

2020-2021

EPP Master's Performance Report

UNC-Charlotte



North Carolina 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 and Family (B-K), Curriculum and Instruction with concentrations in Middle/Secondary, and TESL, Elementary Education, Special Education (including Academically-Intellectually Gifted), Reading Education, and Learning, Design, 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. The College of Education partners 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, Spanish, and Chinese), Teaching English as a Second Language, and selected CTE Areas. 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

Gender	Number
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Male	109
Female	769
Gender Neutral	
Gender Not Provided	48
Total	926
Race/Ethnicity	Number
African-American	195
Am. Indian/ Alaskan Native	3
Asian	15
Hispanic/Latino	46
Native Hawaiian/ Pacific Islander	2
White	588
Two or More Races	26
Race Not Provided	51
Total	926

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time						
	Male		Female		Not Identified as Male or Female	
Graduate	African-American	2	African-American	6	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	4	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	5	White	28	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	3	Not Provided	0
	Total	7	Total	42	Total	0
Licensure-Only	African-American	0	African-American	0	African-American	0

	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	4	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	4	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
Graduate	African- American	5	African- American	55	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	7	Asian	0
	Hispanic/ Latino	5	Hispanic/ Latino	24	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	27	White	230	White	0
	Two or More Races	1	Two or More Races	8	Two or More Races	0
	Not Provided	0	Not Provided	7	Not Provided	0
	Total	38	Total	332	Total	0
Licensure- Only	African- American	2	African- American	16	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	3	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	2	Hispanic/ Latino	0

	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	4	White	46	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	2	Not Provided	0
	Total	6	Total	69	Total	0

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.				
Prekindergarten	0	8	0	0
Elementary	0	33	0	1
Middle Grades	0	10	0	0
Secondary	0	11	0	0
Special Subjects	0	45	0	0
Exceptional Children	0	30	0	22
Vocational Ed	0	0	0	0
Special Services	0	19	0	66
Total	0	156	0	89
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.67
MEAN MAT Electronic	403.39
MEAN MAT Written	N/A
MEAN GRE Electronic	296.58
MEAN GRE Written	887.50

MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.48
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	337
N/A - Data Not Available	
* - Less than five scores reported	
Comment(s):	

E. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Reading	1	*	100
School Counselor	25	100	98
Institution Summary	26	100	91
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			