

2016-2017

IHE Master's Performance Report

UNC Chapel Hill



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's Program

In addition to the MSA for school administrators described in a separate section, the UNC School of Education offers initial licensure master's programs to prepare PreK-12 teachers and school counselors, and a master's program specifically designed for experienced teachers.

Existing undergraduate teacher preparation programs graduated their final cohorts in May 2017 while new courses for the Bachelor's-MAT began full program implementation in summer 2017. In 2016-17, we accepted candidates into the first cohort of our reconceptualized BA to MAT program (BA/MAT) leading to licensure in the following areas: Elementary Education, Middle

and High School Math, Science, Social Studies, and English Language Arts. The MAT program is approved by 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, the program received full reaccreditation following the CACREP site visit during the regular accreditation cycle. Reviewers were extremely complimentary of the program, students, faculty and graduates. The School Counseling faculty continues to recruit high quality candidates and focus on the continuous improvement of its program.

Our M.Ed. for Experienced Teachers (MEDX) 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. Enrollments in the program dropped significantly when compensation for Master's level licensure was dropped at the state level. Despite the lack of advanced pay for obtaining a Master's degree, teachers still desire to advance their practice. MEDX graduates report that the program helped them to engage more deeply with their content and their students, be more reflective of their teaching practice, and had a positive impact on their dispositions to teaching.

(NOTE: UNC School of Education also offers two master's program that does not lead to licensure: A Master of Arts in Education in International Education and in Educational Innovation, Technology, and Entrepreneurship. These programs and their candidates are not included in this report, but do contribute greatly to the School of Education and the educational health of North Carolina).

Special Features of Master's Program

Special features of the new BA/MAT program include:

- Opportunity to Begin MAT Coursework as a UNC Undergraduate

The MAT program is open to all candidates who possess a Bachelor's degree from an accredited institution. As a benefit to *current UNC-Chapel Hill undergraduate students*, Early Affiliation with the MAT program is a popular and available option which allows undergraduates access to required graduate level MAT courses. UNC students may Early Affiliate with the MAT program as early as the second semester of their first undergraduate year.

- Add-on Licensure in ESL and Special Education

Students may choose to pursue an add-on license in a specialty area in addition to their primary content area. MAT students will complete courses for their primary content area during the MAT program and may also enroll in courses that lead to an add-on license in ESL or Special Education. MAT alumni can continue to take courses to complete the specialty area during their first few years of teaching.

- Embedded Clinical Experiences

Candidates immediately apply their newly acquired teaching skills in a local classroom, allowing them to gain invaluable real-world experience. Teaching in diverse communities allows candidates to contend with the challenges of contemporary education and to learn from dedicated life-long educators.

- Experiential Education as a Signature Pedagogy

Experiential education is a signature pedagogy in the BA/MAT, and we have created a sequence of study that will provide a significant extended opportunity for clinical experiences in traditional and non-traditional settings. Experiential learning programs immerse pre-service teachers in unique and challenging tasks that create curiosity and provide opportunities to demonstrate progress, reflect on the philosophies and methodologies of experiential education, and apply learning to other situations, particularly their own classrooms. This type of initiative requires strong, meaningful, and sustained partnerships with multiple LEAs.

Our M.Ed. program, offered to experienced teachers—what we call the MEDX—is cohort-based with some portion of course instruction conducted online. 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. A key feature of the MEDX program, the week-long, intensive Experiential Learning opportunity embedded in the MEDX program, is unique to the program and a highlight for candidates.

I. 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	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	25
	Other	2	Other	6
	Total	10	Total	35
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	
	Asian/Pacific Islander	0	Asian/Pacific Islander	
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	
	Hispanic	0	Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other	0	Other	
	Total	1	Total	
Part-Time				
	Male		Female	

Graduate	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	9
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	18
	Other	1	Other	1
	Total	1	Total	30
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	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	7

B. Program Completers (reported by IHE).

Licensure Completers as of June 23, 2017.

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)	7	.	.	1
Elementary (K-6)	5	.	.	4
Middle Grades (6-9)	.	.	.	1
Secondary (9-12)	6	.	.	.
Special Subjects (K-12)	10	.	.	.
Exceptional Children (K-12)	2	.	.	1
Vocational Education (7-12)
Special Services Personnel	21	.	.	.
Total	51	0	0	7

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

Measure	Graduate
MEAN GPA	3.46
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	310.12
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.8
NUMBER EMPLOYED IN NC SCHOOLS	40
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2015-2016 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	24	100
English	4	*
MG-Lang Arts	1	*
MG-Science	2	*
Media Coordinator	5	100
Reading (masters)	8	100
Social Studies (9-12)	8	100
Spanish	2	*
Institution Summary	54	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
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

Total	0	0
Comment or Explanation:		

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	34	19	5	0	0	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	19	5	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						