

IHE Master's Performance Report

UNC-Chapel Hill

2005 - 2006

Overview of Master's Program

In addition to the *MSA for school administrators*, we offer master's programs to prepare secondary and K-12 teachers, school counselors, and school psychologists, and a master's program specifically designed for experienced teachers. In all, 332 students were enrolled in these master's programs this year. Our *MSA Program*, described above, enrolls approximately 100 students each year both on-campus and off-campus. Our *Master of Arts in Teaching Program* designed to prepare secondary teachers draws over 80 students each year, with about one-third of its enrollment from UNC-Chapel Hill. With the addition of two new courses designed to meet advanced competencies, this 12-month, full-time MAT program has approval from the State Department of Public Instruction for our graduates to receive the 10% salary increment for master's students. Our *M.ED in School Counseling* program is a 15-month, full-time program that prepares students to practice in elementary, middle, and high schools. This program accepts 15-20 new students each year, and is accredited by the Council for Accreditation of Counseling and Related Educational programs. Our *M.ED and M. A. Programs in School Psychology* are 3-year, full-time programs consisting of two years of course work and one year of internship. They are accredited by the National Council for Accreditation of Teacher Education and the National Association of School Psychologists. Students may elect to receive an M.A. or M.Ed. (The M.A. requires a thesis.) The School Psychology master's program accepts approximately 14-18 new students each year and prepares its graduates to work in schools and related educational agencies. Graduates are eligible for psychological and educational licensing in NC. Our *M.ED Program for Experienced Teachers* is a 31-hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 20 students each, with teachers who work together studying together. A total of 113 practicing teachers were enrolled in our M.Ed. cohorts during academic year 2005-06. Students complete their 31 hours of course work over three summers and two academic years. Graduates of the M.Ed. Program for Experienced Teachers are eligible for a 10% increase in base salary. (NOTE: We also offer one master's program that does not lead to licensure: a Master of Arts in Education).

Special Features of Master's Program

A distinctive feature fundamental to our master's programming is the offering of off-campus, part-time master's programs specifically designed to accommodate practicing educators who choose to continue working while pursuing a graduate degree. These programs combine online instruction with some face-to-face instruction at locations convenient to the students' regular

work places. The off-campus M.S.A. program is described in the M.S.A. section of this report. Our off-campus M.Ed. program, offered to experienced teachers, is cohort-based with an average of 50% of the course instruction conducted over the Internet. The face-to-face instruction is offered after school and in the summers at times when practicing teachers can participate. Teachers participate in the program in cohorts of about 20 students each, with teachers who work in the same school district studying together in the same cohort. Our faculty and area superintendents work together to identify areas of interest among teachers. The growth of this program is an indication of the high level of interest among teachers in pursuing graduate education: The program was launched with three cohorts in 2001; two more cohorts were added in 2002; four more were added during 2003 and one more in January of 2004. Two cohorts began in June 2006 with another projected for Summer 2007. Comments from teachers currently enrolled in this program indicate that this program provides them with an opportunity they have long desired and an experience that enriches, extends, and renews them as teaching professionals.

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	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	13
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	149
	Other	1	Other	3
	Total	63	Total	167
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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	23
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	159
	Other	0	Other	1
	Total	24	Total	188
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	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	18
	Other	0	Other	1
	Total	3	Total	25

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)		
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)	25	22
Other		
Total	25	22
Comment or Explanation		

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

Masters	
MEAN GPA	3.36
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,174
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	6	5	1	1
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	23	18	3	3
Secondary (9-12)	68	63	0	0
Special Subject Areas (K-12)	48	44	2	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	33	26	21	20
Total	178	156	27	26
Comment or Explanation				

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

	2004 - 2005 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	11	100
Institution Summary	11	100
* To protect confidentiality of student records, pass rates based on fewer than four 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 Degree	97	0	0	6		0
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		2	71		2	
G Licensure Only	26	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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.52	3.79
connect subject matter and learner's needs.	3.52	3.67
implement research-based approaches.	3.31	3.58
assume leadership roles.	3.52	3.52
facilitate learning for diverse students.	3.48	3.52
engage in continuous professional development.	3.5	3.58
Number of Surveys Received	42	52
Number of Surveys Mailed	87	87