

2017-2018

IHE Masters Performance Report

Elon University



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 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 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. 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 strategies and behavior management techniques, as well as 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 has 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

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 seventeenth 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 2019, nine of the sixteen graduates will be VIF candidates.

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

In the spring 2018 semester, we held discussions with the dean's leadership team, school district stakeholders, and Elon's Graduate Admissions Office. The decision was made to recruit a new cohort of graduate students for the 2018-2019 academic year. The areas selected were elementary and gifted master's degree programs. While we were planning to recruit for the master's program in special education, there was not enough interest to generate a cohort. Various recruitment efforts were planned and implemented in partnership with Elon's Graduate Admissions Office. A small elementary and gifted cohort was recruited. During the 2018-2019 academic year, faculty and administration are deliberating if a different type of master's program for a different audience with a different delivery model will be implemented.

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	4
Female	38
Race/Ethnicity	Number
Asian/Pacific Islander	3
African American	7
Hispanic	7
American Indian/Alaskan	0
White	24
Other	1

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

Part-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	1	Hispanic	8
	White	0	White	11
	Other	0	Other	1
	Total	1	Total	24
Licensure-Only				
	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White	3	White	18
	Other	0	Other	2
	Total	3	Total	29

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			
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)	7	2	3	2
Vocational Education (7-12)				
Special Services Personnel				
Total	8	2	3	2

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

Measure	Graduate
MEAN GPA	3.44
MEAN MAT Electronic Rubric	390.69
MEAN MAT Written	N/A
MEAN GRE Electronic	299.88
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.96
NUMBER EMPLOYED IN NC SCHOOLS	47
* 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 on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	4	*
Institution Summary	4	*
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. 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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

G. 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	0	0	0	0	0	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	9	1
Licensure Only	0	7	0	0	0	0
Comment or Explanation:						