

2018-2019

# **EPP Masters Performance Report**

## **Queens University of Charlotte**

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## **Public Schools of North Carolina**

### **State Board of Education**

### **Department of Public Instruction**

#### **Overview of Masters Programs**

Queens University of Charlotte offers a Masters of Arts in Teaching in Elementary K-6 (MAT), Master of Education in Literacy K-12 (M.Ed.), and Master of Arts in Educational Leadership K-12 (MEL). Courses are taken from 6:00 to 8:45 in the evenings and during the summer to accommodate the needs of the adult learner.

#### **Special Features of Masters Programs**

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.

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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 Program develop as reflective practitioners, diagnostic educators and teacher researchers. Queens has established a strong support system with CMS to train 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 a reduced tuition rate for education classes. As part of the M.Ed., a free reading clinic is included to meet the needs of the MED Diagnostic Practicum. Children in the program are afforded help to strengthen their reading skills as part of the summer program. This clinic is offered in the summer as each MED cohort takes the Diagnostic Practicum.

The Master of Arts in Educational Leadership (MEL) program began in the fall of 2013. This program is a full on-line program.

## **I. CHARACTERISTICS OF STUDENTS**

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

<b>Number of Students Who Applied to the Graduate Educator Prep Program</b>	
<b>Gender</b>	<b>Number</b>
Male	7
Female	22
<b>Race/Ethnicity</b>	<b>Number</b>
Hispanic / Latino	0
Asian	0
African-American	7
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	21
Multi-Racial	0
Student does not wish to provide	1

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	23
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	6	Total	32
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0
Part-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	0	Total	0

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

Program Area	Graduate		Graduate Licensure Only	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		9		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)		18		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	0	27	0	0

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

Measure	Graduate
MEAN GPA	3.19
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.96
NUMBER EMPLOYED IN NC SCHOOLS	20
* 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
Elementary (grades K-6)	1	*	80
Institution Summary	1	*	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**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	0	0	18	1	2
Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	0	0	0	0	0	0
Licensure Only	n/a	n/a	n/a	n/a	n/a	n/a
Comment or Explanation:						