

# IHE Master's Performance Report

UNC-Greensboro

2006 - 2007

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## 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 a 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 semester hour programs consisting of a 9 semester hour core, 21 semester hours in pedagogical expertise, and 9 semester hours in professional development/leadership. The 39 semester hour M.Ed. in Latin includes a 6- semester hour core, 9 semester hours in professional education, 12-15 semester hours in the study of Latin, 6-9 semester hours in electives, and a 2-semester hour portfolio course. The M.Ed. in Theatre Education is a 34 semester hour program: 9 semester hours of professional education, a 9 semester hour theatre core, 12 semester hours in applied theatre, and a 4 semester hour 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 semester hours in theory and practice, 9 semester hours in research, 3 semester hours of electives, and a 6 semester hours of internship. SES also offers a 39 semester hour M.Ed. for individuals who hold initial licensure in special education: general curriculum. Candidates complete 27 semester hours in core courses and 12 semester hours 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 must take at least 6 semester hours of pre-requisites. The School of Music offers a 34 semester hour M.M. in Music Education that includes a 6- hour core, 17 semester hours of professional courses, 9 semester hours 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 2006-07, 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 First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	75
	Other	0	Other	5
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>94</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	50
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	34	White, Not Hispanic Origin	208
	Other	1	Other	7
	<b>Total</b>	<b>43</b>	<b>Total</b>	<b>273</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>9</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	14
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>15</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	25
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	128
	Other	0	Other	6
	<b>Total</b>	<b>27</b>	<b>Total</b>	<b>163</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	56
	Other	0	Other	1
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>68</b>

**B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		2
Elementary (K-6)		2
Middle Grades (6-9)	5	8
Secondary (9-12)	2	8
Special Subject Areas (K-12)	2	7
Exceptional Children (K-12)	1	3
Vocational Education (K-12)		
Special Service Personnel (K-12)	5	22
Other		
<b>Total</b>	<b>15</b>	<b>52</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.43
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	976
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	3	3	1	1		
Elementary (K-6)	10	11		7		
Middle Grades (6-9)	2	1	2	4		
Secondary (9-12)	3	8	5	4		
Special Subject Areas (K-12)		2	15	37		5
Exceptional Children (K-12)	3	6	2	7		1
Vocational Education (7-12)						
Special Service Personnel			16	15	12	19
Total	21	31	41	75	12	25
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	9	100
Elementary Education	18	100
Media Coordinator	28	100
Reading (graduate)	2	*
Spec Ed: BED	1	*
Spec Ed: General Curriculum	6	100
Spec Ed: LD	3	*
Institution Summary	67	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.**

<b>Full 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>
Masters-Upgrade/Add-On	4	2	12	15	6	21
Masters-First Awarded	1	15	9	9	7	11
G Licensure Only		1			1	
<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>
Masters-Upgrade/Add-On	3	1	8	4	11	36
Masters-First Awarded			4	1	1	4
G Licensure Only	2	14	5	5	6	2
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.73	3.83
connect subject matter and learner's needs.	3.59	3.68
implement research-based approaches.	3.67	3.55
assume leadership roles.	3.53	3.51
facilitate learning for diverse students.	3.65	3.62
engage in continuous professional development.	3.65	3.67
Number of Surveys Received	51	47
Number of Surveys Mailed	122	122