

IHE Master's Performance Report

UNC-Charlotte

2006 - 2007

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. The M.Ed. in Child and Family Studies: Early Education offers two pathways to the master's degree: one for licensed teachers seeking the advanced license, and one for students seeking the Standard Professional I license part way through the program and the advanced license upon graduation. 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 practicing teachers to move forward in Phase Two to the advanced competencies work that leads to the advanced license. The M.A.T. offers licensure for elementary education, middle grades, secondary fields, special education, art education, and teaching English as a second language. The M.A.T. program in second language education (French, German, and Spanish) is currently under review by the Department of Public Instruction, and proposals for programs in dance education, music education, and theatre education are in final stages of curriculum development. In its separate report, the Master of School Administration is described fully. Masters 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.

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 during the program, at program completion, and in follow-up surveys 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. Approximately 600 students were enrolled in master's programs in Fall 2006 that lead to the advanced teaching or school counseling license. Several master's degree programs involve collaborative design and implementation between the College of Education and the College of Arts & Sciences: the M.A. in English Education, M.A. in Mathematics Education, M.Ed. in Teaching English as a Second Language, M.A.T. in Art Education. The M.Ed. and M.A.T. programs in Middle Grades and Secondary Education fields also rely heavily on collaboration with departments and faculty in the College of Arts and Sciences. 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., many of the professional education courses in Phase One are available online and in the Lateral Entry Teacher Institute held off campus with reduced tuition rates in the summer. The Special Education faculty members have initiated the development and offering of online sections as well. 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, Rowan, 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 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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	39
	Other	0	Other	4
	Total	10	Total	49
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
	Total	0	Total	0

Part 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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	2	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	78
	Hispanic	3	Hispanic	7
	White, Not Hispanic Origin	56	White, Not Hispanic Origin	437
	Other	7	Other	17
	Total	78	Total	545
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	17
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	5	Total	36

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)	1	14
Elementary (K-6)	12	36
Middle Grades (6-9)	6	19
Secondary (9-12)	12	35
Special Subject Areas (K-12)	11	25
Exceptional Children (K-12)	4	58
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	46	187
Comment or Explanation		
UNC Charlotte does not distinguish between MAT students who are lateral entry teachers already, planning to seek a lateral entry position, or who intend to complete Phase One of initial licensure coursework before seeking a teaching position. Therefore, these numbers represent all MAT students in Phase One. Since MAT students must hold a clear licensure to advance to Phase Two, they are not included in this table.		

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

Masters	
MEAN GPA	3.3
MEAN MAT New Rubric	408
MEAN MAT Traditional	44
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,008
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)			7	1		
Elementary (K-6)			26	10		
Middle Grades (6-9)			14	7		
Secondary (9-12)			15	8		
Special Subject Areas (K-12)			14	3		
Exceptional Children (K-12)			15	21		
Vocational Education (7-12)						
Special Service Personnel			28	15	7	1
Total	0	0	119	65	7	1
Comment or Explanation						

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
Counselor	23	96
ESL	4	*
Elementary Education	3	*
MG-Math	1	*
Reading (graduate)	13	69
Spec Ed: Adapted Curriculum	1	*
Institution Summary	45	89
* 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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On						
Masters-First Awarded	2	2	3	1		1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	13	20	22	24	25	17
Masters-First Awarded	23	9	7	9	5	8
G Licensure Only	5	4				
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.	3.49	3.60
connect subject matter and learner's needs.	3.57	3.63
implement research-based approaches.	3.69	3.47
assume leadership roles.	3.58	3.49
facilitate learning for diverse students.	3.58	3.49
engage in continuous professional development.	3.51	3.63
Number of Surveys Received	55	49
Number of Surveys Mailed	123	123