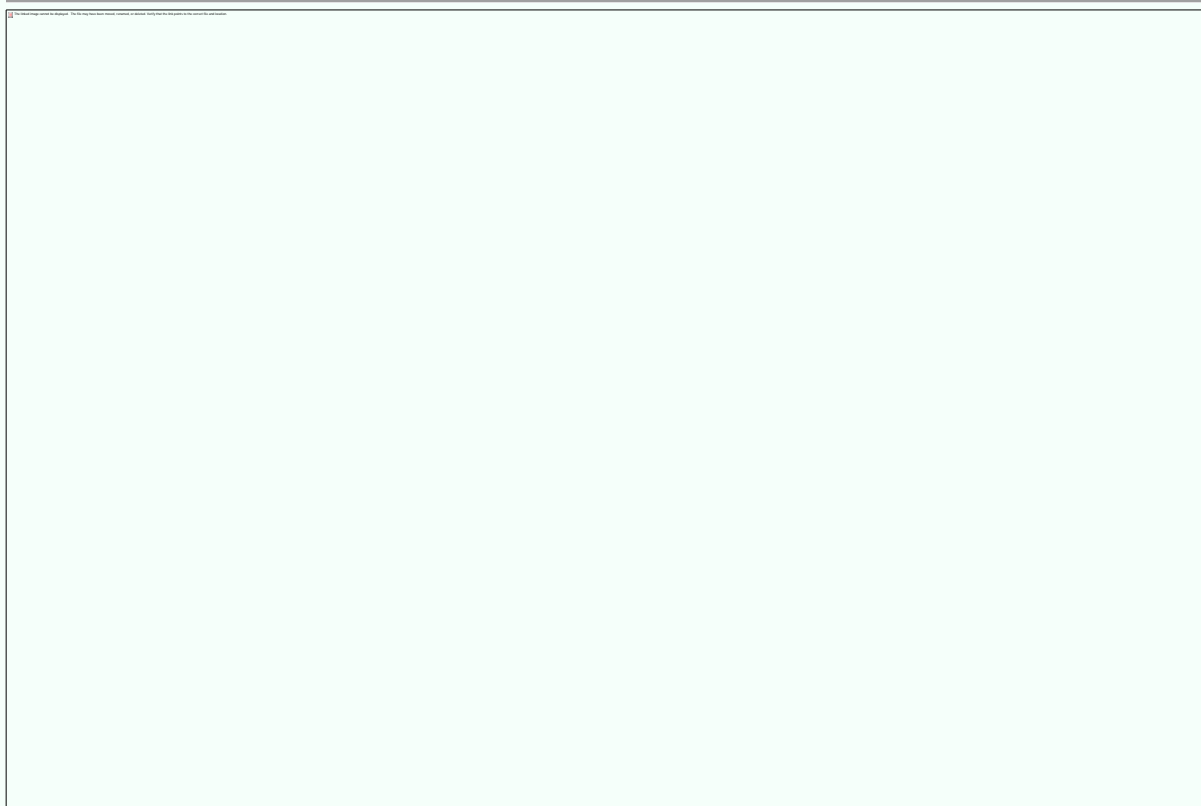


# 2019-2020

## EPP Master's of School Administration Performance Report

### UNC-Charlotte



#### **Overview of Master's of School Administration Program**

The University of North Carolina at Charlotte's Master of School Administration (M.S.A.) and add-on administrative licensure programs are based on a revised curriculum that meets the pre-service North Carolina Executive Leadership Standards. The program model is designed to instill a more integrated "systems thinking" perspective in candidates, and in the process, foster collaboration between professors to assure that all candidates will complete the same major assignments. Through the required assignments, course products, and electronic evidences, candidates will do an analysis/assessment of themselves, schools and schooling, instruction, school organization (and management), and school climate and safety. Since all of these factors are inextricably related, the goal is to provide candidates an integrated, holistic learning experience so that they firmly grasp how these elements come together to affect school

effectiveness. The program is designed so that the six required evidences are congruent, complementary, and pedagogically integrated; courses are directly tied to required electronic evidences. The internship addresses additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month covering topics related to 21st Century leadership, teaching, and learning. Practicing school executives and partners currently hosting interns in their districts may co-facilitate seminars or co-teach courses. An electronic evidences portfolio documents the candidate's proficient completion of the internship activities and competencies. The North Carolina State Board of Education requires all add-on licensure students to complete the same requirements related to the electronic portfolio as degree-seeking students.

Admissions criteria consist of a minimum of three years of successful teaching or related experience, a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit, three letters of recommendation, one of which must be from the school principal or from school leaders who can attest to the applicant's leadership potential, a writing sample, and an on-site interview with members of the M.S.A. faculty. Candidates for the Master's degree must successfully complete 36 hours of course work that includes the internship. Candidates for the add-on licensure must successfully complete 21 hours of course work that includes the internship. Courses are offered in the evening on the main campus and in a face-to-face delivery model at distance-education sites in Rowan, Gaston, Union, Cabarrus, and Mecklenburg counties as well as in Kannapolis City School and Iredell-Statesville School districts.

### **Special Features of the Master's of School Administration Program**

**Early Field Experiences:** The M.S.A. program includes early field experiences, which allow for timely application of knowledge learned in courses. The program's on-site field experiences become a part of each core course professor's syllabus throughout the candidate's program of study. The program is designed to assure complete articulation across courses, field experiences, projects, activities, etc., leading to the comprehensive internship. This fosters greater integration throughout the entire program in courses, projects, and at various stages of the school-based field experience, which guides faculty to embed the required elements of the standards throughout the program of study. Faculty may coordinate activities and projects that can be expanded and refined in later courses, thereby adding a holistic, value-added dimension for coordinating the required standards with specific projects.

**Enhanced Program Outreach to Local School Districts:** Five off-campus programs are typically offered, one each in Gaston, Rowan, Mecklenburg, Cabarrus (Kannapolis City), and Iredell-Statesville Schools. M.S.A. faculty worked collaboratively with superintendents in the university's service region to identify the districts' needs and to assess faculty ability to offer the program off-campus, the goal of which is to increase the number of candidates for anticipated future vacancies. In these cases, strong applicants have been targeted for recruitment in these programs. Continuing efforts are to respond to their requests when it is feasible to do so. In 2013-14, a program was started for Charlotte Mecklenburg Schools that has continued each year. During 2015, program faculty responded to requests from superintendents of Union County Schools and Rowan-Salisbury Schools to offer the degree and certificate programs for targeted candidates in their districts. We started a program in Gaston County and Kannapolis in

2016. We began a program in Iredell-Statesville Schools in the fall of 2017 and extended to Cabarrus in 2019. Access to the program within the region will significantly increase the opportunity for currently licensed teachers to complete preparation for future school leadership positions in these and surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the districts. Appropriate school district representatives and program faculty plan to meet regularly to discuss the needs of the districts and how the M.S.A. program may be tailored to meet each district's specific needs.

As one example of this mutually beneficial partnership with our regional partners, the Cato College of Education and the Southwest Education Alliance worked together to receive a NC Transforming Principal Preparation (TP3) grant \$3.75 million dollars. The grant offers free tuition, books and all fees for selected students to pursue a Master of School Administration Degree. Applicants to the program must be working in one of the partner districts in our region and receive a recommendation from their superintendent; in return, graduates are guaranteed a leadership position in their school district and will be supported by an executive coach provided by the program. The first cohort will begin in 2020. We are extremely proud to be one of the few recipients of this grant, and believes this speaks to the strong ties and collaborations we have with our districts to develop effective school leaders.

**Charlotte-Mecklenburg Schools and Leadership Academy Partnership:** UNC Charlotte and Charlotte Mecklenburg Schools (CMS) have joined together in a collaborative effort to recruit, train, and support the strongest prospective high school principals to serve the families and children in the high schools in the CMS school system. Candidates are deemed to be outstanding educators who demonstrate commitment to closing the achievement gap, have professional resilience, strong communication skills, a willingness to be self-reflective, and are committed to continuous learning improvement and professional integrity. This program is a joint responsibility of CMS and UNC Charlotte. It is the expectation that at the end of this innovative program, participants will be "principal ready." The program is characterized by intensity and rigor, and formative evaluation, guidance, coaching, and reflective practice occur throughout the program. This standards-based program offers: innovative program design, individualized support, a learning community, and profound learning opportunities. Participants in all strands of the program participate in the 5-week summer intensive, simulated experience. This program to prepare high school principals for the challenges of urban leadership is not currently offered in this service area of the University or in the state of North Carolina. Access to the program will significantly increase the opportunity for currently licensed teachers to complete preparation for future high school leadership positions in Mecklenburg County. Program delivery began in the summer 2013, and has continued into the current academic year 2020. The need for highly qualified high school principals is especially high due to the number of possible principal retirements in the district and due to the shortage of highly trained urban high school principals. The 36-credit- hour and 21-hour program strands include an internship under the supervision of an experienced principal mentor to ensure a quality succession pipeline for high school principal positions in Charlotte Mecklenburg Schools. Although an expectation of the program is that all program completers be "principal ready," the number of graduates who receive a 4-year contract as a principal is at the discretion of CMS. All participants must be formally nominated by a CMS school or district administrator. Summer 2020 marks the intake of the eight cohort group for this program.

**Focused Involvement of Partners:** To strengthen collaboration with public school partners, the program coordinator and LEA designee work as a team to determine the most appropriate internship placements. The team matched intern needs, strengths, and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the program actively engaged public school partners in the M.S.A. program. Continued initiatives include co-teaching with practitioners who served as school level administrators and central office personnel, including local principals, program graduates, and district personnel to serve on interview teams for the program admissions committee, and continuing commitments from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies.

**Enriched Internship Supervision with More Timely Feedback:** The M.S.A. program contains an enriched supervision model for the internship. Within the current internship that parallels the school year schedule, the university and the public school supervisors work collaboratively to ensure candidates meet all standards by successfully completing a series of prescribed leadership activities. Additional sessions for mentoring and coaching opportunities are scheduled to better evaluate each intern's progress in a formative manner and provide more timely feedback. Pre-internship and ongoing training for both the public school and university supervisors has enhanced focused feedback to interns. University faculty supervisors and principal mentor supervisors hold two meetings each semester to discuss the intern's progress. These meetings are held at the internship site to further acquaint the university faculty supervisor with the internship site location.

**Addition of Summer Internships:** Part-time students take the same classes as full-time students and, therefore, have the same performance expectations, instruction, assignments, and early field experiences. While full-time, unemployed students begin their internship during the fall, part-time students began their internship during the summer with a principal mentor selected by their school districts in collaboration with the M.S.A. Director. Summer sites may be year-round schools, schools with special summer programs or central office sites. The summer site is typically one on a different level (i.e., elementary, middle or high) than that of the students' regular work assignment. Part-time students will spend fall and spring semesters interning at their work site, affording the intern the opportunity to work under the supervision of two different principals and leadership styles. The university supervisor and principal mentor work together to provide opportunities for the part-time intern to observe and shadow other school leaders at various times during their internship. To assure that students have the same experiences, principal mentors have to certify that all interns, both full and part-time, have developed and demonstrated specified competencies and skills.

**Dedicated Program Faculty:** The program has an assigned faculty member dedicated to coordinating the day-to-day intricacies of the program. M.S.A. students have enriched opportunities to work with educational research faculty, instructional technology faculty as well as with educational leadership faculty. Three or four faculty members along with the program coordinator share the yearlong responsibility of supervising interns at their site locations. All of

these professors, as well as carefully selected part-time faculty, are former public school administrators who are recognized for their work in the field of school administration.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the institution Has Formal Collaborative Plans	North Carolina Department of Public Instruction of Technical Advisory Committee
Start and End Dates	1/1/2019 - 12/31/2019  1/1/2019 - 12/31/2019
Priorities Identified in Collaboration with LEAs/Schools	Review technical documents to ensure high-quality large-scale assessments Provide guidance on making large-scale assessments accessible for all students Assist in designing students to ensure high-quality large-scale assessment system
Number of Participants	16 DPI Employees  16 DPI Employees

	16 DPI Employees
Activities and/or Programs Implemented to Address the Priorities	Attend all technical advisory committee meetings (twice a year) Review all technical documents to ensure high-quality assessments
Summary of the Outcome of the Activities and/or Programs	NC is designing the statewide assessment system to include through-course assessments (i.e., testing multiple times during the year). The Technical advisory committee designed studies to examine the quality of redesign. The studies will be implemented in 2019-2020
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Highland Creek Elementary
Start and End Dates	8/19/2019 - 6/12/2020
Priorities Identified in Collaboration with LEAs/Schools	School Leadership Team, plan and implement School Improvement Plan
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Plan and implement School Improvement Plan
Summary of the Outcome of the Activities and/or Programs	Plan and implement School Improvement Plan, Math and Science Night
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cabarrus County Schools

Start and End Dates	9/1/2015 - 12/1/2019
Priorities Identified in Collaboration with LEAs/Schools	<p>College Readiness</p> <p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Began as four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas, Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz), the sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015 pilot project resulted in an invitation to continue the program Fall 2016, 2017, 2018, 2019.</p>
Number of Participants	Since 2015 approximately 50
Activities and/or Programs Implemented to Address the Priorities	<p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Began as four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas, Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz), the sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their college application essays. The success of the Fall 2015 pilot project resulted in an invitation to continue the program Fall 2016, 2017, 2018, 2019.</p>
Summary of the Outcome of the Activities and/or Programs	<p>"Senior Class Writing Workshops: Supporting First Generation College Aspirants in Cabarrus County." Began as four half-day writing workshops distributed across selected Friday morning in September, October, and November 2015 at Robinson and Central Cabarrus High Schools. A collaboration between the PhD in Curriculum and Instruction (Spencer Salas, Tamera Moore), COE Office of Educational Outreach (Victor Mack, Alison Siler), the Latin American Coalition (Megan Walsh), and Cabarrus County Schools (Stacy Diaz), the sessions paired UNC Charlotte faculty with 15 first generation college aspirants as they worked to complete their</p>

	college application essays. The success of the Fall 2015 pilot project resulted in an invitation to continue the program Fall 2016, 2017, 2018, 2019.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Gaston County Schools - AIG Department/Cramerton Middle School
Start and End Dates	1/17/2019 - 11/13/2019  1/17/2019 - 11/13/2019
Priorities Identified in Collaboration with LEAs/Schools	Support Cramerton Middle School with their initiative to implement enrichment clusters with 800+ students and all faculty members Recruit Gaston County teachers to participate in a UNCC Graduate School funded cohort to train and certify teachers in AIG Obtain support for a federal research study grant
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Help recruit and train external volunteer facilitators for the enrichment clusters Train middle school subject area and core teachers on the Schoolwide Enrichment Model (SEM) Provide informational resources for the AIG Curriculum Specialist at the school on enrichment clusters and SEM
Summary of the Outcome of the Activities and/or Programs	Jan - Dec 2019 - Ongoing communication via email, phone, or face-to-face meetings



	<p>Jan 17, 2019 – Full day PD for Cramerton Middle School faculty – I conducted four 1-hour professional development sessions for each grade level and encore teachers</p> <p>May 17, 2019 - Received support letter for the Javits Grant</p> <p>May 2019 - Submitted Javits Grant proposal</p> <p>Aug 2019 - Recruited 7 Gaston County teachers to participate in the cohort</p> <p>Oct 8, 2019 - Coordinated a meeting between Dr. Mindy Adnot, me, and John Stone to help recruit facilitators for their clusters. I also created and sent out a flyer to recruit within the Cato COED and through the Honors College.</p> <p>Oct 7, 2019 – I trained Emily Griffin, our COED honors student, on how to facilitate an enrichment cluster in Gaston County.</p> <p>Nov 13, 2019 – I arranged a visit to Cramerton MS with an honors student and doctoral student to observe the enrichment clusters as a way to train them for future volunteer work at the school. I provided them with training materials as well.</p>
<p>LEAs/Schools with whom the institution Has Formal Collaborative Plans</p>	<p>Newell Elementary School</p>

Start and End Dates	8/19/2018 - 8/1/2020
Priorities Identified in Collaboration with LEAs/Schools	For the students and families of Newell Elementary, they "aim to use our resources to break the link between poverty and academic achievement and close gaps within subgroups. Newell has been designated as a Low Performing School by the State of North Carolina. The school is dedicated to the training of their teachers to become more effective instructional leaders and advocates for their vulnerable communities.
Number of Participants	80
Activities and/or Programs Implemented to Address the Priorities	The 2018-2019 academic year was focused on issues of immigration and undocumented English Learners in CMS schools. Year two of the project includes monthly professional development sessions focused around race, poverty, and equity. This long term engagement with one school included monthly sessions of professional development that ranged from 3-4 hours as well as a year long book study. All school staff were provided texts to read, divided into small groups (grade level teams) and participated in discussion groups in addition to the PD sessions. In year 1, we studied " Undocumented A DOMINICAN BOY'S ODYSSEY FROM A HOMELESS SHELTER TO THE IVY LEAGUE By DAN-EL PADILLA PERALTA. In year 2, we are studying Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms by H. Richard Milner IV. The purpose of the PD series at Newell will be to reveal how systemic racism plays a role in often unseen ways within the school context, to engage teachers in their own development of understanding,

	and dismantle barriers that inhibit progress to social justice education in schools
Summary of the Outcome of the Activities and/or Programs	Professional Development for all teachers, staff, and administrators for 2 years  Book Study Groups
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Turning Point Academy

Start and End Dates	
Priorities Identified in Collaboration with LEAs/Schools	<p>Provide student/family support through self-advocacy</p> <p>Serve as a liaison between the school and Board of Education</p> <p>Support programmatic initiatives</p> <p>Oversee curriculum projects</p> <p>Professional Development (advanced degree attainment)</p> <p>Instructional support</p> <p>Volunteerism</p> <p>Post-School (career and college) advising</p>
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	<p>Facilitation of the Leaders in the Making Initiative</p> <p>Oversight of Curriculum Innovation in Alternative Education grant</p> <p>Senior Exit Project instructional preparation</p> <p>Service on the CMS Community Equity Committee (administration)</p> <p>UNC Charlotte Campus Tour (exposure to post school college/career options)</p>
Summary of the Outcome of the Activities and/or Programs	<p>Recognized by the Mayors Office for "Best Collaboration" for the Leaders in the Making Program</p> <p>Increased student achievement (graduation) through instructional support provided for the Senior Exit Project</p> <p>Increased curriculum engagement</p> <p>Heightened awareness of career and college options</p>
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Stanly County Schools
Start and End Dates	8/1/2019 - 10/31/2019
Priorities Identified in Collaboration with LEAs/Schools	Human Resources - providing support for administrators to effectively coach marginally-performing teachers.
Number of Participants	Approximately 24
Activities and/or Programs	Along with Drs. Debra Morris and Jim Watson, I conducted workshops for principals and some assistant principals at each

<p>Implemented to Address the Priorities</p>	<p>grade span within the district. These workshops focused on communication and supervision strategies for working with difficult employees. We also addressed legal requirements related to teacher improvement plans. Following the workshops, we then met individually with principals to support their coaching efforts.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Feedback from participants suggested that the workshops increased their understanding of effective ways to address difficult situations, particularly those that involved working with a marginally-performing teacher.</p>
<p>LEAs/Schools with whom the institution Has Formal Collaborative Plans</p>	<p>CMS</p>
<p>Start and End Dates</p>	<p>4/5/2019 - 4/5/2019</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>In 2008, I was asked to serve as a PDS Liaison for David Cox Road Elementary School in CMS. For the next decade, I worked with the principal (Chuck Nusinov) and building representative, (Torrieanne Dooley) on professional development programs with the faculty, staff, and students. I have maintained communication over the years, with Chuck and Torrieanne. Chuck is now Superintendent of Charter</p>

	<p>Schools USA and Torrieanne is working at CMS and is one of our Doctoral Candidates at UNCC.</p> <p>Mr. Nusinov and I discussed the need to “bridge theory and practice” connecting what students were learning at UNCC to what they would encounter in the public schools. We created the CMS/UNCC Aspiring Teacher Content Curriculum Showcase and have had 7 successful showcases. On April 13, 2016, we planned our first “CMS/UNCC Aspiring Teacher Content Curriculum Showcase”, which was held in 4 College of Education classrooms. The Showcase featured guest speakers from Charlotte Mecklenburg Schools, focused on K-12, special education, literacy, math, science, and social studies. This was an opportunity for our students to speak with CMS Curriculum Directors about teaching and learning in the classroom. Mr. Nusinov, former CMS Director of Teaching and Learning introduced the directors and addressed the UNCC Teacher Candidates regarding the profession. Teacher candidates in their first, second, third, and fourth year, were introduced to the CMS Curriculum Directors and moved to breakout sessions. Participants were given a chance to rotate/float among content areas and each specialist offered a presentation and fielded questions to personalize the experience.</p>
Number of Participants	220
Activities and/or Programs	Mr. Nusinov and I discussed the need to “bridge theory and practice” connecting what students were learning at UNCC to

<p>Implemented to Address the Priorities</p>	<p>what they would encounter in the public schools. We created the CMS/UNCC Aspiring Teacher Content Curriculum Showcase and have had 7 successful showcases. On April 13, 2016, we planned our first “CMS/UNCC Aspiring Teacher Content Curriculum Showcase”, which was held in 4 College of Education classrooms. The Showcase featured guest speakers from Charlotte Mecklenburg Schools, focused on K-12, special education, literacy, math, science, and social studies. This was an opportunity for our students to speak with CMS Curriculum Directors about teaching and learning in the classroom. Mr. Nusinov, former CMS Director of Teaching and Learning introduced the directors and addressed the UNCC Teacher Candidates regarding the profession. Teacher candidates in their first, second, third, and fourth year, were introduced to the CMS Curriculum Directors and moved to breakout sessions. Participants were given a chance to rotate/float among content areas and each specialist offered a presentation and fielded questions to personalize the experience.</p> <p>Topics included the following:</p>
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<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>Since 2008, my relationship with schools in the CMS district has grown and I have over 10 schools where I could easily place my students or have events. The 2019 CMS/UNCC Aspiring Teacher Curriculum Showcase was held on <b>April 5 and over 220 teacher candidates were in attendance and survey responses show 89% gave an overwhelmingly positive rating for their experience.</b> The Superintendent gave a keynote again and over 25 curriculum specialists presented their content and resources. The students were able to hear the career pathways of all presenters, most of whom are graduates of UNCC. We now coordinate with Bethany Myers in Teaching Education Advising and Licensure Office and Brooke Brown with the College of Education Career Fair. I also work with Tisha Perkins Greene in the Office of Schools and University Partnerships. This year, lunch was provided for all, sponsored by Charter Schools USA. I feel my time in the schools is the most important time spent and my relationships with leaders in CMS and other districts is mutual. I have been able to place hundreds of teacher candidates in schools so they can have practical, meaningful experiences, where they are welcomed by my principal friends and teacher friends, who value social studies and all aspects of education. <b>I have recruited many of these folks into our programs and will continue to do so.</b></p>
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LEAs/Schools with whom the institution Has Formal Collaborative Plans	Shady Brook Elementary School, Kannapolis, NC
Start and End Dates	8/21/2017
Priorities Identified in Collaboration with LEAs/Schools	Better engage students through the use of technology in reading instruction. Stronger comprehension and academic outcomes for students.
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Classroom observations, teacher interviews, attending data meetings, other data collection.



Summary of the Outcome of the Activities and/or Programs	We conducted additional observations during Spring 2019. We have shared results of data analysis on technology use during reading instruction in August 2019.
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## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	17
Female	58
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>75</b>
Race/Ethnicity	Number
Asian	1
African-American	23
Am. Indian/Alaskan Native	0
Hispanic/Latino	3
Native Hawaaian/Pacific Islander	0
White	43
Two or More Races	2
Race/Ethnicity Not Provided	3
<b>Total</b>	<b>75</b>

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

Full-Time						
	Male		Female		Gender Neutral	
<b>MSA</b>	African-American		African-American	4	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	11	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>MSA</b>	African-American	3	African-American	5	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	1	Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	25	White	
	Multi-Racial	1	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>31</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American	3	African-American	13	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	4	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	16	White	
	Multi-Racial	1	Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>34</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
School Administration		23		23
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.61
MEAN MAT Electronic	400.00
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.21
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	87

**H. Time from admission into professional teacher education program until program completion.**

<b>Full Time</b>
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	<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>
MSA Degree	0	7	0	1	0	0
MSA Licensure Only	0	0	0	0	0	0
<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>
MSA Degree	0	7	0	7	1	0
MSA Licensure Only	15	1	5	0	7	0
<b>Comment or Explanation:</b>						