

# IHE Master's Performance Report

Queens University of Charlotte

2006 - 2007

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## Overview of Master's Program

The Master of Arts in Teaching program at Queens allows adult students to pursue teaching licensure in elementary education in a two-phase model. In order to be admitted to program students must reach cut scores on the GRE. At the end of Phase I, all competencies for "A" level licensure are met in 30 credit hours. The 9 credit hour Internship completes Phase I. Candidates then move on to Phase II. During this portion of the program students focus on understanding the role of research to professional growth, designing and implementing action research projects, developing as reflective practitioners and becoming more aware and knowledgeable of the diversity that they are encountering in their classrooms. At the end of Phase II candidates receive the MAT degree and apply for "M" level licensure. The program emphasizes the teacher as a diagnostician, who is aware of resources to assist in modifying instruction to allow students to thrive. In 2003 an M.Ed. in Literacy program began at the request of CMS. The M.Ed. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The M. Ed. is designed for candidates who hold an undergraduate degree, a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The M. Ed. program consists of 33 hours of coursework, leading to an "M" level license. As with the MAT, the program is academically rigorous, offered at convenient times during the week and on Saturdays, at convenient sites and involves CMS students in a Summer Reading Clinic. The final class is an Action Research project where teachers will design, execute and interpret the results of their own efforts to increase achievement in their classroom. Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

## Special Features of Master's Program

Most candidates in the MAT program are employed in Charlotte businesses. While they are successful in their current careers, they are not satisfied. These candidates plan to stay in the Charlotte area and teach in local schools. They flourish in the intimate Queens environment. The M.Ed. candidates are experienced CMS teachers. They also thrive in the intimate environment that Queens offers. Courses are offered at convenient times during the week and on Saturdays as well as at convenient sites.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	11
	Other	0	Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>12</b>
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate First License	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	21
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>23</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	54
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>64</b>
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. 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 Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)	0	0
Elementary (K-6)		
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (K-12)	0	0
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		
The above reflects data on the M.ED. in Literacy K-12.		

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

<b>Masters</b>	
MEAN GPA	3.81
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	1,109
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)						
Elementary (K-6)			1	17		
Middle Grades (6-9)						
Secondary (9-12)						
Special Subject Areas (K-12)						
Exceptional Children (K-12)						
Vocational Education (7-12)						
Special Service Personnel						
Total	0	0	1	17	0	0
Comment or Explanation						
Program completers are defined as candidates who have completed student teaching. For its size, Queens serves a disproportionate number of lateral entry teachers that earn licensure through alternatives paths. Reporting only program completers skew the productivity of the institution.						

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

Specialty Area/Professional Knowledge	2005 - 2006 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	31	100
Reading (graduate)	2	*
Institution Summary	33	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.**

<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>
Masters-Upgrade/Add-On						
Masters-First Awarded						
G Licensure Only						
<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>
Masters-Upgrade/Add-On		1				
Masters-First Awarded						
G Licensure Only						
<b>Comment or Explanation</b>						
The MAT is a two phase program. At the end of Phase I candidates apply for "A" level license. Candidates typically complete at least a year of teaching before beginning the second phase. This factor as well as family choices and other issues affect the time to complete the entire MAT.						

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.80	3.50
connect subject matter and learner's needs.	3.90	3.38
implement research-based approaches.	3.90	3.50
assume leadership roles.	3.60	3.38
facilitate learning for diverse students.	3.80	3.38
engage in continuous professional development.	3.90	3.50
Number of Surveys Received	10	8
Number of Surveys Mailed	30	30