

IHE Master's Performance Report

Elon University

2012 - 2013

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 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 internship gives special education candidates the opportunity to apply advanced instructional skills. 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. Each portfolio is assessed by three independent evaluators selected from the faculty and school district personnel. Once approved, candidates present their portfolios to peers, faculty, school district personnel, and invited guests during the final section of the Advanced Master's Seminar. (Note: Beginning with the 2011 cohort, candidates will submit a portfolio with three state-approved evidences of meeting the 2007 NC Professional Teaching Standards. This year marked the last year the portfolio was composed of five knowledge and skill areas as the culminating assessment)

Special Features of Master's Program

Summer and Online Courses – The M.Ed. program at Elon University offers all of its courses either during the summer (on campus) or during the academic year online. This course schedule gives teachers interested in pursuing a graduate degree the opportunity to do so in a timeframe that fits well with 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 Program is a special configuration of summer/online courses that gives candidates the opportunity to enter the program as a cohort 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. Part of the impetus for setting up this special 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. While designed specifically to meet the scheduling demands of VIF, the program gives all candidates the opportunity to earn the M.Ed. in a timely fashion and at a reduced cost. Currently in the thirteenth 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. The blend of local and international candidates enhances class discussions and broadens the perspective of all candidates. For the academic years 2011-2012 and 2012-2013, the VIF enrollment numbers declined reflecting the economic trends in the country. Beginning 2013-2014, the VIF will enroll first in the elementary education add-on licensure, work for a year in the United States while getting licensure and then enroll in the M.Ed. program. Study Abroad Opportunity - One of the electives we make available for Elon M.Ed. candidates is the opportunity to study abroad in Costa Rica for a 10-day period during one of the 3-week summer sessions. Beginning 2013-2014, the elective course entitled Comparative Issues in International Education, has been converted to a core course. In this course, candidates identify a question about how the U.S. and Costa Rica differ in regard to some educational issue, and another question on how they can return to the United States better equipped to teach Latino/Latina students. When abroad they focus on their questions while observing urban and rural schools, visiting the Ministry of Education, etc. At the end of the course, they make class presentations to students and faculty. 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.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	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	
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	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	45
	Other		Other	2
	Total	9	Total	55
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. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	0	
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)	0	
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	0	
Comment or Explanation:		

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

Masters	
MEAN GPA	3.27
MEAN MAT New Rubric	405
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,014
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	9		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)	1	13		
Vocational Education (7-12)				
Special Service Personnel				
Total	3	22		
Comment or Explanation:				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Special Education – General Curriculum	5	100
Institution Summary	5	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On					24	1
Masters-First Awarded						
G Licensure Only						
Comment or Explanation:						

G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.