

IHE Master's Performance Report

UNC-Greensboro

2011 - 2012

Overview of Master's Program

The master's degree leading to advanced competencies "M" licensure is offered through two departments in the School of Education (SOE), two departments in the College of Arts and Sciences (CAS), one department in the School of Health and Human Sciences (HHS), and two departments in the School of Music, Theatre and Dance (MTD). The SOE Department of Teacher Education and Higher Education offers an M.Ed. in Curriculum and Instruction (CUI) with nine concentrations: chemistry, elementary education, English as a second language, instructional technology (currently inactive), mathematics, middle grades, reading, science, and social studies. M.Ed. programs in Curriculum and Instruction that lead to both initial and advanced licensure are 36-42 semester hours. CUI programs for candidates who already hold initial licensure are 33-39 semester hours. Specialized Educational Services (SOE) and Human Development and Family Studies (HHS) jointly offer the Birth-Kindergarten: Interdisciplinary Studies in Education and Development M.Ed. (39 semester hours). SES also offers a 21-hour post-baccalaureate program for initial licensure candidates, as well as a combined post-bac and M.Ed.-General Curriculum program that requires 45 semester hours. Candidates in the special education M.Ed. program may complete a concentration such as assistive technology or school administration. The CAS Departments of Classical Studies and Languages, Literatures and Cultures offer an M.Ed. leading to advanced competencies licensure in Latin, Spanish and French. The M.Ed. in Latin (CAS) is a 30-hour program for licensed teachers. Spanish and French offer a combined initial and advanced licensure program and an advanced licensure only program. All of these programs are 39 semester hours. The M.A. in Dance is a 36-hour degree; options are available in choreography, design, and dance education with licensure for teaching in public schools. The M.A. in Dance Education is available in a largely distance format. The School of Music offers a 34 semester hour M.M. in Music Education. All of the master's programs culminate with the development of advanced competencies portfolios that demonstrate that candidates have met the North Carolina graduate standards.

Special Features of Master's Program

Master's coursework and clinical practice are aligned with 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. Five concentrations of the M.Ed. in Curriculum and Instruction (elementary education, English as a Second Language, middle grades education, social studies education, and science education) and the M.Ed. in Spanish and French lead to initial licensure as well as advanced (M) licensure. These programs are designed for candidates who have not pursued 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. Other tracks or programs lead to advanced licensure only. These include birth-kindergarten, dance, elementary education, elementary mathematics, English/language arts, English as a second language, French, instructional technology (currently inactive), Latin, middle grades/secondary mathematics, middle grades/secondary science, middle grades/secondary social studies, reading, Spanish and special education. These programs or tracks are 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 these initial/advanced and advanced-only programs. Candidates in the Department of Teacher Education/Higher Education, for example, take TED 676 and TED 677: Teacher as Researcher and Leader, so that students can develop a thorough and meaningful action research project.

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	1
	Asian/Pacific Islander		Asian/Pacific Islander	10
	Black, Not Hispanic Origin	19	Black, Not Hispanic Origin	88
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	93	White, Not Hispanic Origin	293
	Other	7	Other	17
	Total	120	Total	411
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	4
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	32
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	145
	Other	1	Other	2
	Total	32	Total	183
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	19
	Other		Other	1
	Total	6	Total	26

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)	0	0
Elementary (K-6)	0	3
Middle Grades (6-9)	1	1
Secondary (9-12)	0	2
Special Subject Areas (K-12)	1	5
Exceptional Children (K-12)	0	1
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	1	10
Other	0	0
Total	3	22
Comment or Explanation:		

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

Masters	
MEAN GPA	3.52
MEAN MAT New Rubric	407
MEAN MAT Traditional	39
MEAN GRE New Rubric	4
MEAN GRE Traditional	969
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)	8	5		
Elementary (K-6)	7	28		
Middle Grades (6-9)	1	7		
Secondary (9-12)	5	12		
Special Subject Areas (K-12)	24	37		
Exceptional Children (K-12)	7	12		
Vocational Education (7-12)				
Special Service Personnel	36	40	5	3
Total	88	141	5	3
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	4	*
ESL	11	100
Elementary Education	16	100
MG-Language Arts	1	*
MG-Social Studies	1	*
Math (9-12)	1	*
Media Coordinator	17	100
Music	13	100
Reading (masters)	1	*
Science (9-12)	1	*
Spec Ed: General Curriculum	2	*
Institution Summary	68	99
* 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
Graduate-Upgrade/Add-On	5	31	19	5	5	7
Graduate-First Awarded	31	21	20	6	5	10
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate-Upgrade/Add-On	1		8	9	4	10
Graduate-First Awarded	1	2	9	6	7	7
G Licensure Only	8					
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.