

# IHE Master's Performance Report

Queens University

2011 - 2012

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## Overview of Master's Program

Queens University of Charlotte, located in Charlotte, North Carolina, is a private, co-educational, liberal arts college affiliated with the Presbyterian Church. To serve the diverse needs of a variety of students, the university is divided into three units serving approximately a total of 2,600 students. The University is made up of The College of Arts and Sciences (CAS), The Wayland H. Cato, Jr. School of Education, The McColl School of Business, The Presbyterian School of Nursing, The School of Communications and the Hayworth College. The College of Arts and Sciences (CAS) offers traditional liberal arts majors which are a unique interdisciplinary core program, an international experience, and career preparation through a required internship. The CAS student body is a heterogeneous group of approximately 1,000 resident, commuter and international students. Students in the Schools of Nursing, Communications, Business, and Education also complete the interdisciplinary core program and international experience in addition to the requirements for their chosen major. Hayworth College offers undergraduate programs for non-traditional students in the day and evening. Graduate programs are offered in the evening and on weekends in The Hayworth College and Schools of Nursing, Business, Education and Organizational Communication. All schools with-in the Queens' community offer both undergraduate and graduate programs. All Queens' programs emphasize active learning, close student-teacher relationships, and connections between classroom theory and the world of work using the greater Charlotte area for experiential learning. The purpose of Queens University of Charlotte is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large, which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve." Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens University of Charlotte's mission is to educate students for noble lives, productive careers, and responsible citizenship, all within a changing global community. Queens believes that each individual has a responsibility to the society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

## Special Features of Master's Program

At Queens, all pre-service teachers are required to complete early, varied, and frequent field experiences in culturally diverse schools in the Charlotte-Mecklenburg School system. Methods faculty coach pre-service teachers in analyzing and modifying teaching styles to increase classroom academic achievement for diverse learners. Those holding an undergraduate degree and wish to teach in an elementary school can enroll in the Master of Arts in Teaching Program (MAT). This program consists of two phases. At the completion of Phase I, which includes student teaching, students apply for initial licensure. During Phase II as practicing teachers, they complete the advanced course of study leading to the Master of Arts in Teaching. Culminating the MAT experience, degree candidates present their research projects to an audience of P-12 practicing teachers, university faculty, and school administrators at the Action

Research Symposium. Candidates in the Master of Arts in Teaching develop as reflective practitioners, diagnostic educators and teacher researchers. Student teaching (K-6) consists of two placements. For the first eleven weeks, student teachers are placed in elementary schools through the traditional placement process. After this placement, candidates are placed for three weeks in a different type of school setting. Therefore, during each candidate's student teaching experience they will work in an "at risk" and an average or high performing school. This two-placement experience also allows student teachers to work at two different grade levels as well with one placement in a K-2 classroom and the other in a 3-5 classroom. Queens established a strong support system with CMS to train lateral entry teachers, to help eliminate licensure problems for practicing teachers, and to assist classroom teachers in increasing their knowledge base. Queens continues to assist CMS to help teachers obtain a license as quickly as possible. Currently, all CMS employees receive reduced tuition, 30% discount on an already reduced tuition, for education classes. At Myers Park Traditional Elementary School, which is our Professional Development School and borders the campus, staff can take education classes at Queens free of charge. We continue to keep a strong presence in the elementary school. In summer 2004 as part of the M. Ed., a free reading clinic was established to meet the needs of the Diagnostic Practicum. Children in the program are afforded help to strengthen their reading skills as part of a summer program. This clinic is offered in the summer as each cohort takes the Diagnostic Practicum. The innovative MSA program at Queens places an emphasis on the development of practical leadership skills. The McColl School of Business leadership and organizational development model is a critical part of our innovative approach to developing school leaders. The program was developed based upon our vision of the 21st Century school leader. Development of the school leader at Queens involves the extensive use of simulations, clinical practice of specific skill sets, and the use of coaches and mentors. Emphasis is placed upon the needs of suburban and urban school districts.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	21
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>22</b>
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	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	63
	Other		Other	4
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>71</b>
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	
	Other		Other	
	<b>Total</b>		<b>Total</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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
<b>Comment or Explanation:</b>		
<p>The Cato School of Education utilizes various methods for recruiting students for its Master’s level programs. In addition to information about the programs and application process being available online through the Queens website, the School of Education sends out communication to teachers and administrators within Charlotte-Mecklenburg Schools as well as some of the surrounding Districts. Queens works through the Human Resources Departments, the District’s Area Superintendents, and direct email messages to get the word out to those who may be interested in enrolling in one of the Master’s programs within the School of Education. Cato School of Education hired a staff member whose charge is to increase enrollment in the graduate programs. He goes into the community and schools and meets with prospective students and holds information sessions frequently on and off campus. For the meetings held on campus, faculty participate so that they can answer questions and provide information to individual students.</p>		

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

<b>Masters</b>	
MEAN GPA	3.22
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	958
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)				
Elementary (K-6)	2	32		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		10		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>2</b>	<b>42</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	6	100
Reading (Master's)	5	100
Institution Summary	11	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						
Masters-First Awarded						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On				16	11	
Masters-First Awarded						
G Licensure Only						
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.