

IHE Master's Performance Report

UNC-Greensboro

2005 - 2006

Overview of Master's Program

The master's degree leading to advanced competencies "M" licensure is offered through 2 departments in the SOE (CUI and SES), 3 departments in the College of Arts and Sciences, 1 department in the School of Human Environmental Sciences (HES), and the School of Music. CUI offers an M.Ed. in Curriculum and Instruction with ten concentrations: chemistry education, elementary education, English as a second language, French education, instructional technology, mathematics education, middle grades education, reading education, science education, social studies education and Spanish education. English, Classical Studies, and Theatre also offer an M.Ed. leading to advanced competencies licensure. The M.Ed. in Curriculum and Instruction and English are 39 s.h. programs consisting of a 9 s.h. core, 21 s.h. in pedagogical expertise, and 9 s.h. in professional development/leadership. The 39 s.h. M. Ed. in Latin includes a 6-s.h. core, 9 s.h. in professional education, 12-15 s.h. in the study of Latin, 6-9 s.h. in electives, and a 2-s.h. portfolio course. The M.Ed. in Theatre Education is a 34 s.h. program: 9 s.h. of professional education, a 9-s.h. theatre core, 12 s.h. in applied theatre, and a 4- s.h. production field experience. Specialized Educational Services (SOE) and Human Development and Family Studies (HES) jointly offer the Birth-Kindergarten: Interdisciplinary Studies in Education and Development M.Ed. consisting of 21 s.h. in theory and practice, 9 s.h. in research, 3 s.h. electives, and a 6 s.h. internship. SES also offers a 39 s.h. M.Ed. for individuals who hold initial licensure in special education: general curriculum. Candidates complete 27 s.h. in core courses and 12 s.h. in learning disabilities or behavioral/emotional disabilities. Some students complete a concentration in an area such as assistive technology or school administration. SES/M.Ed. candidates who hold a teaching license in another area of must take at least 6 s.h. of pre-requisites. The School of Music offers 34 s.h. M.M. in Music Education that includes a 6- hour core, 17 s.h. of professional courses, 9 s.h. in electives, and a 2-hour portfolio course. All of the master's programs culminate with the development of an advanced competencies portfolio.

Special Features of Master's Program

Master's coursework and clinical practice are aligned with the state and national standards as well as the UNCG Conceptual Framework: Developing caring, collaborative, and competent educators who work in diverse settings. Delivery of courses includes a variety of distance learning strategies. Six concentrations of the M.Ed. in Curriculum and Instruction (elementary education, middle grades education, social studies education, science education, Spanish education, and French education) as well as the M.Ed. in English and the M.Ed. in Latin offer two tracks: a Classroom Practice Track (CPT) and a Teacher Leadership Track (TLT). Five

concentrations offer only the TLT: English as a Second Language, Higher Education, Instructional Technology, Mathematics, and Reading. The Classroom Practice Track is designed for candidates who did not pursue licensure as part of a bachelor's degree and wish to be licensed to teach while earning a master's degree. Candidates in this track have to complete prerequisite coursework to meet initial Standard Professional I level competencies in addition to the master's requirements for advanced competencies. The Teacher Leadership Track is designed for candidates who already hold an initial a Standard Professional I license to teach and who wish to pursue more advanced study in a field of education; action research is an emphasis that separates this track from the Classroom Practice one. The Teacher Leadership Track includes CUI 675: Teacher as Researcher (or, in the case of the M.Ed. in English, ENG 670: Directed Master's Research), so that students can develop a thorough and meaningful action research project. In order to increase the accessibility of master's degree programs, the Department of Curriculum and Instruction regularly offers their programs at off-campus sites. In 2005-06, programs were offered in Asheboro City and Thomasville City School Districts.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	228
	Other	1	Other	7
	Total	41	Total	264
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	19
	Other	1	Other	2
	Total	5	Total	29
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	1	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	130
	Other	0	Other	4
	Total	23	Total	153
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	98
	Other	0	Other	3
	Total	15	Total	119

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)	1	1
Elementary (K-6)	2	2
Middle Grades (6-9)		
Secondary (9-12)	3	3
Special Subject Areas (K-12)	1	1
Exceptional Children (K-12)	23	22
Vocational Education (K-12)		
Special Service Personnel (K-12)	25	24
Other		
Total	55	53
Comment or Explanation		

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

Masters	
MEAN GPA	3.32
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,003
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	8	2	0	0
Elementary (K-6)	23	3	0	0
Middle Grades (6-9)	6	3	0	0
Secondary (9-12)	15	3	0	0
Special Subject Areas (K-12)	25	16	3	3
Exceptional Children (K-12)	12	6	12	12
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	48	25	16	16
Total	137	58	31	31
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	49	98
Spec Ed: Cross Categorical	8	100
Spec Ed: LD	6	100
Institution Summary	63	98
* To protect confidentiality of student records, pass rates based on fewer than four 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 Degree	1	21	16	2	20	26
G Licensure Only			1	1	1	4
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	1	2	1	6	17	20
G Licensure Only	2	8	8	3	1	1
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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.74	3.73
connect subject matter and learner's needs.	3.62	3.73
implement research-based approaches.	3.66	3.61
assume leadership roles.	3.58	3.43
facilitate learning for diverse students.	3.59	3.61
engage in continuous professional development.	3.53	3.68
Number of Surveys Received	74	84
Number of Surveys Mailed	146	146