

IHE Master's Performance Report

UNC-Wilmington

2011 - 2012

Overview of Master's Program

The Watson School of Education at the University of North Carolina Wilmington currently offers five graduate degree programs at the master's level: Master of Education (M.Ed.), Master of Science in Instructional Technology (M.S.), Master of Arts in Teaching (M.A.T.), Master of School Administration (M.S.A.) and an Ed.D. in Educational Leadership and Administration. The M.Ed. program has been recently revised to collapse all degrees under the Masters of Education degree, to include seven specializations: Curriculum/Instruction & Supervision, Language and Literacy Education (Reading), Higher Education (to begin Fall 2012), K-12 Specialty Studies (to begin Fall 2012 and include AIG, ESL, PEH, Spanish), Elementary Education, Middle Grades Education, and Secondary Education (English, History, Mathematics, Science). The Master of Arts in Teaching degrees have been collapsed under one degree to entail three specializations: Secondary Education (in the academic disciplines of English, mathematics, science, and social studies), Middle Grades Education in the academic disciplines of language arts, mathematics, science, and social studies, and the recently approved M.A.T Elementary specialization which will begin Spring 2013. This re-visioning of the programs (now specializations) allows for several improvements. First, the new conceptualizations allow candidates more flexibility to earn additional licensure, the arrangement of coursework makes more efficient use courses across specializations, and offers additional options per candidate interest.

The specializations focus on 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 the NC Professional Teaching and Executive standards and those 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, inquiry project, or culminating project in the form of a portfolio, comprehensive exam, or thesis prior to program completion. These exit requirements demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. 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 graduate courses at times determined most assessable to working teachers and educators: 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 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 Higher Education specialization will provide social, historical, philosophical, developmental, and international perspectives of postsecondary education. The K-12 Specialty Studies allows teachers to advance their studies by improving their knowledge and skills and seek additional licensure. The specialization 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 Middle Grades Education specialization 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 specialization in the M.Ed. and the M.A.T. provide advanced study in content and pedagogy. There are two opportunities within the Secondary Education MEd specializations: dual degree enrollment currently available to students of Galen University in Belize, and the domestic-centered secondary specialization at the UNCW main campus. 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	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	5
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	44
	Other	2	Other	1
	Total	15	Total	52
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	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic	2	Hispanic	0
	White, Not Hispanic Origin	42	White, Not Hispanic Origin	136
	Other	3	Other	6
	Total	51	Total	150
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	26
	Other	1	Other	0
	Total	4	Total	29

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

****This section does not apply to our graduate students.**

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total		
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	76
MEAN GRE New Rubric	4
MEAN GRE Traditional	978
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)				
Elementary (K-6)	1	17		
Middle Grades (6-9)	7	4		
Secondary (9-12)	7	10		
Special Subject Areas (K-12)	6	9		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	21	40		
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
English	2	*
MG-Language Arts	1	*
MG-Math	3	*
Reading (Master's)	1	*
Science (9-12)	5	100
Social Studies (9-12)	7	100
Spanish	1	*
Institution Summary	19	95

* 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	18	2		1	1	
Masters-First Awarded	8	6				
G Licensure Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	16	9	4	5	7	3
Masters-First Awarded	7	1	2			
G Licensure Only	6	2	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.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.