

IHE Master's Performance Report

UNC Charlotte

2013 - 2014

Overview of Master's Program

UNC Charlotte College of Education offers an 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, 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. Graduate Certificate programs are currently offered for candidates in Autism Spectrum Disorders, Special Education (Academically/ Intellectually Gifted), Play Therapy Counseling, and Substance Abuse Counseling. The M.A.T. currently offers licensure programs for candidates in child and family studies, 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. Master's 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, counselors, and school leaders. 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, North Carolina Department of Public Instruction (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. The M.Ed. and M.A.T. programs in Middle Grades and Secondary Education fields rely heavily on collaboration with departments and faculty in the College of Liberal Arts and Sciences. For the large population of middle school and secondary teachers in the M.A.T., the professional education courses in Phase One and Two are available online. 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.

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	1
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	19
	Hispanic	1	Hispanic	5
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	96
	Other		Other	4
	Total	17	Total	127
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	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	56
	Hispanic	1	Hispanic	12
	White, Not Hispanic Origin	61	White, Not Hispanic Origin	290
	Other		Other	14
	Total	76	Total	377
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	15
	Other		Other	
	Total	1	Total	26

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)		
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		
Total	0	0
Comment or Explanation:		
UNC Charlotte does not offer an initial license at the graduate level. Lateral entry and provisionally licensed teachers enter our graduate certificate program and are included in the undergraduate report.		

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

Masters	
MEAN GPA	3.30
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	994
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.55
NUMBER EMPLOYED IN NC SCHOOLS	436
* 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)		4		
Elementary (K-6)		87		
Middle Grades (6-9)		45		
Secondary (9-12)		36		
Special Subject Areas (K-12)		70		
Exceptional Children (K-12)		48		
Vocational Education (7-12)				
Special Service Personnel		64		15
Total		354		15
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	14	100
ESL	3	*
Institution Summary	17	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	82	4	2	0	2	1
Masters-First Awarded	5	7	3	4	0	0
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	39	10	14	2	8	11
Masters-First Awarded	9	43	34	0	1	5
G Licensure Only						
Comment or Explanation:						