

# IHE Master's Performance Report

UNC-Wilmington

2006 - 2007

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## Overview of Master's Program

The Watson School of Education at the University of North Carolina Wilmington currently offers four graduate degree programs: Master of Education (M.Ed.), Master of Science in Instructional Technology (M.S.), Master of Arts in Teaching (M.A.T.), and Master of School Administration (M.S.A.). A new Ed.D. in Educational Leadership was approved by UNC General Administration for initiation in Fall, 2007. The M.Ed., M.A.T., and M.S. programs lead to the Masters/Advanced Competencies or "M" level licensure. The M.Ed. programs are in the areas of Curriculum/Instruction Supervision, Elementary Education, Language and Literacy Education (Reading), Middle Grades Education, Secondary Education (English, History, Mathematics, Science), and Special Education. The Master of Arts in Teaching is offered in secondary education in the academic disciplines of English, history, mathematics, and science. The programs focus upon development of advanced skills and competencies in: knowledge of learners including those with diverse or special needs, assessment and instructional techniques, conducting and evaluating research (including action research and specific inquiry topics), connecting subject matter and learner needs, and leadership strategies. The programs extend the INTASC standards required for initially licensed teachers and NBPTS expectations, address state guidelines and competencies, and incorporate standards developed by NCATE and national specialty area associations. The programs are consistent with the Watson School's conceptual framework: To develop highly competent professionals to serve in educational leadership roles.

## Special Features of Master's Program

Applications of research into practice and infusion of technology in instruction are two of the primary areas of focus in graduate programs in the Watson School of Education at UNCW. Students are required to enroll in practica where they apply the concepts learned in the program, and they must conduct an action research or inquiry project prior to program completion. All students must complete a culminating product of learning in the form of a portfolio or thesis. These culminating products demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. Comprehensive exams and/or portfolio or thesis defenses also are required. Many of the courses utilize cooperative learning and peer group strategies to foster the collaboration skills necessary for success as instructional leaders. The analytical, reflective, and writing skills developed in the programs have assisted students with the National Board for Professional Teaching Standards process. The Watson School of Education offers all of the graduate courses at night, summer II, and/or online to enable both full and part-time students to complete the programs. Brief descriptions of each of the programs are included below: The Curriculum/Instruction Supervision program provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders and who will play a supervisory role in the professional development of

others. The program in Elementary Education addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. The Language and Literacy program addresses the acquisition and development of literacy, and is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills. The Middle Grades Education program is designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. The Secondary Education program and the M.A.T. provide advanced study in content and pedagogy. The Special Education program emphasizes the roles and functions of special educators such as collaboration, instructional modifications, and classroom management. The Master of Science in Instructional Technology focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The Master of School Administration program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; legal issues; policy formulation; instructional leadership) with a continuous emphasis on reflective practice.

## 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	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	11
	Other	0	Other	1
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>13</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	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	36
	Other	0	Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>40</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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>7</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	101
	Other	0	Other	1
	<b>Total</b>	<b>15</b>	<b>Total</b>	<b>103</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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	3
	Other	0	Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>4</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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	4	4
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>4</b>	<b>4</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	3.9
MEAN MAT New Rubric	407
MEAN MAT Traditional	57
MEAN GRE New Rubric	4
MEAN GRE Traditional	1,036
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license						
<b>LC</b> Completed program and applied for license						
Prekindergarten (B-K)						
Elementary (K-6)			1	3		
Middle Grades (6-9)				1		
Secondary (9-12)	1	11		8		
Special Subject Areas (K-12)			5	12		
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel			6	8	1	
<b>Total</b>	<b>1</b>	<b>11</b>	<b>12</b>	<b>32</b>	<b>1</b>	<b>0</b>
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
Elementary Education	1	*
Reading (graduate)	11	100
Social Studies (9-12)	1	*
Spec Ed: Cross Categorical	1	*
Institution Summary	14	93
* 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	7	6				
Masters-First Awarded	7	1				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On		4				
Masters-First Awarded		2				
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.**

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.69	3.79
connect subject matter and learner's needs.	3.69	3.79
implement research-based approaches.	3.69	3.76
assume leadership roles.	3.62	3.76
facilitate learning for diverse students.	3.46	3.73
engage in continuous professional development.	3.69	3.76
Number of Surveys Received	13	33
Number of Surveys Mailed	43	43