

IHE Master's Performance Report

UNC-Wilmington

2012 - 2013

Overview of Master's Program

The Watson College of Education at the University of North Carolina Wilmington offers 5 Master's and doctoral degrees: the Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Instructional Technology (M.S.), Master of School Administration (M.S.A.) and an Educational Doctorate (Ed.D.) in Educational Leadership and Administration.

The M.Ed. program has been recently consolidated to offer all degrees under the Masters of Education degree, to include seven specializations: Curriculum/Instruction & Supervision, Language and Literacy Education (Reading), Higher Education (began Fall 2012), K-12 Specialty Studies (began Fall 2012 and includes AIG, ESL, PEH, Spanish), Elementary Education, Middle Grades Education, and Secondary Education (English, History, Mathematics, Science).

The Master of Arts in Teaching degrees have also been consolidated 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 Elementary specialization, which began Spring 2013. The re-versioning 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 of courses across specializations, and additional options can be implemented 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 College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

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 College 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 College 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 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 provides social, historical, philosophical, developmental, and international perspectives of postsecondary education, and prepares students to be leaders in the Higher Education context. 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 (M.Ed. and M.A.T.) 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 (M.Ed. and M.A.T.) 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 (M.Ed. and 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 (MIT) focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The Master of School Administration (MSA) program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; legal issues; policy formulation; instructional leadership) with continuous emphasis on reflective practice.

II. CHARACTERISTICS OF STUDENTS (Graduate)

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	
	Asian/Pacific Islander		Asian/Pacific Islander	4
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	11
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	66
	Other	2	Other	1
	Total	27	Total	83
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	4
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	18
	Hispanic	4	Hispanic	9
	White, Not Hispanic Origin	38	White, Not Hispanic Origin	208
	Other	2	Other	2
	Total	48	Total	242
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	45
	Other		Other	
	Total	9	Total	57

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	3.47
MEAN MAT New Rubric	404
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	298
MEAN GRE Traditional	986
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)	14			
Middle Grades (6-9)	10	11		
Secondary (9-12)	5	8		
Special Subject Areas (K-12)	7	6		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel	10	3	2	3
Total	47	28	2	3
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
MG-Language Arts	1	*
Institution Summary	1	*

* 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	4	2	1	0	0	0
Masters-First Awarded	14	1	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	5	23	4	2	4	1
Masters-First Awarded	10	0	3	0	1	0
G Licensure Only	0	4	0	0	1	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.

The instrument we use to determine program completer satisfaction and employer satisfaction ranges from 1 (strongly disagree) to 5 (strongly agree). In aggregate, the majority of responses fall between 4-5. We have collected a significant amount of data, and can supply specific data upon request.