

IHE Master's Performance Report

UNC Chapel Hill

2014 - 2015

Overview of Master's Program

In addition to the MSA for school administrators, we offer initial licensure master's programs to prepare PreK-12 teachers, and school counselors, and a master's program specifically designed for experienced teachers. In all, 166 students were enrolled in these master's programs this year. Our MSA program, described elsewhere, enrolled 65 students during the current year both on-campus and off-campus. Our Master of Arts in Teaching program to prepare secondary teachers enrolled 25 students during 2014-2015. (It should be noted that the decrease in enrolled MAT students can be accounted for by the shifting of some of the content 'strands' to our undergraduate fast-track licensure programs. As such we no longer have Secondary Science, Secondary Math or K-12 Music in the MAT. These content areas are being covered at the undergraduate level instead).

Our current 12-month, full-time MAT program has approval from the State Department of Public Instruction. 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 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). In May 2014, CACREP visited our School Counseling program during the regular accreditation cycle. Reviewers were extremely complimentary of the program, students, faculty and graduates. We received full reaccreditation no areas of improvement noted as a result of the May 2014 visit.

Our M.Ed. for Experienced Teachers (M.Ed.X) is a 30-34 hour, 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 2015, a total of 92 practicing teachers were enrolled in our M.Ed.X cohorts. Students complete their 30-34 hours of course work over three summers and two academic years. (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 but we currently have over 50 students enrolled in this program).

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—what we call the MEdX 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. However, with the elimination of the 10% pay increase for Master's degrees for teachers, we have seen a decline in enrollments for this program. Therefore, we are concentrating future cohorts of the MEdX in areas of high need in North Carolina, i.e., Math, Science, Special Education, Literacy, Early Childhood and ESL.

The MEdX 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. Cohorts beginning as of Summer 2013 are Math K-6, 6-9, and 9-12; Science K-6, 6-9; and Social Studies 6-9, 9-12. Cohorts beginning in Summer 2014 are Early Childhood (B-K), Literacy (K-12), and Special Education (K-12). (It should be noted that a K-12 ESL cohort was planned for Summer 2014 but, as no students enrolled in the ESL cohort, that cohort has been delayed). Finally, cohorts beginning in Summer 2015 are Early Childhood (B-K), Elementary Mathematics (K-6), Literacy (K-12) and Special Education (K-12). As of Summer 2015, we have 92 MEdX students currently enrolled. 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.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	64
	Other	1	Other	14
	Total	18	Total	94
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	26
	Hispanic		Hispanic	6
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	52
	Other	2	Other	5
	Total	7	Total	90
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	Total		Total	6

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
Total	0	0
Comment or Explanation:		
UNC-Chapel Hill has no Master's Lateral Entry programs.		

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

Masters	
MEAN GPA	3.42
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	310.95
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.51
NUMBER EMPLOYED IN NC SCHOOLS	101
* 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	1		1	
Elementary Education	17			
Middle Grade	2			
Secondary	4	19		
Special_Subjects		4		
EC				
Special_Svc_Person	1	27		
Total	25	50	1	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	2	*
ESL	5	100
Elementary Education	1	*
English	11	100
French	1	*
Middle Grades -Language Arts	2	*
Reading	16	100
Social Studies (9-12)	10	100
Spanish	2	*
Spec ED. General Curriculum	9	100
Institution Summary	59	100
* 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	0	0	0	0	0	0
Masters-First Awarded (Teaching & Non-Teaching)	50	0	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	0	0	23	0	0	0
Masters-First Awarded	1	0	0	0	0	0
G Licensure Only	0	0	0	1	0	0
Comment or Explanation:						