

**IHE Master's Performance Report
UNC-Greensboro
2008 - 2009**

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), 1 department in the School of Health and Human Performance (HHP) 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 MA in Dance is a 36-39 hour degree. Options are available in choreography, design, dance education with licensure for teaching in public schools, or dance theories and practices. The MA in Dance Education is available in a largely-distance format. 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. Seven concentrations of the M.Ed. in Curriculum and Instruction (elementary education, English as a Second Language, 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). Four concentrations offer only the TLT: 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 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 2008-09, programs were offered in Guilford, Alamance-Burlington, Buncombe and Charlotte-Mecklenburg 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	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	47
	Other	0	Other	9
	Total	31	Total	70
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	54
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	19 4
	Other	2	Other	14
	Total	42	Total	27 0
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	1	Total	9
Part 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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	1	Total	3
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	32
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	128
	Other	0	Other	6
	Total	22	Total	168
Licensure-Only	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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	15
	Other	0	Other	1
	Total	2	Total	20
Comment or Explanation				

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

Masters	
MEAN GPA	3.45
MEAN MAT New Rubric	407
MEAN MAT Traditional	*
MEAN GRE New Rubric	4
MEAN GRE Traditional	970
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	

C. 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)	0	0	1	5	0	0
Elementary (K-6)	14	12	1	2	0	0
Middle Grades (6-9)	2	3	0	34	0	0
Secondary (9-12)	2	4	9	1	0	0
Special Subject Areas (K-12)	0	2	11	41	0	4
Exceptional Children (K-12)	0	0	5	7	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	17	32	0	12
Total	18	21	44	122	0	16
Comment or Explanation						

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

	2007 - 2008 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Spec Ed: General Curriculum	2	*
Institution Summary	2	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

E. 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	14	54	15	12	1	7
Masters-First Awarded	20	11	4	2	0	2
G Licensure Only	1	2	0	1	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	3	27	6	9	4	14
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	9	1	0	0	0	1
Comment or Explanation						

F. 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 low response rates, survey results have not been reported at the institutional level for any institutions this year.