

IHE Master's Performance Report

UNC-Charlotte

2005 - 2006

Overview of Master's Program

UNC Charlotte offers a robust array of master's degree programs and has an aggressive program 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: Early Education; Elementary Education; Middle/ Secondary Education; Special Education (with specializations in adapted curriculum, general curriculum, mental disabilities, learning disabilities, behavioral emotional disabilities, cross-categorical disabilities, severe/profound disabilities, and academically/intellectually gifted); Reading Education; Teaching English as a Second Language; Instructional Systems Technology; and Curriculum & Supervision. In addition to the M.Ed. programs, the university has three Master of Arts degrees affiliated with advanced licensure: English Education, Mathematics Education, and School Counseling. The M.A. programs in secondary English and mathematics are offered collaboratively with the College of Arts and Sciences. The new MAT programs provide a fast track to the initial teaching license in Phase One that responds to the INTASC standards, and then allows students to move forward in Phase Two to the advanced competencies work that leads to the "M" license. The M.A.T. offers approved programs for elementary education, middle grades, secondary fields, special education; temporary authorization has been received for M.A.T. programs in art education and in teaching English as a second language. As discussed in its separate report, the Master of School Administration is a large and thriving program that prepares principals. In preparation for NCATE and NCDPI review in Fall 2005, several programs voluntarily submitted SPA reports for review by their respective professional associations; as of this writing, national recognition has been granted by the National Council of the Social Studies, the National Middle School Association, and the Association for Educational Communication and Technology.

Special Features of Master's Program

As part of the UNC Charlotte performance-based assessment program, Graduate Program Learner Outcomes have been identified and assessed in categories aligned with the College's Conceptual Framework, NCATE standards, NCDPI standards, and the expectations of specialized professional associations: (1)development of research skills, (2)development of field-specific content knowledge, (3)development of field-specific practitioner expertise, (4)impact on P-12 student learning, and (5)development of leadership skills. Assessment data demonstrate strong candidate performance in all areas. The master's degree programs provide leadership and research experiences for master teachers, and culminating experiences (portfolio or applied

research project) respond to National Board Standards. Three of our master's degree programs involve collaborative efforts between the College of Education and the College of Arts & Sciences: the M.A. in English Education; M.A. in Mathematics Education; and M.Ed. in Teaching English as a Second Language. The Master of Arts in Teaching is the 4th highly collaborative program engaging departments and faculty in both Colleges and currently enrolls more than 300 candidates. An important feature of the M.A.T. program is its two-phase structure, with Phase One leading to initial licensure then Phase Two requiring full-time classroom employment and culminating in the recommendation for advanced licensure. For the large population of middle school and secondary teachers in the M.A.T., all professional education courses in Phase One of are available online. Special Education courses have begun to have online sections, starting with the pilot course in Spring 2006. The M.A.T. in Elementary Education began modestly, with one cohort in the summer of 2002; however, it has grown so quickly that a new cohort begins each semester. It is important to note that graduate programs have field-based cohort offerings at schools in Charlotte-Mecklenburg, with the tuition paid by the school system in return for the teachers' commitments to remain at high need (Focus) schools during and after completion of the program. Initial cohorts have graduated, and new cohorts begin in a regular cycle. The College has an ongoing mission of offering graduate programs through distance education and, in addition to Charlotte Mecklenburg, we offer site-based masters programs for cohorts in Lincoln and Cabarrus County. All programs received continuing approval during the DPI/NCATE visit in Fall 2005.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	39
	Other	0	Other	1
	Total	9	Total	56
	Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	9
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	70
	Hispanic	2	Hispanic	7
	White, Not Hispanic Origin	70	White, Not Hispanic Origin	450
	Other	1	Other	4
	Total	84	Total	540
	Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	1	Total	7

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
Prekindergarten (B-K)	10	17
Elementary (K-6)	10	84
Middle Grades (6-9)	5	53
Secondary (9-12)	22	78
Special Subject Areas (K-12)	5	22
Exceptional Children (K-12)	12	77
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	64	331
Comment or Explanation		
The first column of this table includes numbers of students accepted into the MAT (or the initial licensure program track of the M.Ed. in Child and Family Studies) during 2005-06, regardless of whether they were currently lateral entry teachers, intending to become lateral entry teachers, or intending to complete teacher education coursework before applying for a teaching position with a clear Standard Professional I license. If not admitted to the MAT program, all applicants are directed toward the post-baccalaureate program or the RALC so that there is an avenue toward licensure available to them. The numbers in the second column represent graduate students who were enrolled in the MAT program and taking one or more classes; these students may have been enrolled in Phase I (initial license) or may have advanced to Phase II of the program (advanced license).		

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

Masters	
MEAN GPA	3.24
MEAN MAT New Rubric	407
MEAN MAT Traditional	30
MEAN GRE New Rubric	NA
MEAN GRE Traditional	981
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	6	0	0	0
Elementary (K-6)	13	3	0	0
Middle Grades (6-9)	35	26	0	0
Secondary (9-12)	12	5	0	0
Special Subject Areas (K-12)	34	16	0	0
Exceptional Children (K-12)	20	12	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	39	15	1	0
Total	159	77	1	0
Comment or Explanation				

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

2004 - 2005 Program Completers Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	9	100
Spec Ed: BED	2	*
Spec Ed: LD	5	100
Spec Ed: Mentally Disabled	6	100
Institution Summary	22	100
* To protect confidentiality of student records, pass rates based on fewer than four 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 Degree	2	16				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	3	26	34	41	9	26
G Licensure Only	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.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.62	3.7
connect subject matter and learner's needs.	3.54	3.64
implement research-based approaches.	3.69	3.59
assume leadership roles.	3.56	3.55
facilitate learning for diverse students.	3.56	3.66
engage in continuous professional development.	3.53	3.66
Number of Surveys Received	37	44
Number of Surveys Mailed	55	55