

IHE Master's Performance Report

UNC-Chapel Hill

2006 - 2007

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, 280 students were enrolled in these master's programs this year. Our MSA PROGRAM, described elsewhere, enrolls approximately 100 students each year both on-campus, off-campus, and add-on programs. Our MASTER OF ARTS IN TEACHING PROGRAM 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 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. In September 2006, our School Counseling Program was named the 2006 Outstanding Counselor Education Program by the Southern Association for Counselor Education and Supervision (SACES). 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 15 to 20 students each, with teachers who work together studying together. As of Summer '07, a total of 114 practicing teachers were enrolled in our M.Ed X cohorts. 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 MSA program is described in the MSA 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 15 to 20 students each, ideally 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. We admitted two new cohorts during the summer of 2006: a K-12 Literacy Cohort with 30 teachers and a K-8 Science Cohort currently with 12 teachers. We also have a continuing K-8 Mathematics Cohort with 26 teachers. The latter cohort will graduate Summer 2007. Finally, we admitted three new cohorts in Summer 2007: a 6-12 Social Studies Cohort, a K-12 Technology Cohort and a K-12 Mathematics cohort, for a total of 55 teachers. Again, teachers were from several of the surrounding communities. In August 2006, we graduated teachers from three cohorts: 2 K-12 Literacy Cohorts and one 6-8 Middle Grades Math. The Middle Math Cohort was a special cohort that was made up of teachers from several counties in NC that were participants in an NSF-Funded Middle Math Project, of which the Center for Mathematics and Science Education was a subcontractor. As part of their involvement with the grant, they were required to submit for their National Boards, so many of that cohort graduated with an M.Ed. in Middle Grades Math and their National Boards. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Our first round of completing the final Synthesis and Evaluation Statements (a Portfolio-like documentation and assessment program) was done for those graduating Summer 2006. This documentation supports the impact of the program in terms of extending knowledge of content, teaching, and assessment, more extensive use of reflective planning, demonstration of leadership, and dispositions that support all students learning and the value of teacher research about their practice.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate First License	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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	40
	Other	0	Other	1
	Total	18	Total	45
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	7
	Hispanic	3	Hispanic	3
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	109
	Other	0	Other	2
	Total	31	Total	121
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 First License	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
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic	2	Hispanic	5
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	147
	Other	0	Other	1
	Total	33	Total	174
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	5	Total	16

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)	30	30
Other		
Total	30	30
Comment or Explanation		

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

Masters	
MEAN GPA	3.36
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	5
MEAN GRE Traditional	1,188
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)						
Middle Grades (6-9)			1	11		
Secondary (9-12)			9	39		
Special Subject Areas (K-12)			5	71		
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel			8	24		20
Total	0	0	26	148	0	20
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	13	100
ESL	2	*
Elementary Education	1	*
English	3	*
Reading (graduate)	25	80
Science (9-12)	3	*
Social Studies (9-12)	1	*
Institution Summary	48	88
* 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		1		
Masters-First Awarded	95	1		7		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On		53	16	1	1	
Masters-First Awarded						
G Licensure Only	18	3		3	3	2
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.	3.60	3.72
connect subject matter and learner's needs.	3.60	3.75
implement research-based approaches.	3.64	3.72
assume leadership roles.	3.58	3.58
facilitate learning for diverse students.	3.62	3.61
engage in continuous professional development.	3.67	3.75
Number of Surveys Received	45	36
Number of Surveys Mailed	138	138