

2018-2019

# EPP Masters Performance Report

## UNC Charlotte

---



## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **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 affiliated with advanced licensure are offered: Child & Family Studies (B-K), Elementary Education, Middle/Secondary Education, Special Education (including 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 two Master of Arts degrees affiliated with advanced licensure, English Education, and School Counseling; and one Master of Science

---

---

degree with advanced licensure in Mathematics Education. The M.A. and M.S. programs in secondary English and mathematics are offered collaboratively with the College of Liberal Arts and Sciences. Beginning in fall 2017, the College of Education partnered with the College of Health and Human Services to offer an M.S.W. with school social work licensure. 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). Phase Two then allows (through an application/admission process) practicing teachers to move forward into the advanced competencies work that leads to the advanced license. The M.A.T. currently offers licensure programs for candidates in Child and Family Studies, Elementary Education, Middle Grades Education, Secondary Education, 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 two post-masters Graduate Certificate programs associated with licensure for Counseling (005), and School Administration (012). Licensure "Add-On" Graduate Certificate programs are currently offered for candidates in K-5 Mathematics Education, Instructional Systems Technology, and Special Education-Academically/ Intellectually Gifted. Non-licensure degree programs in Educational Leadership (M.Ed.) and non-licensure "Add-On" Graduate Certificate programs in the following areas are offered: Autism Spectrum Disorders, , Quantitative Analyses, National Board Certification, University and College Teaching (post-masters certificate), Addiction Counseling, and Play Therapy Counseling.

### **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, CAEP standards, North Carolina Department of Public

---

Instruction (NCDPI) standards, and the expectations of specialized professional associations: (1) development of field-specific advanced content knowledge, (2) development of research skills; (3) development leadership skills and advocacy on behalf of P12 students, and (4) development of appropriate use of technology to inform P12 student learning and assessment. 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.S. 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.

## I. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	70
Female	448
Race/Ethnicity	Number
Hispanic / Latino	25
Asian	7
African-American	115
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	346
Multi-Racial	4
Student does not wish to provide	21

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

Full-Time
-----------

	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	9
	Hispanic/Latino		Hispanic/Latino	3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	37
	Multi-Racial		Multi-Racial	1
	Not Provided	1	Not Provided	2
	Total	5	Total	52
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	5
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	8
Part-Time				
	Male		Female	
Graduate	Asian		Asian	6
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	58
	Hispanic/Latino	3	Hispanic/Latino	7
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	26	White	222
	Multi-Racial		Multi-Racial	7
	Not Provided	2	Not Provided	6
	Total	38	Total	307
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	21
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	8	Total	31

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

Program Area	Graduate		Graduate Licensure Only	
	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)		14		
Elementary (K-6)		30		2
Middle Grades (6-9)		24		
Secondary (9-12)		23		
Special Subjects (K-12)		18		
Exceptional Children (K-12)		30		9
Vocational Education (7-12)				
Special Services Personnel		53		44
<b>Total</b>	0	192	0	55

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

Measure	Graduate
MEAN GPA	3.61
MEAN MAT Electronic Rubric	402.57
MEAN MAT Written	*
MEAN GRE Electronic	296.21
MEAN GRE Written	782.22
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.55
NUMBER EMPLOYED IN NC SCHOOLS	292
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**E. Scores of program completers that lead to initial license on professional and content area examinations.**

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
School Counselor	8	100	96
Institution Summary	8	100	93

\* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

**F. Time from admission into the graduate teacher 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>
Graduate degree	4	15	1	5		
Licensure Only	6	1			1	
<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>
Graduate degree	52	56	7	17	5	1
Licensure Only	21	4		1		
Comment or Explanation:						