

IHE Master's Performance Report

UNC-Charlotte

2011 - 2012

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. We also offer Master of Arts in Teaching (M.A.T.) programs. These programs are offered in two phases, providing an intense alternative pathway to the initial teaching license in Phase One (Graduate Certificate), and then allows (through an application/admission process) practicing teachers to move forward in Phase Two into the advanced competencies work that leads to the advanced license. The M.A.T. currently offers licensure programs for candidates in elementary education, middle grades, secondary fields, special 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 the appropriate state and national 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. 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 Art and Theatre M.A.T. programs and in fall 2011 a decision was made to suspend new admission in the Dance

M.A.T. program, but to continue those students in the pipeline. This action was taken so 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 through the summer Pathways Program. The M.A.T. in Special Education is offered through online sections as well. The College of Education 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 NC 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 were implemented in 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	4
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	34
	Other		Other	2
	Total	8	Total	41
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	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	9
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	70
	Hispanic	3	Hispanic	17
	White, Not Hispanic Origin	89	White, Not Hispanic Origin	419
	Other	3	Other	16
	Total	111	Total	532
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other		Other	
	Total	3	Total	22

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)	8	22
Elementary (K-6)	29	104
Middle Grades (6-9)	40	115
Secondary (9-12)	29	110
Special Subject Areas (K-12)	67	149
Exceptional Children (K-12)	20	72
Vocational Education (K-12)		
Special Service Personnel (K-12)	89	158
Other		
Total	282	730
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	3.22
MEAN MAT New Rubric	422
MEAN MAT Traditional	44
MEAN GRE New Rubric	4
MEAN GRE Traditional	1,005
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)		14		
Elementary (K-6)		53		
Middle Grades (6-9)		49		
Secondary (9-12)		30		
Special Subject Areas (K-12)		38		
Exceptional Children (K-12)		23		
Vocational Education (7-12)				
Special Service Personnel		19		6
Total		226		6
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
Art	1	*
Biology (9-12)	1	*
Counselor	20	100
ESL	8	100
Elementary Education	16	100
English	1	*
MG-Language Arts	3	*
MG-Math	7	86
MG-Science	4	*
MG-Social Studies	3	*
Math (9-12)	1	*
Reading (masters)	1	*
Social Studies (9-12)	2	*
Spanish	1	*
Spec Ed: Adapted Curriculum	1	*
Institution Summary	70	99

* 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	1					
Masters-First Awarded		5	2			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	4	2			1	
Masters-First Awarded	92	55	36	13	21	27
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.