

2020-2021

EPP Master's Performance Report

East Carolina University



North Carolina Department of
PUBLIC INSTRUCTION

Overview of Master's Program

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 with B-K added for 2021-2022, elementary, instructional technology, mathematics, middle grades, 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 last year and aligned with National Reading and Literacy standards. The program began with its first cohort fall 2019 and continues to have high enrollment and interest.

The College of Education placed its Master of Arts in Teaching (MAT) on pause last year due to the large influx of Residency candidates and the desire to redesign the program to meet the request for an online program. 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 Certificate of Advanced Study and Doctorate in School Psychology (NASP accredited), a Master of Music with a concentration in 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 they have a collaboration with NASA.

Special Features of Master's Program

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 EPP is exploring a new system to gather assessments for the 2022-2023 AY.

The College of Education Graduate Education programs responded to the challenge to increase enrollments, and to refine and implement comprehensive, recruitment strategies, which include 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. Graduate school application fees are 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.

An assistant dean position has global initiatives as part of its focus to increase our efforts to provide global experiences to candidates at all levels. Program coordinators, working with the assistant dean, 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

| Gender | Number |
|-----------------------------------|-----------|
| Male | 6 |
| Female | 92 |
| Gender Neutral | 0 |
| Gender Not Provided | 0 |
| Total | 98 |
| Race/Ethnicity | Number |
| African-American | 16 |
| Am. Indian/ Alaskan Native | 0 |
| Asian | 0 |
| Hispanic/Latino | 0 |
| Native Hawaiian/ Pacific Islander | 0 |
| White | 80 |
| Two or More Races | 0 |
| Race Not Provided | 2 |
| Total | 98 |

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

| Full-Time | | | |
|-----------|------|--------|----------------------------------|
| | Male | Female | Not Identified as Male or Female |
| | | | |

| | | | | | | |
|----------------------------|--|-----------|--|------------|---|----------|
| Graduate | African-American | 6 | African-American | 26 | African-American | 0 |
| | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 1 | Am. Indian/ Alaskan Native | 0 |
| | Asian | 0 | Asian | 2 | Asian | 0 |
| | Hispanic/ Latino | 1 | Hispanic/ Latino | 1 | Hispanic/ Latino | 0 |
| | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 |
| | White | 28 | White | 256 | White | 0 |
| | Two or More Races | 0 | Two or More Races | 0 | Two or More Races | 0 |
| | Not Provided | 3 | Not Provided | 9 | Not Provided | 0 |
| | Total | 38 | Total | 295 | Total | 0 |
| Licensure- Only | African-American | 0 | African-American | 0 | African-American | 0 |
| | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 0 |
| | Asian | 0 | Asian | 1 | Asian | 0 |
| | Hispanic/ Latino | 0 | Hispanic/ Latino | 0 | Hispanic/ Latino | 0 |
| | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 |
| | White | 0 | White | 1 | White | 0 |
| | Two or More Races | 0 | Two or More Races | 0 | Two or More Races | 0 |
| | Not Provided | 0 | Not Provided | 1 | Not Provided | 0 |
| | Total | 0 | Total | 3 | Total | 0 |
| Part-Time | | | | | | |
| | Male | | Female | | Not Identified as Male or Female | |
| Graduate | African-American | 1 | African-American | 14 | African-American | 0 |
| | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 6 | Am. Indian/ Alaskan Native | 0 |
| | Asian | 0 | Asian | 2 | Asian | 0 |

| | | | | | | |
|----------------------------|--|-----------|--|------------|--|----------|
| | Hispanic/ Latino | 0 | Hispanic/ Latino | 2 | Hispanic/ Latino | 0 |
| | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 |
| | White | 19 | White | 151 | White | 0 |
| | Two or More Races | 0 | Two or More Races | 0 | Two or More Races | 0 |
| | Not Provided | 2 | Not Provided | 6 | Not Provided | 0 |
| | Total | 22 | Total | 181 | Total | 0 |
| Licensure- Only | African- American | 0 | African- American | 2 | African- American | 0 |
| | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 0 | Am. Indian/ Alaskan Native | 0 |
| | Asian | 0 | Asian | 0 | Asian | 0 |
| | Hispanic/ Latino | 0 | Hispanic/ Latino | 1 | Hispanic/ Latino | 0 |
| | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 | Native Hawaiian/ Pacific Islander | 0 |
| | White | 5 | White | 13 | White | 0 |
| | Two or More Races | 0 | Two or More Races | 0 | Two or More Races | 0 |
| | Not Provided | 0 | Not Provided | 2 | Not Provided | 0 |
| | Total | 5 | Total | 18 | Total | 0 |

C. Program Completers and Licensed Completers (reported by the EPP)

| Program Area | Graduate | | Graduate Licensure Only | |
|---|----------|----|----------------------------|----|
| | PC | LC | PC | LC |
| PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license. | | | | |
| Prekindergarten | 0 | 2 | 0 | 0 |
| Elementary | 17 | 6 | 0 | 0 |
| Middle Grades | 5 | 3 | 0 | 0 |

| | | | | |
|----------------------|------------|-----------|----------|----------|
| Secondary | 21 | 3 | 0 | 0 |
| Special Subjects | 7 | 7 | 0 | 0 |
| Exceptional Children | 3 | 3 | 0 | 0 |
| Vocational Ed | 0 | 0 | 0 | 0 |
| Special Services | 50 | 40 | 0 | 4 |
| Total | 103 | 64 | 0 | 4 |
| Comment(s): | | | | |
| | | | | |

D. Quality of Students Admitted to Program During Report Year

| Measure | Graduate |
|--|----------|
| MEAN GPA | 3.35 |
| MEAN MAT Electronic | 404.69 |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic | 297.23 |
| MEAN GRE Written | 884.44 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 9.76 |
| NUMBER EMPLOYED IN NC PUBLIC SCHOOLS | 373 |
| N/A - Data Not Available | |
| * - Less than five scores reported | |
| Comment(s): | |

E. Scores of student teachers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2020-2021 Program Completers License Pass Rates | | |
|---------------------------------------|---|-----------------|-----------------|
| | Number Taking Tests | Percent Passing | State Pass Rate |
| Art | 2 | * | 80 |
| Elementary (grades K-6) | 5 | 100 | 84 |
| M.G. Math | 2 | * | 100 |
| Media Coordinator | 41 | 100 | 100 |
| Music | 1 | * | 100 |
| Physical Education | 2 | * | 100 |
| Reading | 4 | * | 100 |
| Science (grades 9-12) | 2 | * | 92 |

| | | | |
|--|-----------|------------|-----------|
| Spec Ed: BED | 2 | * | 100 |
| Spec Ed: General Curriculum | 2 | * | 72 |
| Spec Ed: LD | 2 | * | 100 |
| Spec Ed: Severely / Profoundly Disabled | 3 | * | 100 |
| Institution Summary | 68 | 100 | 91 |
| * To protect the confidentiality of student records, pass rates based on fewer than five students are not printed. | | | |