

# IHE Master's Performance Report

UNC-Greensboro

2012 - 2013

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## 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 Services, and two departments in the School of Music, Theatre and Dance. The SOE Department of Teacher Education and Higher Education offers an MAT (Masters of Arts in Teaching) for initial licensure and an M.Ed. for advanced licensure in elementary education, English as a second language, instructional technology, middle grades education (science and social studies), secondary science education, and secondary social studies education. The department offers reading, middle grades/secondary mathematics education, and middle grades/secondary English language arts for advanced M.Ed. licensure only. The SOE Department of Specialized Education Services (SES) also offers an M.Ed. for individuals who hold initial licensure in special education: general curriculum. SES M.Ed. candidates who hold a teaching license in another area must take at least 6 s.h. of pre-requisites. Candidates who do not hold a teaching license must complete a post-baccalaureate licensure program prior to enrolling in the M.Ed. program. The College of Arts and Sciences, Department of Language, Literature and Cultural Studies offers an MAT and an M.Ed. in French and Spanish. The CAS Department of Classical Studies and the MTD Department of Dance offer an M.Ed. and M.A. respectively, both leading to advanced competencies licensure. The M.A. in Dance Education is a largely online program, with summer courses on campus. The School of Education Department of Specialized Education Services and the Health and Human Services Department of Human Development and Family Studies jointly offer an M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development. All of the master's programs require a culminating initial or advanced competencies portfolio that demonstrates the candidates' meeting North Carolina graduate standards.

## 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: "The mission of professional education at The University of North Carolina at Greensboro is to ensure 'Access to Opportunities through Teaching, Learning and Caring.' This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates' acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates' continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21<sup>st</sup> century complexity and dynamic change." All programs have been reviewed in the last two years and many were revised in 2010-11, in alignment with new Conceptual Framework and with State and national standards.

## 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	1	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	57
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	72	White, Not Hispanic Origin	271
	Other	7	Other	22
	<b>Total</b>	<b>90</b>	<b>Total</b>	<b>364</b>
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	4
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>6</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	17
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	120
	Other	1	Other	3
	<b>Total</b>	<b>27</b>	<b>Total</b>	<b>145</b>
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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	27
	Other		Other	4
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>33</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)	0	1
Elementary (K-6)	0	0
Middle Grades (6-9)	0	1
Secondary (9-12)	1	4
Special Subject Areas (K-12)	1	2
Exceptional Children (K-12)	0	1
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	6	28
Other	0	0
<b>Total</b>	<b>8</b>	<b>37</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.48
MEAN MAT New Rubric	520
MEAN MAT Traditional	*
MEAN GRE New Rubric	297
MEAN GRE Traditional	1,026
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)	3	3		
Elementary (K-6)	6	19		
Middle Grades (6-9)	1	12		
Secondary (9-12)	2	9		
Special Subject Areas (K-12)	14	35		
Exceptional Children (K-12)	9	17		
Vocational Education (7-12)				
Special Service Personnel	29	13		5
<b>Total</b>	<b>64</b>	<b>108</b>		<b>5</b>
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	8	100
ESL	8	100
Elementary Education	16	100
MG-Math	1	*
Media Coordinator	9	100
Reading (masters)	1	*
Spec Ed: General Curriculum	3	*
Spec Ed: Mentally Disabled	1	*
Institution Summary	47	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	13	19	7	5	4	3
Masters-First Awarded	26	27	8	12	5	7
G Licensure Only	1	0	1	0	0	0
<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	7	5	1	2	0	2
Masters-First Awarded	1	4	1	4	1	8
G Licensure Only	2	0	0	1	0	0
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.