Licensure-Only 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 on-line with two or three on-campus classes. This format fits with teacher's 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.

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**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 having high 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 have been focused on revising Elon’s M.Ed. Program. We are seeking a new audience and considering new programs and different delivery models with the hope of increasing enrollment. Work on revision of the M.Ed. Program will continue throughout the 2019-2020 academic year.

## **I. CHARACTERISTICS OF STUDENTS**

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

<b>Number of Students Who Applied to the Graduate Educator Prep Program</b>	
<b>Gender</b>	<b>Number</b>
Male	3
Female	32
<b>Race/Ethnicity</b>	<b>Number</b>
Hispanic / Latino	2
Asian	4
African-American	9
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	19
Multi-Racial	1
Student does not wish to provide	0

**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	
	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	-
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	1	Asian	4
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic/Latino	1	Hispanic/Latino	8
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	15
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	2	Total	35
Licensure-Only	Asian		Asian	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White	5	White	21
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	6	Total	31

**C. Program Completers (reported by IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)	3		16	4
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	3	0	16	4

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

Measure	Graduate
MEAN GPA	3.37
MEAN MAT Electronic Rubric	386.88
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.39
NUMBER EMPLOYED IN NC SCHOOLS	69
* 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						
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree					2	1
Licensure Only		20				
Comment or Explanation:						