

2017-2018

# IHE Masters Performance Report

## UNC Charlotte

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

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

UNC Charlotte College of Education offers an array of master's degree programs and has a long-standing commitment to increase access to graduate education for education professionals through campus programs and through both online and site-based distance education initiatives. The following Master of Education (M.Ed.) degrees in teaching fields are offered: Child & Family Studies (B-K), Elementary Education, Middle/Secondary Education, Special Education, Academically-Intellectually Gifted, Reading Education, Teaching English as a Second Language, and Instructional Systems Technology. In addition to the M.Ed. programs, the university has two Master of Arts degrees affiliated with advanced licensure, English Education, and School Counseling; and one Master of Science degree with advanced licensure in

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Mathematics Education. The M.A. and M.S. programs in secondary English and mathematics are offered collaboratively with the College of Liberal Arts and Sciences. Beginning in fall 2017, the College of Education partners with the College of Health and Human Services to offer an M.S.W. with school social work licensure. We also offer Master of Arts in Teaching (M.A.T.) programs. These programs are offered in two phases, providing an intense alternative pathway to the initial teaching license in Phase One (Graduate Certificate). Phase Two then allows (through an application/admission process) practicing teachers to move forward into the advanced competencies work that leads to the advanced license. The M.A.T. currently offers licensure programs for candidates in Child and Family Studies, Elementary Education, Middle Grades Education, Secondary Education, Special Education, Second Language Education (French, German, and Spanish), and Teaching English as a Second Language. In its separate report, the Master of School Administration is described fully. Master's program coursework is offered in a variety of formats, including on-campus face-to-face instruction, hybrid courses that blend on-campus face-to-face instruction with online instruction, fully online courses, and distance education face-to-face instruction in various locations to serve school systems. There are post-masters Graduate Certificate programs associated with licensure for Counseling (005), and School Administration (012). "Add-On" Graduate Certificate programs are currently offered for candidates in Autism Spectrum Disorders, Instructional Systems Technology, K-5 Mathematics Education, Special Education (Academically/ Intellectually Gifted), and Play Therapy Counseling.

### **Special Features of Master's Program**

The Master's degree programs provide leadership and research experiences for master teachers, counselors, and school leaders. As part of the performance-based assessment program, Graduate Program Learner Outcomes have been identified and assessed in categories aligned with the College's Conceptual Framework, CAEP standards, North Carolina Department of Public Instruction (NCDPI) standards, and the expectations of specialized professional associations: (1) development of field-specific advanced content knowledge, (2) development of research skills; (3) development leadership skills and advocacy on behalf of P12 students, and (4) development of appropriate use of technology to inform P12 student learning and assessment. Assessment data

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during the program, at program completion, and in follow-up surveys demonstrate strong candidate performance in all areas. The M.A. in English Education and the M.S. in Mathematics Education involve collaborative design and implementation between the College of Education and the College of Liberal Arts & Sciences. The M.Ed. and M.A.T. programs in Middle Grades and Secondary Education fields rely heavily on collaboration with departments and faculty in the College of Liberal Arts and Sciences. For the large population of middle school and secondary teachers in the M.A.T., the professional education courses in Phase One and Two are available online. The M.A.T. in Special Education is offered through online sections as well. The College of Education has an ongoing mission of offering graduate programs through distance education to off-campus, site-based cohorts when strategically possible.

## I. CHARACTERISTICS OF STUDENTS

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

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	31
Female	228
Race/Ethnicity	Number
Asian/Pacific Islander	5
African American	50
Hispanic	6
American Indian/Alaskan	1
White	183
Other	14

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

Full-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	6
	White	6	White	48
	Other	2	Other	3
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>77</b>

Licensure-Only	American Indian/Alaskan Native		Am Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White	5
	Other		Other	0
	<b>Total</b>		<b>Total</b>	<b>5</b>
Part-Time				
	Male		Female	
Graduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	50
	Hispanic	2	Hispanic	5
	White	22	White	194
	Other	2	Other	9
	<b>Total</b>	<b>33</b>	<b>Total</b>	<b>263</b>
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	1
	White	7	White	37
	Other	0	Other	7
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>56</b>

### C. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		13		
Elementary (K-6)		16		2
Middle Grades (6-9)		14		
Secondary (9-12)		14		
Special Subjects (K-12)		29		
Exceptional Children (K-12)		6		33
Vocational Education (7-12)				
Special Services Personnel		47		43
<b>Total</b>	0	139	0	78

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

<b>Measure</b>	<b>Graduate</b>
MEAN GPA	3.60
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	*
MEAN GRE Electronic	294.95
MEAN GRE Written	935.56
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.86
NUMBER EMPLOYED IN NC SCHOOLS	255
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

<b>Specialty Area/Professional Knowledge</b>	<b>2016-2017 Program Completers Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Reading	4	*
School Counselor	9	100
Institution Summary	13	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. 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 Programs of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
<b>Total</b>		
Comment or Explanation: UNC Charlotte does not offer an initial license at the graduate level. Lateral entry and provisionally licensed teachers enter our graduate certificate program and are included in the undergraduate report.		

**G. Time from admission into the graduate teacher 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>
Graduate degree	16	4	8			
Licensure Only	3	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>
Graduate degree	67	13	2		3	
Licensure Only	29	7				
Comment or Explanation:						