

**IHE Master's Performance Report  
UNC-Charlotte  
2008 - 2009**

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**Overview of Master's Program**

UNC Charlotte offers a robust 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: Early Education (B-K); Elementary Education; Middle/ Secondary Education; Special Education (with specializations in adapted curriculum, general curriculum, 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 M.A.T. programs provide an intense alternative pathway 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 into 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, dance education, theatre 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. 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. There are post-masters Graduate Certificate programs associated with licensure for counseling (005), curriculum and supervision (113), and school administration (012).

**Special Features of Master's Program**

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. 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. In 2008-09, more than 700 students were enrolled in master's (M.Ed., M.A., or MAT Phase II) or add-on licensure programs that led to advanced teaching or school counseling licenses. Several master's degree programs involve collaborative design and implementation between the College of Education and the College of Liberal Arts & Sciences: the M.A. in English Education, M.A. in Mathematics Education, M.Ed. in Teaching English as a Second Language. The College of Education and the College of Arts and Architecture collaborate to offer the M.A.T. in Art Education, M.A.T. in Dance Education, and the M.A.T. in Theatre 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 Liberal 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 M.A.T. in Special Education is offered through online sections as well. 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 Rowan, Union, and Cabarrus Counties. All programs received continuing approval during the DPI/NCATE visit in Fall 2005. International study is supported through study abroad opportunities for teachers and counselors each summer; teacher may apply for partial scholarships through the College of Education to help defray expenses of this international work.

## 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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	41
	Other	0	Other	3
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>50</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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	94
	Hispanic	1	Hispanic	12
	White, Not Hispanic Origin	75	White, Not Hispanic Origin	434
	Other	3	Other	4
	<b>Total</b>	<b>93</b>	<b>Total</b>	<b>549</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	4	Black, Not Hispanic Origin	14
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	22
	Other	0	Other	1
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>38</b>

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

<b>Masters</b>	
MEAN GPA	3.29
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	24
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

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

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)	0	0	8	3	0	0
Elementary (K-6)	0	0	11	11	0	0
Middle Grades (6-9)	0	0	3	12	0	0
Secondary (9-12)	0	0	13	8	0	0
Special Subject Areas (K-12)	0	0	18	14	0	0
Exceptional Children (K-12)	0	0	12	22	0	0
Vocational Education (7-12)	0	0	0	0	0	0
Special Service Personnel	0	0	11	46	5	8
Total	0	0	76	116	5	8
Comment or Explanation						

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

Specialty Area/Professional Knowledge	2007 - 2008 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Spec Ed: General Curriculum	2	*
Institution Summary	4	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**E. 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	3	0	0	0	0	0
Masters-First Awarded	0	5	5	0	1	1
G 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>
Masters-Upgrade/Add-On	25	16	13	15	6	28
Masters-First Awarded	0	35	8	12	4	13
G Licensure Only	7	2	2	0	1	0
Comment or Explanation						

**F. 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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.