2020-2021

EPP Master's Performance Report

UNC-Wilmington

North Carolina Department of
PUBLIC INSTRUCTION

Overview of Master's Program

The Watson College of Education at the University of North Carolina Wilmington offers 5 Master's and Doctoral degrees: Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science (M.S.), Master of School Administration (M.S.A.) and an Education Doctorate (Ed.D.) in Educational Leadership. Within the M.Ed. degree, we offer 11 specializations (concentrations):

- Academically and Intellectually Gifted (K-12) *Currently not accepting applications due to low enrollment*
- Curriculum Study for Equity in Education (K-12) *Also known as Curriculum/Instruction and Supervision*
- Elementary Education (K-6)
- Higher Education (13+)
- Language and Literacy Education (K-12; Reading)
- Leadership, Policy, and Advocacy in Early Childhood Education
- Middle Grades Education (6-9) *Currently not accepting applications due to low enrollment*

- Physical Education and Health (K-12)
- Secondary Education (9-12) *Currently not accepting applications due to low enrollment*
- Spanish Education (K-12)
- Teaching English as a Second Language (K-12)

The Masters of Arts in Teaching (MAT) degree offers 6 specializations:

- Elementary (K-6)
- Middle Grades Education (6-9 in the academic disciplines of language arts, mathematics, science, and social studies)
- Secondary Education (9-12 in the academic disciplines of English, mathematics, science, and social studies)
- Physical Education and Health (K-12)
- Spanish Education (K-12)
- Teaching English as a Second Language (K-12)

The Master of Science (MS) in Instructional Technology program provides students the opportunity to gain skills and knowledge from educational and applied psychology, instructional systems design, computer science, systems theory, and communication theory. The program allows for flexibility by offering courses both on campus and online, and allowing students to choose their mode of delivery.

The Masters of School Administration (MSA) prepares graduate candidates to be effective educational leaders who can inspire, engage, and lead others toward a common vision. The graduate program is aligned with the Professional Standards for Educational Leaders (CCSSO; formally known as ISLLC Standards) and the NC Standards for School Executives (NCSSE). The program is described in detail in UNCW's MSA report.

The Ed.D. in Educational Leadership awards the terminal degree in the field. The program prepares aspiring leaders to be informed, proactive, and reflective change agents to improve schools and institutions of higher education for the benefit of all students. The audience for the program includes current B-12 public school leaders or aspiring school leaders who plan to move into school district leadership roles or who wish to improve their leadership practice through an education doctorate; aspiring leaders from related disciplines who plan to move into school or school district leadership roles;

and aspiring leaders in the student support areas in higher education. There are three specializations within the doctoral degree:

- Curriculum and Instruction
- Educational Leadership
- Higher Education

The Watson College of Education has been approved to offer the following graduate level certificate programs that consist of an 18-hour sequence of courses. These courses can be taken in conjunction with degree programs or as an add-on program of study.

- Coaching and Mentoring

  - Designed to enhance the leadership qualities and skills of professionals who desire to effectively mentor and coach individuals in various settings.
    Grounded in the latest research in mentoring and coaching, the progra

m provides graduate students (from any discipline) the opportunity to obtain the skills and knowledge necessary to be effective mentors, mentees, and coaches.

- College Teaching and Learning

  - Enhances the teaching competencies of education professionals who seek to effectively develop, implem

ent, manage, and evaluate post-secondary learning environments. Geared toward community college instructors, adjunct instructors, and full-time faculty at four-year institutions to assist in the creation of engaging learning environments.

- Community College Leadership Certificate

  - Designed for community college adminis

trators and faculty members. Courses focus on teaching and learning at community colleges and provides an overview of the mission, functions and diversity among community college leadership. Organizational management, including policy and budgeting, are also covered.

- Community College Teaching and Learning Certificate

- Designed for community college administrators and faculty members. Courses focus on teaching and learning at community colleges and provides an overview of the mission, functions and diversity among community college leadership. Organizational management, including policy and budgeting, are also covered

- Instructional Technology Specialist (ITS) & 079 Endorsement in Educational Computing and Technology Facilitation (TF)

  - Address the needs of K-12 teachers, instructional technology specialists, community college faculty/staff, and individuals interested in the design, development, implementation, and management of educational and training materials.

- Multimedia and Instructional Web Development

  - Designed to

meet the needs of professionals who are interested in improving their knowledge and skills of designing and developing dynamic, interactive multimedia, 3 dimensional (3D) digital content such as virtual reality (VR) and publishing them on various media platforms. The certificate program serves individuals (K-12 educators,

Corporate trainers, etc.) who do not wish to earn a Master of Science degree but desire to expand their knowledge and skills in designing and developing dynamic and engaging multimedia content for multiple devices/media outlets using the latest authoring and publishing tools and web programming technologies.

- Online Teaching and Learning
  - Meets the needs of K-12 educators, higher education faculty, instructional design specialists, chief learning officers and other professionals and individuals who wish to design, develop, implement, manage and evaluate online learning environments.

Special Features of Master's Program

Graduate programs in the Watson College of Education at UNCW focus on applications of research into practice and infusion of technology in instruction. Master's candidates are required to enroll in practicum experiences where they apply the concepts learned in the program, and they must conduct an action research project, inquiry project, or culminating project in the form of an e-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 (after the close of the traditional academic year), and/or online to enable both full and part-time students to complete the programs.

The specializations within the MEd and MAT degrees allow candidates more flexibility to earn additional licensure, makes more efficient use of courses across specializations, and provides additional options that 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/CAEP 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. Brief descriptions of the programs are included below.

The **Curriculum Study for Equity in Education** (a.k.a. Curriculum/Instruction & Supervision) specialization 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. Note, this program implemented significant changes in Fall of 2018 to increase the focus on approaches to curriculum, pedagogy, and learning that foster a culture of inclusion and equity in P-12 learning environments. The specializations in **Elementary Education** (M.Ed. and M.A.T.) address the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. 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 **Language and Literacy** specialization

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 **Leadership, Policy, and Advocacy in Early Childhood Education** specialization is an interdisciplinary program designed for those who want to work as a leader in the field of family and child advocacy, and is rooted in the necessity of support mechanisms to provide healthy development, growth, and education of families and children. 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. Due to low enrollment numbers, admission to the MEd (Middle Grades) has been suspended. The **Secondary Education specialization** (M.Ed. and M.A.T.) provide advanced study in content and pedagogy. Due to low enrollment numbers, admission to the M.Ed. (Secondary Grades) has been suspended. However, in an attempt to attract more professionals to the teaching profession (specifically targeting military personnel), a new online program has been established for distance education learners. Watson College is running two delivery methods for the Secondary M.A.T. program- face-to-face and online.

The K-12 areas (**AIG, PE/H, Spanish Education, TESL**) allow teachers to advance their studies by improving their knowledge and skills and seek additional licensure in one of these four areas of interest. The **Master of Science in Instructional Technology** (MS) 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. More details can be found in the MSA report.

I. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	
Female	
Gender Neutral	
Gender Not Provided	
Total	
Race/Ethnicity	**Number**
African-American	

Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	
Two or More Races	
Race Not Provided	
Total	

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time					
	Male		**Female**		**Not Identified as Male or Female**
Graduate	African-American	3	African-American	13	African-American	0
	Am. Indian/ Alaskan Native	2	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	2	Asian	1	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	12	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	30	White	129	White	0
	Two or More Races	0	Two or More Races	3	Two or More Races	0
	Not Provided	0	Not Provided	6	Not Provided	0
	Total	**38**	**Total**	**164**	**Total**	**0**
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/	0	Native Hawaiian/	0	Native Hawaiian/	0

	Pacific Islander		Pacific Islander		Pacific Islander	
	White	0	White	2	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**2**	**Total**	**0**
Part-Time						
	Male		**Female**		**Not Identified as Male or Female**	
Graduate	African-American	5	African-American	12	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	2	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	5	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	38	White	93	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	2	Not Provided	3	Not Provided	0
	Total	**46**	**Total**	**117**	**Total**	**0**
Licensure-Only	African-American	2	African-American	2	African-American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	7	White	19	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	4	Not Provided	0

	Total	10	Total	26	Total	0

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Graduate		Graduate Licensure Only	
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC
Prekindergarten	0	0	0	0
Elementary	21	13	0	0
Middle Grades	13	2	0	0
Secondary	21	0	0	0
Special Subjects	24	4	0	0
Exceptional Children	0	0	10	2
Vocational Ed	0	0	0	0
Special Services	26	1	2	1
Total	**105**	**20**	**12**	**3**
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.39
MEAN MAT Electronic	407.86
MEAN MAT Written	N/A
MEAN GRE Electronic	297.90
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.43
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	142
N/A - Data Not Available	
* - Less than five scores reported	

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Elementary (grades K-6)	26	85	84
ESL	8	100	100
Health and Physical Ed	11	73	68
M.G. Language Arts	3	*	80
M.G. Math	1	*	100
M.G. Science	2	*	100
M.G. Social Studies	2	*	100
Spanish	2	*	100
Institution Summary	**55**	**85**	**91**
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			