

2015-2016

# IHE 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, gifted education, or special education (general curriculum). All candidates take core courses in research, testing and measurement, advanced psychological theory, consultation and collaboration, and a capstone advanced graduate seminar. Core courses provide candidates with conceptual understandings including the logic of controlled research and the principles of

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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 gives 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, study principles of effective instruction, and consider the changing roles and responsibilities of teachers in working 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. The Special Education core concentrates on developing an advanced understanding of the legal and historical issues that drive special education. Candidates explore the research base for effective instructional and behavior management techniques and learn about recent assessment methodologies. A 3-semester hour course gives candidates in all programs the opportunity to apply advanced instructional skills in an observed internship.

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 have been completed as part of program requirements. Members of the faculty acting as course instructors, use a three-tiered rubric to assess each element of the portfolio.

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

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**Summer and Online Courses** – The M.Ed. program at Elon University offers courses during Summer I and II (on campus) or during the academic year (online/blended). This course schedule gives teachers interested in pursuing a graduate degree the opportunity to do so in a timeframe that fits their professional schedules. Courses are taught in two, three-week sessions during the summer 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 who enter as part of a cohort and remain with the cohort pay a substantially reduced tuition.

**Opportunities for International Teachers** - Part of the impetus for setting up this cohort program was to give Visiting International Faculty (VIF) 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 VIF in mind, the program gives candidates the opportunity to earn the M.Ed. in a timely fashion and at a reduced cost. Currently in the sixteenth year of this program, feedback from area teachers and enrolled candidates remains very positive. 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. In August 2016, eight of the ten graduates will be VIF candidates.

**Study Abroad Opportunity** - One of the electives available for Elon M.Ed. candidates includes the opportunity to study abroad during one of the 3-week summer sessions. Beginning in 2013-2014, the elective course entitled Comparative Issues in International Education, MEd 588, has been included as a core course. The 2015 graduating cohort was the first to study abroad as a core course, with 19 candidate participants traveling to Costa Rica. In 2016, eight candidates will engage in a ten-day travel abroad experience, which includes working side-by-side with professional peers in a bilingual education curriculum. In this course, candidates identify an educational issue for research, present to Costa Rican peers on best practices in supporting emergent bilingual (English) language in a school-wide professional development program, and investigate with peers about how they can return to the United States better equipped to teach their own Latino/Latina students. During their time abroad, the candidates focus on seeking

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answers to their questions by observing and co-teaching in schools, pursuing inquiry questions with local teachers and administrators, reporting on their own research explorations, and taking part in an interact presentation at the Ministry of Education.

**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 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, candidates in the gifted program generate a problem-based learning curriculum with children identified as gifted or talented; elementary candidates create a leadership program with children from local schools having high minority populations; and special education candidates provide academic and social support for children with a range of identified special learning needs.

## **Looking Forward**

At the conclusion of the 2016 academic year, the decision was made not to field a new cohort of master’s candidates. An overall lack of financial support from the state legislature has suppressed interest in MEd programs across North Carolina, resulting in poor applicant numbers. Additionally, this hiatus provides faculty and administration with the timely opportunity to review current programs and make recommendations for revision with the intent of reinvigorating the program and addressing evolving needs in teacher education.

## I. CHARACTERISTICS OF STUDENTS

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

Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	3	Total	14
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

### B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		10		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)	8	6	2	1
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	8	16	2	1

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

Measure	Graduate
MEAN GPA	3.36
MEAN MAT Electronic Rubric	394.83
MEAN MAT Written	N/A
MEAN GRE Electronic	269.33
MEAN GRE Written	934
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.78
NUMBER EMPLOYED IN NC SCHOOLS	35
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**D. Scores of program completers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
n/a	n/a	n/a
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses**

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
<b>Total</b>	0	0
Comment or Explanation:		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree						
Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate degree					25	
Licensure Only		6				
Comment or Explanation:						