

# IHE Master's Performance Report

UNC-Chapel Hill

2011 - 2012

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## Overview of Master's Program

In addition to the MSA for school administrators, we offer master's programs to prepare PreK-12 teachers, school counselors, and school psychologists, and a master's program specifically designed for experienced teachers. In all, 297 students were enrolled in these master's programs this year. Our MSA program, described elsewhere, enrolled 95 students during the current year both on-campus and off-campus. Our Master of Arts in Teaching program to prepare secondary teachers draws generally draws 50 to 60 students each year, with 58 being enrolled during 2011-2012. 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 20-25 new students each year, and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 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. PROGRAM IN SCHOOL PSYCHOLOGY is a 3-year, full-time program consisting of two years of course work and one year of internship. There are currently 13 students enrolled in this program. As all of our licensure programs, it is accredited by the National Council for Accreditation of Teacher Education (NCATE) as well as the National Association of School Psychologists (NASP). 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. for Experienced Teachers (M.Ed.X) is a 30-33hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. We have begun to add the option of assignments as part of the MEdX courses to enable students to also obtain their National Board Certification. Students participate in this program in cohorts of about 15 to 20 students each, with teachers who work together often studying together. As of Summer '12, a total of 147 practicing teachers were enrolled in our M.Ed.X cohorts. Students complete their 30-33 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. These students are not counted for the purposes of this report).

## 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 some online instruction with 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 and will not be described here). Our M.Ed. program, offered to experienced teachers, is cohort-based with some portion of 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 with 12 teachers. 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. A K-12 Literacy cohort and K-8 Science cohort also began in Summer '07. Again, teachers were from several of the surrounding communities. Ongoing cohorts are on a two year cycle. In Summer 2011, the three cohorts which began a two year program were Early Childhood Intervention and Family Support; Literacy K-12; and Mathematics K-5 (including the recent system wide online K-5 Mathematics license). Cohorts which began in Summer 2012 are Literacy K-12; Special Education K-12; and Early Childhood Intervention and Family Support. Finally, as of Summer 2012, we have 147 MEdX students currently enrolled in six cohorts. Praise for the impact of the program on teachers' disposition and practice related to teaching continue to be strong. Completion of the final portfolio-like documentation and assessment provides evidence to support the impact of the program. This documentation demonstrates graduate understanding 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.

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	10
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	7
	White, Not Hispanic Origin	44	White, Not Hispanic Origin	124
	Other	1	Other	10
	<b>Total</b>	<b>49</b>	<b>Total</b>	<b>162</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>7</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	23
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	145
	Other	1	Other	15
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>222</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	22
	Other		Other	2
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>28</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	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.32
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,098
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)	5	6		6
Elementary (K-6)	2	15		
Middle Grades (6-9)	1	7		9
Secondary (9-12)	4	52		3
Special Subject Areas (K-12)	7	42		3
Exceptional Children (K-12)	1			2
Vocational Education (7-12)				
Special Service Personnel	6	35		5
<b>Total</b>	<b>26</b>	<b>157</b>		<b>28</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	20	100
Elementary Education	3	*
English	2	*
Latin	1	*
MG-Math	3	*
MG-Science	1	*
Math (9-12)	4	*
Media Coordinator	8	100
Music	9	100
Reading (masters)	3	*
Science (9-12)	4	*
Social Studies (9-12)	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	62	97
* 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	4	2	2	8		
Masters-First Awarded	77	8	2	1		
G Licensure Only	1					
<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		6	58	11	2	1
Masters-First Awarded	1					
G Licensure Only	10	15	1	1	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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.