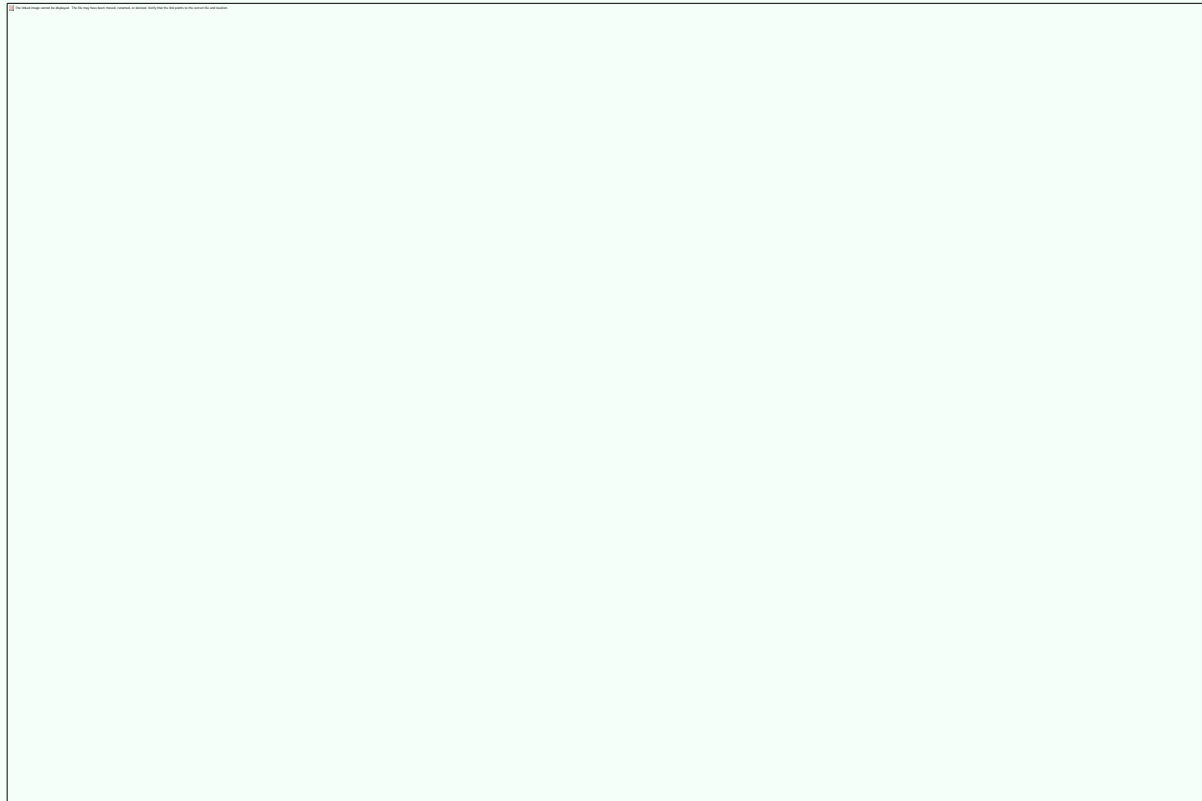


# 2019-2020

## EPP Master's Performance Report

### East Carolina University

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#### **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, 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 this year and aligned with National Reading and Literacy standards. The program began with its first cohort 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 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 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 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.

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.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	14
Female	128
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>142</b>
Race/Ethnicity	Number
Asian	2
African-American	12
Am. Indian/Alaskan Native	5
Hispanic/Latino	1
Native Hawaiian/Pacific Islander	0
White	112
Two or More Races	0
Race/Ethnicity Not Provided	10
<b>Total</b>	<b>142</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>Graduate</b>	African-American	5	African-American	27	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	

	Asian		Asian	4	Asian	
	Hispanic/Latino	1	Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	33	White	255	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	4	Not Provided	9	Not Provided	
	<b>Total</b>	<b>43</b>	<b>Total</b>	<b>298</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Graduate</b>	African-American	1	African-American	17	African-American	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	7	Am Indian/Alaskan Native	
	Asian		Asian	2	Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	21	White	197	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	3	Not Provided	8	Not Provided	
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>233</b>	<b>Total</b>	<b>0</b>

<b>Licensure Only</b>	African-American		African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	18	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>0</b>

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten	4			
Elementary	21	13		
Middle Grades	11	4		
Secondary	24	10		
Special Subjects	16	10		
Exceptional Children	15	6		
Vocational Ed				
Special Services	70	29		4
<b>Total</b>	<b>161</b>	<b>72</b>	<b>0</b>	<b>4</b>
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.36
MEAN MAT Electronic	405.59
MEAN MAT Written	N/A

MEAN GRE Electronic	298.63
MEAN GRE Written	947.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.13
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	428
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

**G. Scores of student teachers on professional and content area examinations.**

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Spec Ed: Severely / Profoundly Disabled	8	100	100
Spec Ed: LD	1	*	100
Science (grades 9-12)	1	*	100
Media Coordinator	38	97	99
M.G. Science	1	*	100
M.G. Math	1	*	75
History	2	*	100
English	2	*	100
Elementary (grades K-6)	15	93	89
Art	1	*	100
<b>Institution Summary</b>	<b>70</b>	<b>97</b>	<b>95</b>
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

**H. Time from admission into professional teacher education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters

Graduate Degree	60	33	30	7	3	6
Licensure Only	0	0	0	0	0	0
<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	0	2	22	10	4	14
Licensure Only	4	0	0	0	0	0
<b>Comment or Explanation:</b>						