

2015-2016

IHE 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 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 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. 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, 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), and school administration (012). "Add-On" Graduate Certificate programs are currently offered for candidates in Autism Spectrum Disorders, Instructional Systems Technology, K-5 Mathematics Education, Special Education (Academically/ Intellectually Gifted), 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. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	30
	Other	1	Other	1
	Total	7	Total	42
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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	62
	Hispanic	3	Hispanic	14
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	221
	Other	0	Other	14
	Total	45	Total	314
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	76
	Other	0	Other	1
	Total	7	Total	86

B. 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		
Elementary (K-6)		25		
Middle Grades (6-9)		24		
Secondary (9-12)		24		
Special Subjects (K-12)		33		
Exceptional Children (K-12)		18		35
Vocational Education (7-12)				
Special Services Personnel		16		13
Total	0	146	0	48

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

Measure	Graduate
MEAN GPA	3.3
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	*
MEAN GRE Electronic	295.56
MEAN GRE Written	1,030.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.04
NUMBER EMPLOYED IN NC SCHOOLS	331
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Counselor	19	100
Reading (masters)	4	*
Institution Summary	23	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Programs 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)		
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.		

F. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	1	4		4	1	1
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	55	41	21	11	4	3
Licensure Only	33	13	2			
Comment or Explanation:						