

IHE Master's Performance Report

UNC-Charlotte

2010 - 2011

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; and Instructional Systems Technology. 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 Liberal Arts and Sciences. The Master of Arts in Teaching (M.A.T.) programs is offered in two phases, providing an intense alternative pathway to the initial teaching license in Phase One (Graduate Certificate), 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) that respond to National Board Standards. 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, 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 2010-11 more approximately 900 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. The M.A. in English Education and the M.A. in Mathematics Education involve collaborative design and implementation between the College of Education and the College of Liberal Arts & Sciences. In prior years the College of Education and the College of Arts and Architecture collaborated to offer the M.A.T. in Art, Dance, and Theatre Education. In fall 2010 a determination was made to suspend new admissions for students in the Dance and Theatre M.A.T. programs,

but to continue those students in the pipeline. This action was taken so that the programs could study admission patterns and allow for more cohesive curricular planning and course offerings. 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 Pathways Program 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 to off-campus, site-based cohorts when strategically possible. All programs received continuing approval during the DPI/NCATE visit in fall 2005 and have recently undergone curriculum revisioning as required by the State Board of Education (SBE). During 2010-11 all revised advanced licensure programs were approved at the campus level and the new programs will be in effect fall 2011.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	33
	Other		Other	5
	Total	7	Total	43
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	80
	Hispanic	2	Hispanic	11
	White, Not Hispanic Origin	89	White, Not Hispanic Origin	417
	Other	6	Other	9
	Total	107	Total	527
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	14
	Other		Other	
	Total	3	Total	30

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	28
Elementary (K-6)	54	114
Middle Grades (6-9)	43	103
Secondary (9-12)	41	98
Special Subject Areas (K-12)	29	129
Exceptional Children (K-12)	20	68
Vocational Education (K-12)		
Special Service Personnel (K-12)	36	148
Other		
Total	224	688
Comment or Explanation:		
Plans of study are the same for lateral entry teachers and adult career changers seeking licensure. We have included both categories of students in this table since we make no distinctions.		

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

Masters	
MEAN GPA	3.29
MEAN MAT New Rubric	*
MEAN MAT Traditional	41
MEAN GRE New Rubric	3.77
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.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	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)	6	4		
Elementary (K-6)	1	19		
Middle Grades (6-9)	2	28		
Secondary (9-12)	3	13		
Special Subject Areas (K-12)	28	26		
Exceptional Children (K-12)	7	17		
Vocational Education (7-12)				
Special Service Personnel	6	61	3	6
Total	53	178	3	6
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	2	*
Counselor	26	100
ESL	8	100
Elementary Education	15	100
English	2	*
French	1	*
German	1	*
MG-Lang Arts	2	*
MG-Science	1	*
Reading (masters)	1	*
Social Studies (9-12)	2	*
Spanish	1	*
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	14	100
Institution Summary	77	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	2					2
Masters-First Awarded		7	3	3	1	
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	18	24	23	17	6	12
Masters-First Awarded	44	7	11	28	7	8
G Licensure Only	5	1		2	1	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.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.