May 16, 2018

Dr. Kimberly van Noort
Vice President for Academic Programs and Instructional Strategy
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Establish a M.Ed. in Urban Education. We are enthusiastic about the proposed online program which aims to equip teachers, administrators, paraprofessionals and counselors in urban school systems with practical approaches to improve educational outcomes for students.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
        Ellen McIntyre, Dean, Cato College of Education
        Rollinda Thomas, Associate Vice President for Academic Programs

UNIVERSITY OF NORTH CAROLINA
REQUEST TO ESTABLISH
A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

Date: May 16, 2018

Constituent Institution: University of North Carolina at Charlotte

Is the proposed program a joint degree program?   Yes_____   No ✓

        Joint Partner campus

Title of Authorized Program: Masters of Education in Urban Education Degree Abbreviation: M.Ed.

CIP Code (6-digit):   13.0410   Level: B _____   M ✓ I _____ D _____

CIP Code Title: Urban Education and Leadership

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes_____No ✓

        If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)?   Yes ✓   No____

Proposed term to enroll first students in degree program: *Term*   Fall   *Year*   2019

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

Based on the Policy Statement on Substantive Change for Accredited Institutions from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte (UNC Charlotte) is not required to submit a letter of notification and/or prospectus prior to implementation of the new degree program.

Identify the objective of this request (select one or more of the following)

        ☐ Launch new program on campus
        ☒ Launch new program online; Maximum percent offered online   100%
                ☒ Program will be listed in UNC Online
                ☐ One or more online courses in the program will be listed in UNC Online
        ☐ Launch new site-based program (list new sites below; add lines as needed)
                ☐ Instructor present (off-campus delivery)
                ☐ Instructor remote (site-based distance education)

Site #1
  Department of Middle Secondary and K-12 Education   100% online instruction
  9201 University City Blvd. Charlotte, NC 28223-0001
  (address, city, county, state)   *(max. percent offered at site)*

Site #2

_____

  (address, city, county, state)   *(max. percent offered at site)*

Site #3

_____

  (address, city, county, state)   *(max. percent offered at site)*

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online
        Minimum credit hours required   33
        Expected number of full-time terms to completion   4

Do the following sections of your previously submitted and approved Request to Plan document require any change or updated information? If yes, note the items and explain.

Review Status (Campus)	Yes_____	No__✓__
Description and Purpose	Yes__✓__	No_____ (Student Learning Outcomes)
Student Demand	Yes_____	No__✓__
Societal Demand	Yes_____	No__✓__
Unnecessary Duplication	Yes_____	No__✓__
Enrollment	Yes_____	No__✓__

At the request of the Department Chair of Middle, Secondary, and K-12 Education; the three (3) previously identified Student Learning Outcomes (SLOs) for the M.Ed. in Urban Education submitted in the Request to Plan have been slightly revised to reflect greater continuity with the SACS/SLOs for advanced degree programs within the Cato College of Education. The modifications are described in greater detail below:

Original SLO1
Demonstrate an understanding of the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) core teaching standards (i.e., learner development, learning differences, learning environment, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning and ethical practice, and leadership and collaboration) and apply knowledge and skills specific to their content area or discipline. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers to ensure that they can meet the needs of next generation learners.

> **REVISED SLO1:** Demonstrate and apply content knowledge and skills specific to their content area or discipline.

Original SLO2

Use research and evidence to demonstrate leadership in developing school environments that support and assess their P-12 students' learning and the professional practices specific to their discipline and/or area of specialization.

> *REVISED* **SLO2:** Use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

Original SLO3

Demonstrate skills to foster equity and inclusion of students from racially, linguistically, socioeconomically, and culturally diverse populations) and commitment to creating supportive environments that afford all P-12 students access to rigorous curriculum and high-quality services specific to their learning needs and socioemotional well-being, respectively.

> *REVISED* **SLO3**: Demonstrate knowledge, skills, equity/inclusion, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curricula specific to their learning needs.

Additional SLO4 (i.e., this SLO was not a part of the identified SLOs in the Request to Plan) Model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

I.   Program Requirements and Curriculum
    A.   Program Planning

        1.   List the names of institutions with similar degree programs regarded as high quality programs by the developers of the proposed program.

            A comprehensive review (see Appendix A, reference to the Hanover Report) identified sixteen (16) similar degree programs. Among those regarded as high quality were: Harvard University (Cambridge, MA), Georgetown University (Washington, DC), Temple University (Philadelphia, PA), Texas A&M University (College Station, Texas), and University of Maryland (College Park, MD).

            Of the programs listed above, only one was identified as comparable, high quality, and <u>online</u>. Texas A&M University offers a 100% online degree; however, the program at Texas A&M University is a degree in Curriculum and Instruction with <u>only</u> an *emphasis* in Urban Education. Whereas Texas A&M University builds their urban courses (i.e., Urban Education, Teaching English as a Second Language, Teaching in Urban Environments, and Urban Schools and Communities) around a general education curriculum, the proposed program consists almost entirely of courses related to the unique needs of those in urban education (see Appendix B, Course Outline).

2.   List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

Hanover Research (2017) conducted a review of sixteen (16) similar programs which included an assessment of curriculum, delivery format, tuition and financial support.

From the Hanover report it was determined that many of the existing M.Ed. programs in Urban Education focus on teaching rather than research and/or theory and include some form of intensive field work. It was also shown that the most common urban topics addressed within the curriculum include: (a) culturally relevant approaches to education, (b) education and inequality, and (c) meeting the needs of ELL/ESL students. Additionally, with the exception of Texas A&M University, all of the programs that were surveyed as a part of the Hanover report use a face-to-face or hybrid format despite the increasing demand for a M.Ed. in Urban Education. Thus, the delivery format was limiting access. Each of these findings was carefully considered when developing the curriculum and determining the delivery structure for the proposed program.

In comparison to the only existing online M.Ed. in Urban Education program (Texas A&M University), the proposed program is less expensive, has a shorter time to completion, and provides a more direct and specialized focus on the implications of culture in shaping the educational experiences of students in urban schools. Below represents a synopsis of these comparisons:

UNC Charlotte (Proposed M.Ed. in Urban Education)
    Curriculum
- Focus: Urban education is central to the curriculum (consists entirely of courses related to urban education, with the expectation of one research methods course)
- Target Audience: Teachers and Professionals

    Delivery
- Online (100%)
- Time to Completion: 2 years

    Tuition (Distance Education - Based on 6 Credit Hours)
- NC Resident: $1465.75 per semester
- Non-NC Resident: $5419.75 per semester

Existing M.Ed. in Urban Education Programs
    Curriculum
- Focus: Urban education courses built around a general curriculum (includes four courses specific to urban education)
- Target Audience: Mainly Teachers

Delivery
- Majority offer Face-to-Face Instruction
- Time to Completion (online only, Texas A&M): 2+ years

Tuition (Texas A&M Distance Education - Based on 6 Credit Hours/semester)
- Resident: $3864.44 per semester
- Non- Resident: $8962.02 per semester

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

   The minimum admission requirements for study toward the M.Ed. in Urban Education are:

   - An earned undergraduate degree in any education discipline or closely related field of study, such as history, social studies, English, language, and literacy, developmental psychology, social work, or other related majors.

   - An undergraduate GPA of 3.0 or greater.

   - An official transcript of previous academic coursework beyond high school.

   - Acceptable scores on verbal, quantitative, and analytical sections of the GRE or GMAT in accordance to the standards set by the UNC Charlotte Graduate School (see http://gradadmissions.uncc.edu/apply-now/application-requirements/test-scores) and taken within the previous 5 years.

   - Three (3) letters of recommendation from education professionals that speak to the benefit of this program for the professional growth of the candidate.

   - A statement of purpose for entering a M.Ed. in Urban Education on-line program.

   - TOEFL scores if applicable (Students for whom English is not the primary language must submit scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or Pearson Test of English (PTE)).

   - Other credentials required by the Graduate School (http://gradadmissions.uncc.edu/apply-now/application-requirements)

2. Documents to be submitted for admission (listing).

- Completed standard graduate school application form
- Official Undergraduate Transcripts
- Three (3) Letters of Recommendation
- Personal Statement
- GRE/GMAT Scores
- TOEFL Scores (if applicable)

C.   Degree requirements. List the following:

    1.   Total hours required. State requirements for Major, Minor, General Education, etc.

       A total of thirty-three (33) credit hours are required for the M.Ed. in Urban Education. No minors are proposed. All thirty-three (33) credit hours are required core courses and consist of 9 credit hours of instruction in advanced pedagogy, 15 credit hours of instruction in critical issues in urban education, 3 credit hours of instruction in research methods, and 6 credit hours of instruction in authentic application of leadership and reflection.

    2.   Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

       Students will be engaged in a capstone research project during their final semester (as a part of MDSK 6691: Seminar in Professional Development). This course is intended to scaffold candidate's development of their professional and programmatic growth with the creation of a research portfolio that focuses on self-direction and their development as culturally responsive educators and professionals.

For graduate programs only, please also answer the following:

    3.   Proportion of required program courses open only to graduate students

       All (100%) of the required courses offered as a part of the M.Ed. in Urban Education will be open only to graduate students.

    4.   Grades required
       90 - 100 = A
       89 - 80 = B
       79 - 70 = C
       69 - 0 = U
       I = Incomplete

       Students are expected to maintain a minimum cumulative GPA of 3.0 to remain in good academic standing. A student will automatically go on academic probation if their cumulative GPA falls below a 3.0. A student who receives 3 C's will be terminated from the program and will have to resubmit their application for

reconsideration. A grade of a 'U' in any core course will constitute grounds for automatic dismissal. A student who receives an 'I' must resolve all outstanding coursework within 1 calendar year or a grade of a 'U' will be automatically assigned. No student will be allowed to graduate with an incomplete on his or her record.

5.   Amount of transfer credit accepted

No transfer credit will be accepted.

6.   Language and/or research requirements

Language: At the time of application, students for whom English is not the primary language must submit scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or Pearson Test of English (PTE).

Research: Students will learn the fundamentals of developing and applying research to their pedagogy and practice in the summer after their first semester (RSCH 6101). During their final semester students will complete a capstone research project (MDSK 6691). Emphasis will be placed on the design, development and completion of the candidate's comprehensive professional portfolio. Skills needed include conducting interviews, collecting and analyzing data, and interpreting research findings. Completion of this project is required for graduation.

7.   Any time limits for completion

The University of North Carolina at Charlotte Graduate School policy of a six-year time limit from the time of entry will be enforced. University policy indicates that no course listed on a master's student's candidacy form be older than six years at the time of graduation. However, students within the M.Ed. in Urban Education are expected to graduate in 2 years.

D.   For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed (for details, see Appendix B).

Required Courses (11)
   Existing General Graduate Education Courses (1)
   EDUC 5100: Diverse Learners (*)

   Existing Courses in the Department of Middle, Secondary, and K-12 Education (3)
   EDCI 6201: Perspectives in Immigration and Urban Education
   TESL 6206: Globalization, Communities and Schools (*)
   MDSK 6691: Seminar in Professional Development (*)

Existing Courses in the Department of Reading and Elementary Education (4)
ELED 6260: History and Psychology of Racism (*)
ELED 6261: Racial Identity Development (*)
ELED 6262: Race in Education and Schooling (*)
ELED 6263: Anti-Racist Activism in Education (*)

Existing Courses in the Department of Educational Leadership (1)
RSCH 6101: Educational Research Methods (*)

NEW COURSES (2)
EDCI 6120, Critical Media Pedagogy and Urban Education (3 credits). This course has been designed to expose teacher leaders to methods for developing effective and engaging curricula that focus on the integration of 21st century cutting-edge technology with critical pedagogical practices. This course aims to demystify contemporary uses of new media (e.g., smartphones, blogs, social networking, video sharing/ digital filmmaking, gaming etc.) in urban classrooms, by demonstrating how critical media education can supplement traditional approaches to learning. Teacher leaders will be exposed to research on varied pedagogical methodologies, which have (a) supported the development of more culturally responsive instruction; (b) provided evidence of increases in students' motivation to achieve, and (c) facilitated social consciousness and social action.(*)

EDUC 6101 Culturally Responsive Classroom Management (3 credits). This course intends to critically address school discipline and urban schools. It offers specific approaches and strategies for enacting culturally responsive classroom management (CRCM). It explores how educators can establish an equitable and socially just classroom culture. Particular consideration is given to building mutually respectful relationships with diverse students, engaging parents/guardians/families from different cultural backgrounds, and creating and sustaining a safe, caring and inclusive classroom using restorative practices that engender a positive learning environment.(*)

The numbering system used is in compliance with the UNC Charlotte Academic Policy: Course Numbering and Status, rules 2 and 3 (refer to https://provost.uncc.edu/policies/course-numbering-status).

II. Faculty
   A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

   Faculty in the Department of Middle, Secondary, and K-12 Education (MDSK)
   Bettie Ray Butler, Associate Professor, MDSK
   Greg Wiggan, Associate Professor, MDSK
   Charles Hutchison, Professor, Department of Middle, Secondary, and K-12 Education
   Spencer Salas, Associate Professor, Department of Middle, Secondary and K-12 Education

Faculty in the Department of Reading and Elementary Education (ELED)
Tehia Glass, Associate Professor, Department of Reading and Elementary Education
Erin Miller, Assistant Professor, Department of Reading and Elementary Education
Stephen Hancock, Associate Professor, Department of Reading and Elementary Education
Amy Good, Associate Professor, Department of Reading and Elementary Education

Faculty in the Department of Educational Leadership
Sandra Dika, Associate Professor, Educational Leadership
Jae Hoon Lim, Associate Professor, Educational Leadership

Graduate Faculty Criteria can be found in the attached policy (for details, see Appendix C).

B.   (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.

Not applicable.

C.   Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Existing faculty will teach these courses as a part of their existing workload. Based on need, the Cato College of Education will provide financial support for an Assistant Professor who will be responsible for teaching select courses within the proposed program within the first four years of the program. The need to hire additional faculty will be revisited at the end of the four years based on staffing needs and program growth.

D.   Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The M.Ed. in urban education has been designed to allow affiliate faculty members in the proposed program to instruct 1-2 courses that are in alignment with their *specialized* research area. This will establish greater continuity between faculty members' research and teaching; an expectation that is outlined in the *Reappointment, Promotion, and Tenure* (RPT) handbook for faculty within the Cato College of Education. Although the program will be housed in the Department of Middle and Secondary Education, the partnering Chairs from the Department of Reading Elementary and Education (REEL) and the Department of Educational Leadership fully support the proposal of the M.Ed. in Urban Education and the participation of their faculty as described in the course outline. (for details, see Appendix D).

III. <u>Delivery Considerations.</u> Provide assurances of the following (not to exceed 250 words per lettered item):

A. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students will have access to resources that are traditionally made available to all master's students within the Cato College of Education. This includes support from the distance education librarian and the Office of Distance Education. An academic advisor will be provided to each student to help guide them throughout their enrollment in the program. Advisement will include degree plan guidance; monitoring of academic standing; career planning; consultation on institutional policies, procedures, and requirements; regular access to faculty for virtual conferences; and referral to additional campus resources (e.g., Disability Services, Financial Aid, Library, Career Center, and Center for Graduate Life) as needed.

The Center for Teaching and Learning (CTL) is also available to students who desire technical help with respect to receiving virtual training needed to successfully complete course requirements. Students may contact CTL by web form (Help Ticket), email, and/or phone. Students may also use the newly developed UNC orientation program for online learning.

B. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

All faculty will work in conjunction with the Center for Teaching and Learning (CTL) to ensure that each online course within the proposed program meets the standards of Quality Matters (QM), a nationally recognized program known for its peer-based approach to quality assurance and continuous improvement in online education and student learning. Additionally, with the assistance of Audiovisual Integration and Support for Learning Environments (AISLE) each course will promote learner engagement and active learning through varied methods of instruction, including- but not limited to web-based readings, interactive video lectures, discussion forums (group discussions), and experiential learning projects. AISLE will help to design, maintain and support an effective and accessible digital learning environment by facilitating the creation of high-quality, digital learning objects for supplemental learning experiences.

C. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

All faculty who are directly involved in the proposed program have received, or will receive, Quality Matters (QM) training prior to teaching an online course. In addition, faculty will be strongly encouraged to utilize the services provided by the Center for Teaching and Learning (CTL) in an effort to stay abreast of technological advances in instruction (i.e., updates to Canvas, the primary learning management system used at the institution) and cutting edge/ innovative pedagogical approaches used to engage students in online classroom settings, such as *Poll Everywhere*.

D. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

   The program will rely heavily upon the privacy and security protocols established by the institution. The Office of Information Technology (ITS) will be consulted in every effort to adequately understand what types of software and technology are supported by the institution and approved for use. Sensitive student data will be protected by an encrypted code that is only accessible with a University assigned username and a unique, self-selected high security password (which expires and has to be changed every semester). The program will adhere to the Family Educational Rights Privacy Act (FERPA) guidelines for all students regardless of the online platform being utilized for the program in order to protect the privacy of student educational records.

IV. Library
   A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

   Library holdings for the proposed program are more than adequate to support the instructional and research needs of the M.Ed. in Urban Education. Each year the Education librarian seeks to update the current holdings for the Cato College of Education through the purchase of ebooks, journal subscriptions, and other electronic resources that might prove to be beneficial to our students. If necessary, requests for the program will be made accordingly. In the event, however, that access to a particular text is unavailable but required for class, students have the option of placing a request through the Atkins Interlibrary Loan interface to receive a scanned PDF copy of book chapters and/or journal articles that cannot be retrieved directly through the library's webpage. Requests are generally resolved within 24-48 hours. This service is provided free of charge to currently enrolled students.

   The library's database subscriptions are adequate to support the program. Relevant databases include:

Category	Database
Education	ERIC (via ProQuest)
	Education Research Complete

	ProQuest Dissertations & Theses Global
	LexisNexis Academic
	Google Scholar
Urban Education	Wiley Online Library
	SAGE Journal Online
	Academic Search Complete
	Web of Science (IS)
	PsycINFO (Psychology)
	Linguistics and Language Behavior Abstracts
	Linguistics Database (via ProQuest)
	Sociological Abstracts
Adolescents	Child Development & Adolescent Studies
	Child Care and Early Education Research Connections
	Oxford Encyclopedia of Children's Literature
	Encyclopedia of Children and Childhood

If a student would like to receive a hardcopy of the resources needed for class they have the option, as a distance education student, to request that printed textbooks be mailed to their home at no expense to them. A postage-paid return label is also provided to the student when seeking to return the text.

B.   If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Atkins Library has a librarian who works closely with the Cato College of Education. This individual will continue to work with the proposed Master's program. No additional library staffing is needed to support the program for the first four years of implementation.

M.Ed. faculty will work directly with the Cato College of Education Librarian to ensure that all required resources necessary for their courses are readily accessible through access to Atkins Library. As it stands, the existing library holdings are comprehensive enough to meet the needs of the program. Should the needs of the proposed program change, and additional resources are needed, the Department of Middle, Secondary, and K-12 Education has a Library Representative that can communicate these concerns to the assigned Librarian to determine the best course of action.

C.   Discuss the use of other institutional libraries.

The program has no plans to make use of other institutional libraries beyond that which might be required directly through Atkins Library Interlibrary Loan Services.

V.   Facilities and Equipment
   A.   Describe facilities available for the proposed program.

Office space is available in the Cato College of Education building for the program director and the program's research assistant and fellows. However, office space at UNC Charlotte Center City Campus will be requested to put the program in closer proximity to the offices of the Urban Education Collaborative.

B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

No effect noted due to the online nature of course offerings.

C. Describe information technology and services available for the proposed program.

All faculty and students affiliated with the program will have direct access to Canvas, the learning management system (LMS) supported by the University. Webex, a videoconferencing tool used for virtual office meeting, is also made available to both faculty and students. Canvas provides 24/7 support to students via web-based chat room and/or phone hotline (direct dial-in) options.
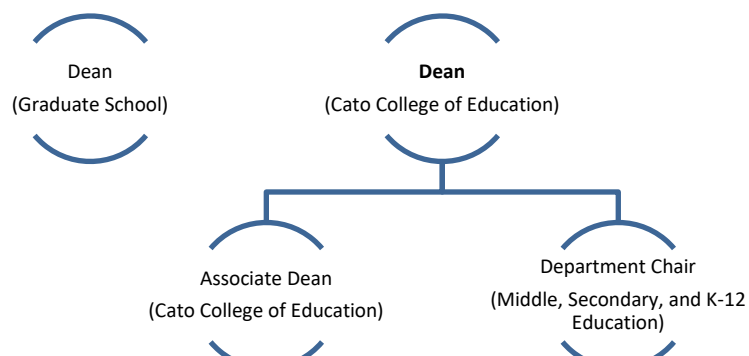
D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

At this time the program anticipates that there will be no impact on existing information technology and services as a result of the establishment of the M.Ed. in Urban Education. Canvas, as the exclusive LMS, is more than sufficient for programmatic purposes.

VI. Administration
A. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The M. Ed. in Urban Education will be housed in the Department of Middle, Secondary, and K-12 Education (MDSK) within the Cato College of Education. Program faculty affiliates and partnering Department Chairs from Reading and Elementary Education (REEL) and Educational Leadership (EDLD) will report directly to the Director of the proposed program who will oversee all planning and implementation needs for the M.Ed. in Urban Education. The Program Director will report directly to the MDSK Department Chair who will provide administrative support for the program and consultation for all curriculum based needs. The MDSK Department Chair will consult with the Associate Dean regarding all financial support for the program. The Associate Dean will confer with the Dean regarding the availability of funds (see organizational chart below).

Dean
(Graduate School)

Dean
(Cato College of Education)

Associate Dean
(Cato College of Education)

Department Chair
(Middle, Secondary, and K-12 Education)

B.   For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
1. Admission process
2. Registration and enrollment process for students
3. Committee process for graduate students
4. Plan for charging and distributing tuition and fees
5. Management of transcripts and permanent records
6. Participation in graduation
7. Design of diploma

Not applicable.

VII.   Accreditation and Licensure
A.   Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The program will adhere to SACSCOC/SLO standards for reporting expected student learning outcomes and progress toward meeting the goals set.

The Program Director will be responsible for adequate reporting and tracking of student performance and evaluations needed to ensure that these standards are maintained. While the proposed programs is a non-licensure degree, the data generated from student learning outcomes will be included in the CAEP report generated by the Cato College of Education to maintain accreditation.

There are no licensure, practica, internship or clinical experiences required for students seeking to obtain a M.Ed. in Urban Education.

B.   Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

The Council for the Accreditation of Educator Preparation (CAEP) is the accrediting body for the Cato College of Education. The Program Director will submit all necessary records and data needed to maintain the accreditation of the Cato College of Education.

C.   If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

Not applicable.

D.   If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

Graduates of the proposed program will not require licensure to practice.

VIII.   <u>Supporting Fields</u>.   Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program.   Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

Not applicable.

IX.   <u>Additional Information</u>. Include any additional information deemed pertinent to the review of this new degree program proposal.

The M.Ed. in Urban Education could serve as a gateway to the existing Ph.D. in Curriculum and Instruction program which focuses on Urban Education. There are only a limited number of doctoral programs in urban education nationally, making UNC Charlotte a viable option for those students who desire to continue their education in pursuit of an advanced degree following completion of their Master's. This work will expand the impact and visibility of the Institution across the country, maintaining its distinction as North Carolina's Urban Research University. Those students who desire to remain in the classroom or their professional role will also contribute

to this impact and visibility through their daily work in urban classrooms and communities across the U.S. The demand for this program is great and the supply is limited. (There is only one fully online M.Ed. in Urban Education and this program is located in a non-urban city in Texas). Now is the time for UNC Charlotte to continue to serve as a leader by supplying prospective students with a degree that is in high demand nationally and one that has the potential to yield positive long-lasting academic results for all P-12 students, especially those from culturally, racially, economically, and linguistically diverse populations across the states by arming educators and professionals with the tools that they need to be culturally responsive.

X.   Budget
       A.   Complete and insert the Excel budget template provided showing <u>incremental</u> continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

            Support for one full-time graduate assistantship is needed to support the M.Ed. in Urban Education. This position will be compensated at a rate of $18,000.00 annually. Based on student demand, support for a full-time assistant professor will also be requested. This position will be compensated at a rate, no less than, $70,000 annually. The Dean of the Cato College of Education has indicated that she will prioritize the request. Funding to support the M.Ed. in Urban Education program will come from reallocation within the Cato College of Education.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	University of North Carolina Charlotte	DATE	8-Feb-18
Program (CIP, Name, Level)	13.0410, Urban Education and Leadership, Graduate		
Degree(s) to be Granted	Master's of Education (M.Ed.) in Urban Education	Program Year	Y1 (2019-2020)
Differential tuition requested per student per academic yr			
Projected annual FTE students	20		
Projected annual differential tuition	$0		
Percent differential tuition for financial aid			
Differential tuition remainder	0		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
	$ -	$ -	$ -	$ -	$ -
EPA Academic Salaries					
(Graduate Research Assistant)	$ 18,000.00	$ -	$ -	$ -	$ 18,000.00
(Assistant Professor)	$ 70,000.00				$ 70,000.00
Social Security	$ 5,355.00	$ -	$ -	$ -	$ 5,355.00
State Retirement	$ 9,121.00	$ -	$ -	$ -	$ 9,121.00
Medical Insurance (GA)	$ 2,540.00	$ -	$ -	$ -	$ 2,540.00
Medical Insurance (Asst. Professor)	$ 5,869.00	$ -	$ -	$ -	$ 5,869.00
Graduate Stipends	$ -	$ -	$ -	$ -	$ -
Supplies and Materials					
(Software and Equipment)	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00
Current Services	$ -	$ -	$ -	$ -	$ -
Travel	$ 7,500.00	$ -	$ -	$ -	$ 7,500.00
Communications	$ -	$ -	$ -	$ -	$ -
Printing and Binding	$ -	$ -	$ -	$ -	$ -
Advertising	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00
Fixed Charges	$ -	$ -	$ -	$ -	$ -
Capital Outlay (Equipment)	$ -	$ -	$ -	$ -	$ -
Libraries	$ -	$ -	$ -	$ -	$ -
TOTAL ADDITIONAL COSTS	**$ 130,885.00**	**$ -**	**$ -**	**$ -**	**$ 130,885.00**

Narrative: The **Graduate Research Assistant** will Assist the M.Ed. in Urban Education Program Director with the following activities: (a) teaching masters-level courses in urban education; (b) library research (e.g., conducting electronic and manual searches of literature and obtaining books, monographs, and journal articles); (c) preparing research papers, manuscripts for publication, and presentations at professional conferences; (d) document formatting and editing; (e) preparing and administering surveys; (f) interviewing research participants; (g) inputting data in statistical software packages; (h) transcribing audio tapes; (i) coding and analyzing data; and (j) clerical duties related to research tasks (e.g., typing, making copies, etc.) and other duties as assigned.. The **Assistant Professor's** duties and responsibiliteis will include but are not limited to: (a) student advising; (b) student-directed research; (c) curriculum and instructional development; (d) program assessment; (e) publication; (f) grant writing; (g) service to administration and governance of the University; (h) public service; and (i) service to the profession. A **Travel** allotment will be used for professional development and conference attendance/presentations for faculty/students. The **Advertising** allotment will be used for recruitment efforts. Standard **Supplies and Materials** will be used to purchase necessary software, equipment, printed materials, and postage.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	University of North Carolina Charlotte	DATE	8-Feb-18
Program (CIP, Name, Level)	13.0410, Urban Education and Leadership, Graduate		
Degree(s) to be Granted	Master's of Education (M.Ed.) in Urban Education	Program Year	Y2 (2020-2021)
Differential tuition requested per student per academic yr			
Projected annual FTE students	40		
Projected annual differential tuition	$0		
Percent differential tuition for financial aid			
Differential tuition remainder	0		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds $163,281	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries	$ -	$ -	$ -	$ -	$ -
EPA Academic Salaries					
(Graduate Research Assistant)	$ -	$ -	$ 18,000.00	$ -	$ 18,000.00
(Assistant Professor)	$ -	$ -	$ 70,000.00	$ -	$ 70,000.00
Social Security	$ -	$ -	$ 5,355.00	$ -	$ 5,355.00
State Retirement	$ -	$ -	$ 9,121.00	$ -	$ 9,121.00
Medical Insurance (GA)	$ -	$ -	$ 2,540.00	$ -	$ 2,540.00
Medical Insurance (Asst. Professor)	$ -	$ -	$ 5,869.00	$ -	$ 5,869.00
Graduate Stipends	$ -	$ -	$ -	$ -	$ -
Supplies and Materials					
(Software and Equipment)	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00
Current Services	$ -	$ -	$ -	$ -	$ -
Travel	$ 7,500.00	$ -	$ -	$ -	$ 7,500.00
Communications	$ -	$ -	$ -	$ -	$ -
Printing and Binding	$ -	$ -	$ -	$ -	$ -
Advertising	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00
Fixed Charges	$ -	$ -	$ -	$ -	$ -
Capital Outlay (Equipment)	$ -	$ -	$ -	$ -	$ -
Libraries	$ -	$ -	$ -	$ -	$ -
TOTAL ADDITIONAL COSTS	**$ 20,000.00**	**$ -**	**$ 110,885.00**	**$ -**	**$ 130,885.00**

Narrative: The **Graduate Research Assistant** will Assist the M.Ed. in Urban Education Program Director with the following activities: (a) teaching masters-level courses in urban education; (b) library research (e.g., conducting electronic and manual searches of literature and obtaining books, monographs, and journal articles); (c) preparing research papers, manuscripts for publication, and presentations at professional conferences; (d) document formatting and editing; (e) preparing and administering surveys; (f) interviewing research participants; (g) inputting data in statistical software packages; (h) transcribing audio tapes; (i) coding and analyzing data; and (j) clerical duties related to research tasks (e.g., typing, making copies, etc.) and other duties as assigned.. The **Assistant Professor's** duties and responsibiliteis will include but are not limited to: (a) student advising; (b) student-directed research; (c) curriculum and instructional development; (d) program assessment; (e) publication; (f) grant writing; (g) service to administration and governance of the University; (h) public service; and (i) service to the profession. A **Travel** allotment will be used for professional development and conference attendance/presentations for faculty/students. The **Advertising** allotment will be used for recruitment efforts. Standard **Supplies and Materials** will be used to purchase necessary software, equipment, printed materials, and postage.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	University of North Carolina Charlotte	DATE	8-Feb-18
Program (CIP, Name, Level)	13.0410, Urban Education and Leadership, Graduate		
Degree(s) to be Granted	Master's of Education (M.Ed.) in Urban Education	Program Year	Y3 (2021-2022)
Differential tuition requested per student per academic yr			
Projected annual FTE students	40		
Projected annual differential tuition	$0		
Percent differential tuition for financial aid			
Differential tuition remainder	0		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds $163,281	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
	$ -	$ -	$ -	$ -	$ -
EPA Academic Salaries					
(Graduate Research Assistant)	$ -	$ -	$ 18,000.00	$ -	$ 18,000.00
(Assistant Professor)	$ -	$ -	$ 70,000.00	$ -	$ 70,000.00
Social Security	$ -	$ -	$ 5,355.00	$ -	$ 5,355.00
State Retirement	$ -	$ -	$ 9,121.00	$ -	$ 9,121.00
Medical Insurance (GA)	$ -	$ -	$ 2,540.00	$ -	$ 2,540.00
Medical Insurance (Asst. Professor)	$ -	$ -	$ 5,869.00	$ -	$ 5,869.00
Graduate Stipends	$ -	$ -	$ -	$ -	$ -
Supplies and Materials					
(Software and Equipment)	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00
Current Services	$ -	$ -	$ -	$ -	$ -
Travel	$ 7,500.00	$ -	$ -	$ -	$ 7,500.00
Communications	$ -	$ -	$ -	$ -	$ -
Printing and Binding	$ -	$ -	$ -	$ -	$ -
Advertising	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00
Fixed Charges	$ -	$ -	$ -	$ -	$ -
Capital Outlay (Equipment)	$ -	$ -	$ -	$ -	$ -
Libraries	$ -	$ -	$ -	$ -	$ -
TOTAL ADDITIONAL COSTS	**$ 20,000.00**	**$ -**	**$ 110,885.00**	**$ -**	**$ 130,885.00**

Narrative: The **Graduate Research Assistant** will Assist the M.Ed. in Urban Education Program Director with the following activities: (a) teaching masters-level courses in urban education; (b) library research (e.g., conducting electronic and manual searches of literature and obtaining books, monographs, and journal articles); (c) preparing research papers, manuscripts for publication, and presentations at professional conferences; (d) document formatting and editing; (e) preparing and administering surveys; (f) interviewing research participants; (g) inputting data in statistical software packages; (h) transcribing audio tapes; (i) coding and analyzing data; and (j) clerical duties related to research tasks (e.g., typing, making copies, etc.) and other duties as assigned.. The **Assistant Professor's** duties and responsibiliteis will include but are not limited to: (a) student advising; (b) student-directed research; (c) curriculum and instructional development; (d) program assessment; (e) publication; (f) grant writing; (g) service to administration and governance of the University; (h) public service; and (i) service to the profession. A **Travel** allotment will be used for professional development and conference attendance/presentations for faculty/students. The **Advertising** allotment will be used for recruitment efforts. Standard **Supplies and Materials** will be used to purchase necessary software, equipment, printed materials, and postage.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	University of North Carolina Charlotte	DATE	8-Feb-18
Program (CIP, Name, Level)	13.0410, Urban Education and Leadership, Graduate		
Degree(s) to be Granted	Master's of Education (M.Ed.) in Urban Education	Program Year	Y4 (2022-2023)
Differential tuition requested per student per academic yr			
Projected annual FTE students	40		
Projected annual differential tuition	$0		
Percent differential tuition for financial aid			
Differential tuition remainder	0		

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds $163,281	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
	$ -	$ -	$ -	$ -	$ -
EPA Academic Salaries					
(Graduate Research Assistant)	$ -	$ -	$ 18,000.00	$ -	$ 18,000.00
(Assistant Professor)	$ -	$ -	$ 70,000.00	$ -	$ 70,000.00
Social Security	$ -	$ -	$ 5,355.00	$ -	$ 5,355.00
State Retirement	$ -	$ -	$ 9,121.00	$ -	$ 9,121.00
Medical Insurance (GA)	$ -	$ -	$ 2,540.00	$ -	$ 2,540.00
Medical Insurance (Asst. Professor)	$ -	$ -	$ 5,869.00	$ -	$ 5,869.00
Graduate Stipends	$ -	$ -	$ -	$ -	$ -
Supplies and Materials					
(Software and Equipment)	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00
Current Services	$ -	$ -	$ -	$ -	$ -
Travel	$ 7,500.00	$ -	$ -	$ -	$ 7,500.00
Communications	$ -	$ -	$ -	$ -	$ -
Printing and Binding	$ -	$ -	$ -	$ -	$ -
Advertising	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00
Fixed Charges	$ -	$ -	$ -	$ -	$ -
Capital Outlay (Equipment)	$ -	$ -	$ -	$ -	$ -
Libraries	$ -	$ -	$ -	$ -	$ -
TOTAL ADDITIONAL COSTS	**$ 20,000.00**	**$ -**	**$ 110,885.00**	**$ -**	**$ 130,885.00**

Narrative: The **Graduate Research Assistant** will Assist the M.Ed. in Urban Education Program Director with the following activities: (a) teaching masters-level courses in urban education; (b) library research (e.g., conducting electronic and manual searches of literature and obtaining books, monographs, and journal articles); (c) preparing research papers, manuscripts for publication, and presentations at professional conferences; (d) document formatting and editing; (e) preparing and administering surveys; (f) interviewing research participants; (g) inputting data in statistical software packages; (h) transcribing audio tapes; (i) coding and analyzing data; and (j) clerical duties related to research tasks (e.g., typing, making copies, etc.) and other duties as assigned.. The **Assistant Professor's** duties and responsibiliteis will include but are not limited to: (a) student advising; (b) student-directed research; (c) curriculum and instructional development; (d) program assessment; (e) publication; (f) grant writing; (g) service to administration and governance of the University; (h) public service; and (i) service to the profession. A **Travel** allotment will be used for professional development and conference attendance/presentations for faculty/students. The **Advertising** allotment will be used for recruitment efforts. Standard **Supplies and Materials** will be used to purchase necessary software, equipment, printed materials, and postage.

B.   Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

     Not applicable.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
    a. State the amount of tuition differential or program-specific fees that will be requested.

       Not applicable.

    b. Describe specifically how the campus will spend the revenues generated.

       Not applicable.

    c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

       Not applicable.

C.   If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

If enrollment increase funds are not available, the program will be offered with current faculty and redistribution of existing funds. This would decrease the growth of the program but not prevent its offering.

XI.   Evaluations Plans.
    A.   Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

SLO1: Demonstrate and apply content knowledge and skills specific to their content area or discipline.

Effectiveness Measure
The Capstone Experience in MDSK 6691: Seminar in Professional Development will measure this objective. Using a portfolio of evidence, students are required to demonstrate their development of professional and programmatic growth while

enrolled in the program. Emphasis will be placed on the design, development, and completion of the student's professional portfolio.

The outcome measure is that 80% of students will successfully complete a professional portfolio.

SLO2: Use domain-specific research and evidence to demonstrate leadership in developing high quality learning environments.

Effectiveness Measure
Students will be introduced to procedures of research and portfolio development in RSCH 6101: Educational Research Methods will measure this objective.

Students will be required to apply these research skills acquired in RSCH 6101 to complete an analysis of educational and/or professional impact in MDSK 6691: Seminar in Professional Development. The analysis of impact will measure this objective. In addition to documenting evidence of professional and programmatic growth while in the program, students will also be required to analyze the impact they have made in urban classrooms and/or communities as a function of the tools and resources provided through the program's curriculum. Emphasis will be placed on the design, development, completion of the student's professional portfolio, as well as, demonstration of impact.

The outcome measure is that 80% of students will successfully complete an Analysis of Impact.

SLO3: Demonstrate knowledge, skills, equity/inclusion, and commitment to create supportive environments that afford all P-12 students access to rigorous and relevant curriculum specific to their learning needs.

Effectiveness Measure
As a part of ELED 6260, ELED 6261, ELED 6262, and ELED 6263 candidates will (1) analyze and synthesize mechanisms to combat racism and its impact in educational settings, (2) explore the role of social media as a vehicle for organizing momentum and disseminating information to mitigate racism in education, and (3) analyze how systems, including education, can promote lasting social change in effort to create a more equitable and just society.

Particularly as a part of ELED 6263 (the final course in the sequence) candidates will complete an *Interview and Action Plan* assignment. **Interview**. Using interviewing techniques, candidates will document will seek out and find local organizations or individuals active in seeking to promote supportive and equitable environments in P-12 education. Candidates will generate interview questions that are connected to the readings and films viewed in class. The interviews should last approximately 30-60 minutes and be conducted in-person. All interviews should be audio

recorded and transcribed. Students will write a reflective essay (500 words) connecting the interview to key ideas in the course and will be expected to post these to the learning management system (Canvas). All students are required to offer a thoughtful comment to at least three (3) of their classmates' interviews.
Action Plan. Using the strategy(ies) learned through the interview process, students will develop an equity action plan. The action plan must include the following elements: (1) Specific tasks that will work to promote equity in your community: what will be done and by whom, (2) Time horizon: when will the work be done, (3) Resource allocation: what specific funds and resources are available for the specific activities.

The outcome measure is that 80% of students will receive a score of 80% or higher on the Interview and Action Plan assignment.

SLO4: Model and apply technology standards to design, implement, and assess developmentally-appropriate learning experiences to engage students and improve learning.

Effectiveness Measure
The *Lesson Plan/Project* assignment in EDCI 6120: Critical Media Pedagogy and Urban Education will measure this outcome. The assignment requires that candidates design a lesson plan using a new media source of their choosing (aligned with 21st century technology) for K-12 students in their specific discipline. The purpose of this assignment is to aid prospective teachers in integrating new media into their classroom in powerful and creative ways. Students are to build their curricula around the everyday lived experiences of their K-12 students to foster socio-cultural learning. The lesson plan should serve to benefit K-12 students not only academically, but socially as well. Each lesson plan must include the following key components (Morrell, et al., 2013): 1) Learning must be *active*; 2) Learning must be *authentic*; 3) Learning must be *participatory*; 4) Learning must be *empowering*. Students will be assessed on their ability to design and develop a lesson plan that meets all of the aforementioned components.

Through this assignment candidates will demonstrate innovation in curriculum development (leadership), an awareness of how culture shapes learning (culturally relevant pedagogical practices), and an understanding of how civic engagement can forge and foster greater community partnerships with urban schools (change agent/agency). Part of being a practitioner in this field is having the ability to effectively engage all students in the learning process irrespective of their backgrounds. This assignment fulfills this purpose while also measuring students' abilities to fully integrate multicultural education within their curriculum.

The outcome measure is that 80% of students will receive a score of 80% or higher on the Lesson Plan/Project assignment.

B.   Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

The proposed M.Ed. in Urban Education is expected to have a maximum enrollment of 20 students during the first year of implementation. After which, it is projected that enrollment will grow during the second year of implementation with the admission of 20 additional students. Each year thereafter, we anticipate that total enrollment will remain steady at 40 students per year. Enrollment projections have been determined by an assessment conducted by Hanover Research (see Appendix A). This report indicated that degree completions in master's programs in urban education increased substantially between 2011 and 2015. This finding supports that there is a strong labor demand for programs that focus on urban education. This knowledge coupled with the fully online delivery format, aggressive advertising and nationwide student recruitment will help to ensure that projected enrollment is met. Once admitted, students are scheduled to complete 33 hours of course work within a 2 year time frame; maintaining continuous enrollment during the spring, fall, and summer semesters.

A number of measures will be used to determine the success of the program. In particular, evidence taken from the Analysis of Impact assignment (SLO2) and Professional Portfolio (SLO1) will be used to measure the overall success of the program. Additionally, the number of students that continue their education with subsequent admission into a related Ph.D. program and/or who acquire or maintain employment within urban communities working with urban youth will be considered and used to measure students' post-graduation success. During the final semester of the program, students will participate in an exit survey. The qualitative responses from student respondents will also be used to inform the program's success

The remaining Student Learning Outcomes (SLO3, SLO4) will evaluate student learning and also aid in measuring the success of the proposed program. Given that the assessment of these outcomes will occur at varying stages of the students' matriculation, the data collected will help to provide a preliminary analysis of program success prior to student completion/graduation.

The program will utilize the following *objective* outcome metrics:

- Annual Enrollment
- Continued education in a related advanced degree program and/or employment within an urban community working with urban youth
- Graduate Student Exit Surveys
- Objective outcome measures for each SLO and corresponding assignment/project:

  (1) SLO1: Grade on Professional Portfolio
       The outcome measure is that 80% of students will successfully complete a professional portfolio.

        (2) SLO2: Grade on Analysis of Impact Assignment
           The outcome measure is that 80% of students will successfully complete an Analysis of Impact.

        (3) SLO3: Score on Interview and Action Plan Assignment
           The outcome measure is that 80% of students will receive a score of 80% or higher on the Interview and Action Plan assignment.

        (4) SLO4: Score on Lesson Plan/Project Assignment
           The outcome measure is that 80% of students will receive a score of 80% or higher on the Lesson Plan/Project assignment.

Subjective outcome measures for each SLO will be added to the program assessment collected from qualitative student responses on the graduate exit survey.

C.   The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

The program will prepare a report that assesses SLO outcomes each year to meet University and CAEP requirements. The SLO review will be conducted at the conclusion of each year following the spring semester. Faculty who are directly involved in the program will meet and review SLO outcomes to determine if corrective action needs to be taken. In the event that corrections are necessary a plan of action co-constructed between the Program Director and affiliated faculty will be developed and implemented accordingly.

XII.   <u>Attachments</u>. Attach the final approved Request to Plan as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____Philip Dubon_____ Date: __5/17/15__

Chancellor (Joint Partner Campus): _____Date:_____

Appendix A: Request to Plan

Office of the Chancellor

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.5700 f/ 704.687.1700 www.uncc.edu

February 2, 2018

Dr. Kimberly van Noort
Vice President for Academic Programs and Instructional Strategy
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Kim:

Enclosed is UNC Charlotte's Request to Plan a M.Ed. in Urban Education. The proposed online program capitalizes on our expertise in preparing educators for today's urban school systems. Graduates of the proposed program will be equipped with practical approaches to improve educational outcomes as teachers, administrators, para-professionals, and counselors in urban schools.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
        Ellen McIntyre, Dean, Cato College of Education
        Rollinda Thomas, Associate Vice President for Academic Programs

UNIVERSITY OF NORTH CAROLINA

REQUEST TO PLAN

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date:___February 1, 2018_____

Constituent Institution: _____University of North Carolina Charlotte_____

Is the proposed program a joint degree program?   Yes_____   No _*_

Joint Partner campus _____

Title of Authorized Program: ___Master's in Urban Education_____ Degree Abbreviation:___M.Ed.__

CIP Code (6-digit): _____13.0410_____ Level: B _____ M _*__ I _____ D ___

CIP Code Title: _____Urban Education and Leadership_____

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes_____No _*___

If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)?   Yes _*__   No____

Proposed term to enroll first students in degree program: *Term* _____Fall_____ *Year* __2019__

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

Based on the Policy Statement on Substantive Change for Accredited Institutions from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of North Carolina at Charlotte (UNC Charlotte) is not required to submit a letter of notification and/or prospectus prior to implementation of the new degree program.

Identify the objective of this request (select one or more of the following)

    ☐ Launch new program on campus
    ☒ Launch new program online; Maximum percent offered online __ 100% _
        ☒ Program will be listed in UNC Online
        ☐ One or more online courses in the program will be listed in UNC Online
    ☐ Launch new site-based program (list new sites below; add lines as needed)
        ☐ Instructor present (off-campus delivery)
        ☐ Instructor remote (site-based distance education)

Site #1

Department of Middle, Secondary and K-12 Education   *100% Online*
9201 University City Blvd, Charlotte NC 28223-0001

(address, city, county, state)   *(max. percent offered at site)*

Site #2

(address, city, county, state)   *(max. percent offered at site)*

Site #3

(address, city, county, state)   *(max. percent offered at site)*

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

  Minimum credit hours required   <u>33 </u>
  Expected number of full-time terms to completion <u>4 </u>

1. <u>Review Status.</u>

  a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration.   What were their determinations? Include any votes, if applicable.

<u>Campus Bodies</u>	<u>Determination</u>
Cato College of Education Department Chairs	Approved
Cato College of Education College Dean	Approved
Office of Academic Affairs	Approved

  b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

    None noted.

2. <u>Description and Purpose</u>

  a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, or other.

    The M.Ed. in Urban Education is a fully online degree program designed to prepare education professionals who are committed to delivering high-quality, culturally

relevant/sustaining instruction and services that meet the needs of students in increasingly diverse, urban school systems across the United States. UNC Charlotte is particularly focused on providing professionals with practical tools and resources that increase multicultural competence and awareness. To achieve its objectives, the program aims to equip teachers, administrators, paraprofessionals, counselors, and those alike – who currently work or aspire to work in, or with, urban schools – with practical approaches to implementing evidenced-based best practices that improve the educational experiences and academic outcomes of racially, linguistically, socioeconomically, and culturally diverse populations. Students who graduate with an M.Ed. in Urban Education from UNC Charlotte will not only gain a pedagogical (instructional) skill set that informs their understanding of culturally responsive/sustaining teaching practices, but they will also be trained to recognize and examine larger issues related to culture, race, and racism that influences the quality of non-academic services (counseling, mentoring, social/behavioral support, etc.) prospective graduates may provide to urban communities.

The M.Ed. in Urban Education offers 33 credit hours of coursework. The program is utilizes a cohort model that admits students as a group beginning each fall semester. Students admitted to this selective online program will average two (2) courses per semester and are expected to complete the program in two (2) years (including one full summer term).

b. How does the proposed program align with system, institutional and unit missions and strategic plans?

The proposed Master's Degree in Urban Education closely aligns with the UNC Charlotte's mission as North Carolina's Urban Research University. The M.Ed. in Urban Education also strongly supports the university's focus on improving urban environments with academic programming, community engagement, and extending the brand of the university.

Given that today's education workforce is overwhelmingly White, middle-class, monolingual English speakers who have attended predominately White Institutions (PWIs) and who have taken courses taught mainly by White professors; it is not a surprise that practitioners who work in diverse urban environments have expressed substantial concerns about their ability to engage students from different backgrounds from their own. With UNC Charlotte's mission to recruit and retain a diverse, highly-qualified teaching faculty; students are exposed to a rigorous curriculum that values equity and inclusion.

c. What student-level educational objectives will be met by the proposed program?

Advanced program candidates will:
- Demonstrate an understanding of the 10 Interstate New Teacher Assessment and Support Consortium (InTASC) core teaching standards (i.e., learner development, learning differences, learning environment, content knowledge, application of content, assessment, planning for instruction, instructional strategies, professional learning and ethical practice, and leadership and

collaboration) and are able to apply knowledge and skills specific to their content area or discipline. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers to ensure that they can meet the needs of next generation learners.

▪ Use research and evidence to demonstrate leadership in developing school environments that support and assess their P-12 students' learning and the professional practices specific to their discipline and/or area of specialization.

▪ Demonstrate skills to foster equity and inclusion of students from racially, linguistically, socioeconomically, and culturally diverse populations) and commitment to creating supportive environments that afford all P-12 students access to rigorous curriculum and high-quality services specific to their learning needs and socioemotional well-being, respectively.

3. <u>Student Demand.</u> Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

To assess potential student demand for a Master's of Education in Urban Education, we used data on degree completions in related fields between 2011 and 2015 over fixed periods and regions to provide a useful estimate of potential demand for the proposed program (see attached Hanover Research, 2017). For example, if degree conferrals have increased over time in a given area, it is reasonable to infer that demand for such a degree is steady or trending upward in that region. Similarly, if new programs begin awarding degrees, this indicates growing interest in that type of program.

Figure 2.2 shows all master's completions reported under the "Urban Education" CIP code between 2011 and 2015 at the national and state level and among UNC Charlotte's potential competitor programs, those located in the Southeast region: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North and South Carolina, Tennessee, Virginia, and West Virginia.

Figure 2.2: Master's Completions in Urban Education

	2011	2012	2013	2014	2015	TOTAL	CAGR	AAC
United States	261	365	404	485	434	1,949	13.6%	43
Southeast Region	34	64	95	99	99	391	30.6%	16
UNC-Charlotte Competitors*	47	96	135	136	162	576	36.3%	29

Source: IPEDS

The findings from the analysis reveal that degree completions under "Urban Education" increased substantially between 2011 and 2015. Despite this growth, as of 2015, Master's degrees explicitly categorized as "Urban Education and Leadership" accounted for less than 1% of all Master's degrees in education at the national level. At the present, there are no Master's programs with a concentration in urban education within the state of North Carolina – online or otherwise. As such, offering a M.Ed. in Urban Education at UNC Charlotte, North Carolina's Urban Research University, would position the institution as a national leader, forward-thinking, and progressive. These data, coupled with the absence of an urban focused Master's degree program in North Carolina, make a strong case for the utility of the proposed program.

4. <u>Societal demand</u>. Provide evidence of societal demand and employability of graduates from each of the following source types.

    a.   Labor market information (projections, job posting analyses, and wages)
         i.   specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)

Most graduates of urban education programs pursue careers in urban schools as either teachers or education administrators in an urban school district. Teaching and serving students from diverse backgrounds requires professionals to have multicultural competence. Given that pre-service teacher programs offer few, if any, specialized courses on diverse learners (King & Butler, 2015)[1]; graduates generally tend to feel unprepared and unequipped to successfully work with students from cultural backgrounds different than their own (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2008).[2] This lack of preparation then creates a demand for professionals who understand and can effectively model culturally responsive practices. Because it is unlikely that a professional received this specialized training in pursuit of their undergraduate degree, most will look to continue their education to obtain this knowledge to improve their practice. This makes the M.Ed. in urban education not only attractive, but arguably, essential to ensuring that the needs of students (educational and socioemotional) in urban areas are adequately met.

According to NC Works there are consistent and steady job openings for graduates seeking employment as teachers. On average, the 2016 estimated median annual wage for a teacher (although varying by area) was roughly $40K, whereas the average annual wage for an education administrator was approximately $50K. Currently, the number of potential candidates looking for work as education administrators in North Carolina is about 86 individuals, but 95 openings to fill. It is evident that the demand exceeds the supply.

When further analyzing the job market specific to urban education, there were approximately 300 job posting available on Indeed.com, with 100 of these concentrated in North Carolina. These jobs ranged from teachers and administrators to a variety of positions at non-profit organizations focused on urban education. Preferred qualifications included "experience in urban education" and "demonstrated commitment to urban education."

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[1] King, E. & Butler, B.R. (2015). Who cares about diversity: A preliminary investigation of diversity exposure in teacher preparation programs. *Multicultural Perspectives*, 17(1), 46-52.

[2] Rochkind, J., Ott, A., Immerwahr, J. Doble, J., & Johnson, J. (2008). Lessons learned: New teachers talk about their jobs, challenges and long-range plans. New York, NY: National Comprehensive Center for Teacher Quality and Public Agenda.

ii.   available from national occupational and industry projections (such as BLS).

Given the steady teacher shortages and high teacher turnover in under-resourced urban schools, there is evidence of a strong labor market demand for urban school teachers (Hanover Research, 2017). According to The Bureau of Labor Statistics (BLS), projected job openings for school teachers and administrators are disproportionately found in urban relative to suburban schools. BLS also suggests that better-prepared teachers (i.e., those with context-specific training and knowledge of urban environments) remain in urban schools longer and produce better outcomes for their students. A report from the Learning Policy Institute, (a non-profit research Institute that conducts and communicates independent, high-quality research to improve education policy and practice and advance evidence-based policies that support empowering equitable learning for all children) confirms that there is a concentration of teachers entering urban schools who are unprepared. Therefore, an M.Ed. program in urban education that effectively prepares teachers to teach in increasingly diverse, urban school settings is likely to find a strong job market for its graduates and prepare them for long-term success.

b.   Projections from professional associations or industry reports

Employment data is often organized using the Standard Occupational Classification (SOC) system. Within the SOC, six (6) occupations were identified for students holding an M. Ed. in urban education: Education Administrators, Education, Guidance, School and Vocational Counselors, Kindergarten Teachers, Elementary Teachers, Middle School Teachers, and Secondary Teachers.

Figure 3.3 illustrates national employment projections for the aforementioned six occupations from 2014-2024.

Figure 3.3: National Employment for Selected Occupations, 2014-2024

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	240,000	254,000	14,000	5.8%	8,380
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	22,500	8.2%	7,970
Kindergarten Teachers	159,400	168,900	9,500	6.0%	5,610
Elementary School Teachers	1,358,000	1,436,300	78,300	5.8%	37,870
Middle School Teachers	627,500	664,200	36,800	5.9%	17,550
Secondary School Teachers	961,600	1,017,500	55,900	5.8%	28,400
Total, Selected Occupations	**3,619,900**	**3,836,800**	**217,000**	**6.0%**	**105,780**
Total, All Occupations	**150,539,900**	**160,328,800**	**9,788,900**	**6.5%**	**4,650,690**

Source: Bureau of Labor Statistics

The findings reveal that employment in each of the selected occupations (those which are likely to employ persons with a Master's in urban education) is expected to grow about as fast as the average for all occupations. In total, BLS projects over 100,000 average annual openings (AAO) which includes new jobs and replacements; BLS projects a total of 217,000 new jobs during the ten-year period. This trend reflects the high teacher turnover rate often seen in high-poverty, high-minority urban schools. The National Commission on Teaching and America's Future (NCTAF) notes that teacher turnover has increased over the past 15 years among new teachers. NCTAF also notes that when teachers are well prepared, their attrition is cut by half. This data suggests that there is both a demand for urban educators as well as programs that prepare professionals to effectively engage diverse populations.

c. Other (alumni surveys, insights from existing programs, etc.)

Students with a Master's degree in urban education have also found employment beyond the classroom, conducting policy research for government agencies. Thinktanks such as the University of Chicago Urban Education Institute employ research consultants and analysts to develop reports and programming that improves urban schools. Federal, state, and local education departments also hire urban education graduates.

Graduates that return to work in urban schools not only increase their salary upon completion of their degree, but they also experience a lower debt. Those who teach in an under-resourced urban school for a designated time are eligible for loan forgiveness. This also makes the program highly attractive for prospective candidates who are interested in continuing their education.

5. <u>Unnecessary duplication</u>.

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

There are currently no public or private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed M. Ed. in Urban Education.

Institution: _____

Program Title:

_____

	(year)	(year)	(year)	(year)
Enrollment				
Degrees-awarded				

b.   Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

N/A | There are no programs within North Carolina that closely resemble the proposed M.Ed. in Urban Education.

c.   Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

N/A | There are no programs within North Carolina that closely resemble the proposed M.Ed. in Urban Education.

6.   Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

 Delivery Mode_online__ Full-Time ___20_____ Part-Time ____0_____

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

 Delivery Mode_online__ Full-Time __40_____ Part-Time ____0_____

7.   Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and   resources required.)

a.   New Faculty: Yes_____ No __*___

No new faculty are needed to deliver the M.Ed. in Urban Education. There is currently adequate teaching support from within the Cato College of Education to meet the teaching needs of the program. With the support from the Dean of

the Cato College of Education, in conjunction with the College's department chairs, there is sufficient number of existing faculty to sustain the course offerings for a period of four years, after which the hiring of new faculty may be revisited, if program growth requires it.

b.   Faculty Program Coordination: Yes _____ No __*___

c.   Additional Library Resources: Yes _____ No __*___

d.   Additional Facilities and Equipment: Yes _____ No __*___

e.   Additional Other Program Support: Yes __*__ No _____
(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

Additional support for one new part-time graduate student assistantship is needed to support the M.Ed. in Urban Education. This position will be compensated at a rate of $12,000.00 for 9-months per year. The source of funding to sustain the M.Ed. in Urban Education will come from the Cato College of Education.

8.   Curriculum leverage.   Will the proposed program require development of any new courses? If yes, briefly explain.

Yes. Two (2) new courses have been developed: **EDCI 6120** Critical Media Pedagogy (3) and **EDCI 6130** Perspectives in Immigration and Urban Education (3). These courses will focus on critical issues in urban educational settings that, from our analysis, have not been addressed directly in other M.Ed. urban education programs.

See below for course descriptions:

EDCI 6120, Critical Media Pedagogy (3 credit hours). This course has been designed to expose teacher leaders to methods for developing effective and engaging curricula that focuses on the integration of 21st century cutting-edge technology with critical pedagogical practices. This course aims to demystify contemporary uses of new media (e.g., smartphones, blogs, social networking, video sharing/ digital filmmaking, gaming etc.) in urban classrooms, by demonstrating how critical media education can supplement traditional approaches to learning. Teacher leaders will be exposed to research on varied pedagogical methodologies, which have (a) supported the development of more culturally responsive instruction; (b) provided evidence of increases in students' motivation to achieve, and (c) facilitated social consciousness and social action.(*)

EDCI 6130, Perspectives in Immigration and Urban Education (3 credit hours). This course informs students on the political and socioeconomic landscape of immigrant students in United States urban schools. Graduate students will study theories and practices that relate to the adaptation of immigrants in K-12 environments; the influence of family and community on immigrant student success; and the role of language, culture, identity, gender, race, and social class on immigrant student experiences in urban schools.

This course is reading intensive and cumulative writing assignments assess knowledge gained. (*)

9.   Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

No the program does not require enrollment growth funding in order to be implemented and sustained.

9a.   For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?
> No. The program does not require a tuition differential or program specific fee.

i.   If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

ii.   Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

N/A

10.   For doctoral programs only:

a.   Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.

b.   Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.

c.   State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11.   Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Dr. Bettie Ray Butler
Associate Professor of Urban Education
Email: bettie.butler@uncc.edu
Office: (704) 687-7098
Mobile: (336) 340-2881

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____*Philip Nuhon*_____ Date: _2/5/18_

Chancellor (Joint Partner Campus): _____ Date:_____

MARKET ANALYIS: M.ED. IN URBAN EDUCATION

Prepared for University of North Carolina at Charlotte

June 2017

In the following report, Hanover Research analyzes the market for a master's of education (MED) in Urban Education, including the number of programs, degree completions, labor market trends, and competitive landscape.

TABLE OF CONTENTS

EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

The University of North Carolina at Charlotte (UNC-Charlotte) is interested in offering a new Master of Education (MED) in urban education. The program, built around an asynchronous online curriculum, will be designed to prepare teachers for careers in urban schools. In order to design this new program, UNC-Charlotte has requested that Hanover Research (Hanover) identify MED programs in urban education across the United States, including number of programs, costs, curriculum structure and content, delivery format, and employment trends. Hanover presents the results of this analysis in three sections:

- **Section I: Competitive Landscape** discusses existing master's-level urban education programs and provides an analysis of potential competitors, including trends in curriculum, program structure, and costs.

- **Section II: Student Demand** uses degree completions data to examine trends in student demand for degrees in urban education at the national and regional levels.

- **Section III: Workforce Opportunities** uses employment projections, jobs postings, and salary data to estimate the labor market demand for graduates of an MED in urban education from UNC-Charlotte.

KEY FINDINGS

- **Hanover identified 16 master's programs in urban education that are likely to compete with UNC-Charlotte's proposed program**; these programs include twelve MED degrees as well as four MA degrees that focus on teaching practice rather than research or theory. Three of the competitor programs are in the Southeast region, although none are located in North Carolina.

- **Among the 16 competitors, Hanover identified only one entirely-online urban education program (offered through Texas A&M University) that would compete directly with UNC-Charlotte on a national level.** Texas A&M offers a broad program that focuses on urban education foundations and urban teaching and curriculum. It culminates in two independent study and research projects. The University of Arkansas at Little Rock also offers an entirely online program; however, the program targets students within the state, requiring an Arkansas teaching credential for admission and awarding an Arkansas administrator credential along with the MED.

- **The remaining 14 programs are residency-based or hybrid master's programs that focus on preparing urban school teachers.** These programs usually include coursework in urban education, an apprenticeship or internship in an urban school, and sometimes offer placement services for graduates as full-time urban school teachers. Many residency-based programs in urban education are mission-focused, offering free or heavily discounted tuition with stipends and living expenses in

exchange for a commitment to teaching in a public school for two or three years after the degree completion.

■ **Across all programs, the three most common required course topics specific to urban education include: culturally competent teaching and other strategies for teaching in urban schools; the social and cultural foundation of education; and theory and practice in ESL education.** Many programs require more than one course within these themes, often as part of a core sequence. Other common topics include advocacy and social justice in teaching; learning, development, and support of urban youth; and school-community partnerships. In terms of more general education coursework, programs most often require courses in assessment and measurement; curriculum development; leadership and school improvement; research methods; and classroom technology integration.

■ **Ten of the selected programs offer state credentialing, with further specialization varying by state.** The most common specializations for these programs are elementary education, secondary education, science education, and special education. Some programs offer certification in teaching English as a second language (ESL), including for individuals who already have a teaching credential in another area. One program offers a specialization for mid-career math and science professionals who wish to transition to urban schools. In addition to teacher licensure and certification, two programs—Temple University and Georgetown University—also offer additional concentrations or specializations within the urban education track.

■ **Furthermore, several large master's in urban education programs offer degrees through partnerships with Teach for America.** These programs are mainly Master of Arts degrees, including the urban education program offered by Loyola Marymount University. Although these programs may not directly compete with UNC-Charlotte, there may be an opportunity for UNC-Charlotte to market their online program through such a partnership.

■ **Trends in master's degree completions in urban education suggest a small but growing student demand for these programs in the United States and the Southeast region.** Overall, master's programs in urban education saw faster-than-average growth between 2011 and 2015 at the national level, although these degrees accounted for less than 1 percent of all master's degrees in education awarded in the United States in 2015. Master's degree conferrals in urban education tripled in the Southeast between 2011 and 2015, suggesting increasing student demand.

■ **There is strong labor market demand for urban school teachers, and an MED in urban education that emphasizes teaching practice (rather than theory) may help meet this demand.** The Bureau of Labor Statistics reports that projected job openings for school teachers and administrators are disproportionately found in urban and rural schools, rather than in the suburbs. Under-resourced urban schools face regular shortages of teachers, partially because of high turnover rates. However, evidence suggests better-prepared teachers remain in urban schools for longer and produce better outcomes for students.

SECTION I: COMPETITIVE LANDSCAPE

In this section, Hanover outlines the most common types of master's programs related to urban education, and conducts an environmental scan of key competitors. The section analyzes trends in the design and structure of urban education master's programs most similar to the MED program proposed by UNC Charlotte.

TYPES OF PROGRAMS

MASTER'S DEGREES IN URBAN EDUCATION

There are few institutions in the United States offering an MED in urban education. Hanover identified twelve such programs; three of these are located at institutions in the Southeastern United States – the University of Arkansas at Little Rock (UALR), Union University (Union), and Vanderbilt University (Vanderbilt). MED programs in urban education vary in whether they emphasize theory or practice, both in terms of coursework and other features. For example, the program at Vanderbilt does not require any courses on teaching practice,[1] while the online program from Texas A&M University (TAMU) requires several such courses. [2] Furthermore, several programs require more intensive field work in the form of internships, including the MED in Rural and Urban Educational Leadership at UALR and the MED in Learning, Diversity, and Urban Studies at Vanderbilt.[3]

Figure 1.1: MED in Urban Education Programs in the United States

TOTAL, UNITED STATES	
Southeast Region	
▪ Union University (Memphis, TN) ▪ Vanderbilt University (Nashville, TN)	▪ University of Arkansas at Little Rock (Little Rock, AR)
Other Regions	
▪ Alvernia University (Reading, PA) ▪ Davenport University (Grand Rapids, MI) ▪ Emmanuel College (Boston, MA) ▪ Holy Names University (Oakland, CA) ▪ National Louis University (Multiple, IL and FL)	▪ Providence College (Providence, RI) ▪ Temple University (Philadelphia, PA) ▪ Texas A&M University (College Station, TX) ▪ University of Maryland (College Park, MD)

Source: Institutional websites

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[1] "LDUS Coursework." Vanderbilt University Peabody College.
https://peabody.vanderbilt.edu/departments/tl/ldus/ldus_coursework.php

[2] "Requirements: MED Urban Education." Texas A&M University College of Education and Human Development.
http://tlac.tamu.edu/sites/tlac.tamu.edu/files/Master-of-Education-Urban-Education_0.pdf

[3] [1] "MED in Rural and Urban Educational Leadership." UALR School of Education.
http://ualr.edu/education/edas/degrees/masters/
[2] "Peabody Learning, Diversity, & Urban Studies." Vanderbilt-Peabody College.
https://peabody.vanderbilt.edu/departments/tl/ldus/ldus_coursework.php

In the following analysis, Hanover excludes most MA or MS programs in urban education, since these are unlikely to compete with UNC-Charlotte. This type of program often focuses on education policy or broader theoretical topics. For example, CUNY Graduate School and University Center offers an MA in Urban Education, but it is not oriented towards urban school teachers and only requires two urban education courses.[4]

There are also several large MA programs in urban education that are exclusively available to local Teach for American (TFA) teachers during their two-year TFA commitment. For example, one of the largest urban education programs in the US (at Loyola Marymount University in Los Angeles) is a TFA partnership.[5] Hanover excludes these programs since only TFA participants can enroll, and since these individuals have limited choice over their location (and by extension, the assigned partner university), these programs will not compete directly in the market for students. That being said, TFA partnership may present an additional opportunity for UNC-Charlotte's new online program – Johns Hopkins University has successfully marketed an online general MED to TFA participants in locations were an in-person master's program is not available.[6]

RESIDENCY-BASED PROGRAMS AND TEACHER PREPARATION PARTNERSHIPS

Teacher residency programs that focus on urban education may also compete with UNC-Charlotte's new program. Most teacher residency programs do not include an MED in urban education (instead, they offer a more general MED or an MAT degree). However, they are marketed towards the same individuals and designed for the same purpose – to prepare teachers for careers in urban schools – as UNC-Charlotte's new program.

There are two models for residency-based programs:

- Some programs, like the ones developed and coordinated by the National Center for Teacher Residencies (NCTR), require a four- or five-year commitment and include several features beyond the master's degree.[7]

- Other programs, like the Teacher Preparation Program MED at Harvard, offer traditional one- or two-year master's degrees with residency and training in an urban school built into the program.

Programs following the NCTR model are the most common; NCTR lists 25 active teacher residency programs, with at least six more in development. There are also several residency-based master's not affiliated with NCTR, such as the one offered by the non-profit

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[4] "MA Tracks: Urban Education." CUNY Graduate Center. http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Masters-Programs/Liberal-Studies/Program-tracks/Urban-Education

[5] "LMU/TFA Partnership: Urban Education." Loyola Marymount University. http://bulletin.lmu.edu/preview_program.php?catoid=6&poid=1367&returnto=265

[6] "Master of Science in Educational Studies (Teach for America)." Johns Hopkins University. http://education.jhu.edu/Academics/masters/MSES/index.html

[7] "The Residency Model." National Center for Teacher Residencies. https://nctresidencies.org/about/residency-model-teacher-mentor-programs/

organization Urban Teachers in partnership with Johns Hopkins University.[8] As Figure 1.2 shows, these programs generally include a two-year apprenticeship and residency at an urban school in conjunction with a master's degree and teaching credential program at a local university. This is followed by two or three years of career development support and mentorship while the participant teaches in an urban school.

Since these programs do not offer stand-alone degrees (candidates apply through the partner non-profits) and require commitments beyond the completion of the degree, Hanover does not include them in the competitor analysis below. However, these programs may attempt to recruit the same applicants as UNC-Charlotte's new program and may be especially attractive because they provide free or subsidized tuition, and often include stipends, housing, and funding for travel and professional development.

Figure 1.2: Typical Urban Teacher Residency Program (University of Chicago)

Year 1: Foundations Year

- Three quarters of graduate coursework
- Urban school internship

Year 2: Residency Year

- Clinical training/mentorship in an urban school
- Complete graduate coursework (MAT degree)
- Earn Illinois state teaching certification

Years 3-5: Post-Graduation Support

- Teach full-time in an urban school
- Coaching, workshops, and professional development funding available
- Networking and online community support

Source: University of Chicago[9]

Residency programs that follow the second model are more likely to compete directly with UNC-Charlotte's new program since they do not require additional commitments and do not offer free tuition and other amenities. These programs are similar to traditional teacher training programs and may include a teaching apprenticeship in an urban school and teacher certification in one or two years in addition to a master's degree. Although the degree title may not reflect the focus on urban education, the program websites show that the emphasis in and out of the classroom is in training individuals for careers in urban school settings. Hanover identified four of these programs, and includes them in the analysis below:

- Georgetown University (Georgetown) – MA in Educational Transformation

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[8] "Johns Hopkins Degree Program." Urban Teachers. http://www.urbanteachers.org/johns-hopkins/
[9] "Program Overview: Urban Teacher Education Program." University of Chicago UTEP. https://utep.uchicago.edu/page/program-overview

- Harvard University (Harvard) – MED, Teacher Education Program
- Loyola University Maryland (Loyola) – MAT, Urban Teacher Cohort
- University of San Francisco (USF) – MAT in Urban Education and Social Justice.

COMPETITIVE SCAN

Figure 1.3 shows a list of the 16 programs Hanover uses in the analysis below. As discussed above, 12 of these programs offer an MED in urban education or urban teaching, while the remaining four are residency-based teacher training master's programs that emphasize urban education. The home page for each program Hanover analyzes is hyperlinked in the institution name.

Figure 1.3: Competitor Programs in Urban Education

INSTITUTION	DEGREE	DEGREE NAME	DELIVERY	TUITION	CREDITS
Alvernia University	MED	Urban Education Emphasis	In-person	$755	33
Davenport University	MED	Urban Education	In-person	$566	36
Emmanuel College	MED	Urban Education Emphasis	Hybrid	$730	30
Georgetown University	MA	Educational Transformation	In-person	$1,700	30
Harvard University	MED	Teacher Education	In-person	$1,300	36
Holy Names University	MED	Urban Education	In-person	$1,003	30
Loyola University Maryland	MAT	Urban Teacher Cohort	In-person	$565	36
National Louis University	MED	Urban Teaching	In-person	$685	34
Providence College	MED	Urban Teaching	In-person	$440	30
Temple University	MED	Urban Education	In-person	$877	30
Texas A&M University	MED	Urban Education	Online	$137	36
Union University	MED	Urban Education	In-person	N/A	30
University of Arkansas at Little Rock	MED	Rural and Urban School Leadership	Online	$320	30
University of Maryland	MED	Minority and Urban Education	In-person	$651	30
University of San Francisco	MAT	Urban Education and Social Justice	In-person	$1,150	38
Vanderbilt University	MED	Learning, Diversity, and Urban Studies	In-person	$1,708	31

Source: Institutional Websites

PROGRAM CHARACTERISTICS

Each of the programs surveyed requires between 30 and 38 credits for completion. Since many of the programs include optional teacher licensure or certification components, the exact number of credits for any particular student may vary. The credits required for a teacher credential may also differ from state to state. With the exception of the program at UMD, which is interdisciplinary, all of the programs are primarily housed in the education school or department, with only a few programs allowing one or two elective courses in other disciplines.[10]

CURRICULUM

There is considerable variation each program's emphasis on coursework specific to urban education, versus building urban education courses around a general education curriculum. For example, Vanderbilt's program consists entirely of courses related to urban education, and Maryland's program only includes two courses (both on research methods) that are on general topics. In contrast, Union's program only includes two courses specific to urban education (although other courses include application to urban school contexts). Davenport's and Providence's programs are about evenly split between specialized and general courses.

Despite this range in the structure of the curriculum, there are several identifiable trends in the required coursework, as well which types of courses focus specifically on urban education and which ones take a more general approach. There are five courses that are commonly offered, but do not usually emphasize urban education, although some programs may incorporate application to urban school settings:

- Assessment and measurement,
- Curriculum development,
- Leadership and school improvement,
- Research methods, and
- Technology in the classroom.

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[10] "Program Overview: Minority and Urban Education." University of Maryland College of Education.
    http://www.education.umd.edu/TLPL/programs/MUE/index.html

Figure 1.4: Example "Technology" Course (Davenport University)

> **"UEDU786 - Using Technology to Enhance Learning"**
>
> - This course is designed for educators to explore and integrate existing and emerging technologies into classroom practice. It will teach educators how to use technologies to assess and deliver content, provide organizational structure in the classroom while enhancing student performance. It will emphasize the critical role of integrating technology in the instructional process, the importance of exploring theories of learning, using and repurposing technologies to guide and influence curricular decisions.

Source: Davenport University[11]

Along similar lines, there are several topics (illustrated in Figure. 1.5) specific to urban education that many programs cover. Note that these are general themes, not a comprehensive list of every topic or required course. Many programs require more than one course related to a general theme. For example, the Temple program requires a three-course sequence on the history, culture, politics, and issues related to urban education. [12] Georgetown requires a three-part sequence on "Culturally Relevant Approaches in Education" for students in the Learning and Teaching specialization.[13]

Figure 1.5: Common Required Course Topics in Urban Education

GENERAL TOPIC	NUMBER	EXAMPLE COURSE TITLES
Advocacy/Teaching for Social Justice	7	▪ Educational Reform and Advocacy ▪ School Law and Social Advocacy ▪ Race, Social Justice, and the Curriculum
Development/Support of Urban Students	7	▪ Understanding and Supporting Urban Youth ▪ Child Development and Identity Formation ▪ Student Growth and Learning in Diverse Contexts
Culturally Competent Teaching/ Strategies for Urban Teaching	9	▪ Culturally Relevant Approach to Education ▪ Strategies for Teaching in a Pluralistic Society ▪ Differentiating Instruction in an Urban Setting
Introduction/Issues in Urban Education	7	▪ Introduction to Urban Schools ▪ Issues in Urban Education ▪ Complexities of Urban Education

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[11] Taken verbatim from "MED in Urban Education Curriculum." Davenport University. https://www.davenport.edu/programs/urban-education/master-of-education/master-of-education-in-urban-education-med

[12] "Program Requirements." Temple University. https://education.temple.edu/urbaned/Masters-Program-Requirements

[13] "Academics." Georgetown University. http://edtransform.georgetown.edu/academics/

GENERAL TOPIC	NUMBER	EXAMPLE COURSE TITLES
Race, Power, Diversity in the Classroom	6	▪ Power, Privilege, and Diversity in the Classroom ▪ Critical Pedagogy in Urban Education ▪ Race and Power in Urban Classrooms
Social and Cultural Foundation of Education	8	▪ Cultural Foundations of Education ▪ Social and Cultural Politics of Education ▪ Education and Inequality
Social and Cultural Foundations of ESL/Bilingual Education	6	▪ Language in Bilingual/Multicultural Settings ▪ Sociocultural Factors in ESL Education ▪ Latino Culture and Education
Special Education	5	▪ Elements of Diversity: Special Education ▪ Teaching Students with Disabilities ▪ Special Education in Urban Schools
Theory and Practice of ELL/ESL Teaching	8	▪ Methods and Materials for Teaching ESL ▪ Meeting the Needs of ELL/ESL Students ▪ Theory & Practice of Educating Bilingual Students
Urban Schools and Community Partners	5	▪ Urban Schools and Communities ▪ Family and Community Partnerships ▪ Culturally Responsive School/Community Relations

Source: Institutional websites

As demonstrated in Figure 1.5, at least half of the programs offer courses related to the social and cultural foundations of education and to "issues in urban education" with some programs requiring both. Both of these themes are usually required as part of a core curriculum. For example, at Union, where students take courses in a predetermined sequence, the first course is an introduction to the social and cultural underpinnings. Meanwhile, courses designed as an introduction to urban education may cover topics such as school budgets, teacher demographics, and equity in curriculum and assessments. All these courses may also include training to help teachers understand their responsibility to shape these factors.[14]

Other common courses are related to culturally competent teaching, designed to train teachers to succeed in the classroom and to connect with and support students from diverse backgrounds. Figure 1.6 shows three course descriptions, from institutions (USF, Providence, and Davenport) that require courses related to this theme. Providence requires multiple courses related to this theme (include the one described in Figure 1.6), while USF and Davenport require only the one illustrated.

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[14] "Catalog: Urban Teaching, MED." National Louis University.
http://nl.smartcatalogiq.com/en/Current/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Urban-Teaching-MEd/Urban-Teaching-MEd

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Figure 1.6 Culturally Competent Teaching Course Descriptions

USF - "Teaching for Diversity and Social Justice

- What does it mean to teach for diversity and social justice? This course analyzes the forces that contribute to educational injustices, and how we as teachers can work against these injustices through culturally responsive teaching, transformative curriculum, and other anti-oppression practices. The key purpose is for teachers to develop as change agents and advocates for historically marginalized students.

Providence - "Culturally Competent Teaching"

- To level the playing fields for our students, our classrooms must be built upon a culture of achievement – where students are inspired to exceed expectations and are committed to changing the trajectory of their lives. This course addresses these goals by fostering a deeper understanding of the sociocultural contexts of students and developing appropriate strategies for motivating them toward high achievement.

Davenport - "Culturally Competent Clasrroom Management"

- This course will prepare teachers to be educational leaders who effectively manage urban classrooms and interact effectively with people of different cultures and socio-economic backgrounds.

Source: Institutional websites[15]

Figure 1.7 shows a three-course sequence required at National Louis University for students on the "High-Needs Schools" specialization track, which focuses, in part, on ESL Education. While not all of the programs Hanover profiles require a full sequence like this, the NLU sequence reflects the range of required courses in ESL that many of the programs require. NLU's program focuses on ESL more than other potential areas related to urban education; USF's program also emphasizes ESL education. Most other programs only require one course related to ESL.

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[15] Course descriptions verbatim from: [1] "Teaching for Diversity and Social Justice." University of San Francisco. https://www.usfca.edu/catalog/course/618-teaching-diversity-and-social-justice [2] "Culturally Competent Teaching." Providence College. https://ssbprod12.providence.edu:5010/pls/prod/bwckctlg.p_disp_course_detail?cat_term_in=201810&subj_code_in=EDU&crse_numb_in=661 [3] "MED in Urban Education Curriculum," Op. cit.

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Figure 1.7: ESL Education Sequence (National Louis University)

Foundations of ESL and Bilingual Education

- The course provides an understanding of the historical, political, sociocultural and educational concepts and issues that affect linguistically and culturally diverse students in schools. The course considers local, state, and federal policies regarding responsibilities and appropriate school and preschool services for English language learners. Cognitive and sociocultural theories of Second Language Acquisition (SLA), bilingualism and multilingualism are analyzed for their pedagogical implications. Specific program models are examined as well.

Methods and Material for Teaching ESL

- This course prepares candidates in methodology for teaching language and content to English Language Learners. Candidates examine and apply conceptual and pedagogical tools for teaching English as a second language based on theories of second language acquisition, pedagogy, and methodology. Candidates explore how to use these tools to create effective language and content instruction that is differentiated according to language proficiency. Additionally, relevant national, state, and local language and content standards and assessments are discussed in relation to teaching ESL. Appropriate selection, and evaluation of books multimedia, and technology is also discussed.

Assessment of ESL and Bilingual Students

- This course focuses on the equitable assessment of English language learners (ELLs). Participants explore the ways assessment of ELLs is conceptualized within larger historical, social, cultural, and political contexts. Using theoretical models that account for the intersection of second language acquisition and academic achievement, participants engage in examining, adapting, or developing effective classroom assessments that measure English language proficiency and content area learning. Participants also review state and national language proficiency and content standards, and examine how they are measured in mandated assessments.

Source: National Louis University[16]

CERTIFICATIONS/SPECIALIZATIONS

More than half of the programs surveyed offer state teaching credentials (or in the case of UALR, state school administrator credential). Most of these programs allow students who either already have a teaching credential or do not wish to acquire one (e.g. because they intend to pursue a career in academia or education policy) to opt out of this aspect of the program. Although the specifics are different for each state, the teaching credential usually requires one or two additional courses, and a teaching apprenticeship. The Union MED in urban education is part of teacher residency program and therefore requires that participants earn a teaching credential (already-credentialed teachers would not be eligible for admission).[17] The UALR and Harvard programs require the same curriculum regardless of

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[16] Course descriptions available from: "Urban Teaching, M.Ed. (High-Needs Schools Track)." National Louis University. http://nl.smartcatalogiq.com/en/Current/Undergraduate-and-Graduate-Catalog/National-College-of-Education/National-College-of-EducationGraduate/Urban-Teaching-MEd/Urban-Teaching-MEd

[17] "The Master of Urban Education (M.U.Ed.)." Union University. http://www.uu.edu/academics/graduate/mued/mued-description.pdf

whether an individual is seeking a state credential or not. In the case of Harvard, an individual completing the program can take the test required to receive a Massachusetts state teaching credential, which covers most participants nationally, since 46 states accept Massachusetts teaching credentials.[18]

The most common specializations (Figure 1.8) among the programs that offer a state credential are elementary education, secondary education, and math/science education. Some programs offer a credential in special education. Additionally, some programs allow a concentration in teaching English as a second language (ESL).[19] Although these specializations are usually part of the state credential, and therefore not necessary for individuals who already have a teaching credential, some programs allow such individuals to pursue specializations in addition to the credential they already have. In particular, ESL certifications are often available to all candidates, whether they already have a teaching credential or not. Harvard's program offers a math/science concentration specifically designed for mid-career teachers.

Beyond the specializations associated with credentialing, Figure 1.8 also shows the two programs that offer additional specific concentrations or specializations (other allow students to design their own). Georgetown allows individuals to choose either a teaching credential track or a specialization in "Advocacy and Policy" which includes several courses related to policy development and analysis, and two internships at policy or government organizations.[20] Temple University lets students choose a specialization in Teaching in Urban Schools, Education Policy Studies, or School-Community Partnerships. Each specialization track consists of four courses.[21]

Figure: 1.8: Specializations in Urban Education Programs

Common Specializations	Georgetown Specializations	Temple Specializations
• Elementary • Secondary • ESL/ELL/TEFL • Math/Science	• Teaching (ESL) • Teaching (Science) • Advocacy and Policy	• Education Policy • School/community Partnerships • Teaching in Urban Schools

Source: Institutional websites

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[18] "Teacher Education Program (MED)." Harvard Graduate School of Education. https://www.gse.harvard.edu/masters/tep

[19] Also called English for Speakers of Other Languages (ESOL), Teaching English as a Foreign Language (TEFL), etc.

[20] "Overview: MAET Program." Georgetown University. http://edtransform.georgetown.edu/about/

[21] "Catalog: Urban Education, MED." Temple University. http://bulletin.temple.edu/graduate/scd/education/urban-education-med/

FIELD WORK

More than half of the selected urban education programs include some field work in an urban school setting. Common options include:

- Internship at an urban school, community center, or education policy organization,
- Student-teaching or teaching apprenticeship,
- Field research in urban schools (usually include observation of master teachers).

Some programs incorporate multiple aspects, for example, programs that include state teaching credentials require a teaching apprenticeship, which generally includes student-teaching, observation of master teachers, and mentorship programming. This part of the program is usually optional for individuals who are only seeking a master's degree, but not the teaching credential (e.g. for already-licensed teachers). At Alvernia University, the teaching practicum is an elective part of the program, while Davenport University requires an intensive teaching.[22]

RESEARCH CAPSTONE/THESIS

Approximately half of the programs allow or require some research capstone or thesis, which vary considerably in structure. For example, Holy Names University requires the student to complete a traditional academic thesis.[23] Temple and USF, on the other hand, require a field-based experience, in which the students apply the knowledge gained in coursework, and write a capstone report on their experience.[24] TAMU requires two independent study and research projects.[25] Some programs give students the option to choose either a practicum, thesis or research project or some kind of field research. For example, the Vanderbilt program allows students to write an academic thesis, or conduct an active field research project.[26]

DELIVERY FORMAT

Most of the programs Hanover discovered did not offer online options. However, two programs are entirely online – TAMU's MED in Urban Education, and UALR's MED in Rural and Urban School Leadership. Unfortunately, because both of these institutions report their degree completions under more general categories, Hanover is unable to determine how large these programs are, or whether they are growing. However, it is worth noting that the

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[22] [1] "Urban Education Curriculum." Alvernia University. http://alvernia.edu/academics/graduate/education/med/urbaned/curriculum.html [2] "MED in Urban Education Curriculum," Op. cit.

[23] "Catalog: MED Urban Education." Holy Names University. http://hnu.smartcatalogiq.com/en/2016-2017/Catalog/Graduate-Programs-and-Courses/Education/Education-Master-of-Education

[24] [1] "Catalog: Urban Education, MED," Op. cit. [2] "Program Details: Urban Education & Social Justice." University of San Francisco. https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/program-details

[25] "Requirements: MED Urban Education," Op. cit.

[26] "LDUS Coursework," Op. cit.

UALR program is specifically designed for certification in Arkansas state, and requires an internship to that end; therefore it is unlikely to recruit students outside the state.[27]

TUITION AND FINANCIAL SUPPORT

Figure 1.9 shows the range of total tuition and fees for the 16 urban education programs included in this report. It is worth noting that usually tuition is lower at public institutions than at private ones; it is also typically lower for online programs than in-person. Among the selected programs, only three are at public institutions, and two of these are online. This small number makes it difficult to determine trends specific to public or online programs. Therefore, Hanover combines the different types of programs to examine overall trends.

The box chart in Figure 1.9 is a visual representation of tuition ranges for relevant programs. The shaded box represents the interquartile range – the middle 50 percent of values. The figure provides a useful visualization of where the data is clustered, showing that the tuition costs tend to range between $565 and $1,150. The most affordable program is Texas A&M's online program, while the most expensive are Georgetown and Vanderbilt's programs, at over $1,700 per credit. Among the in-person programs, most affordable is at Providence College, which costs only $440 per credit hour; Davenport and Loyola Maryland charge just over $560 per credit.

Figure 1.9: Tuition (per credit) for Urban Education Programs
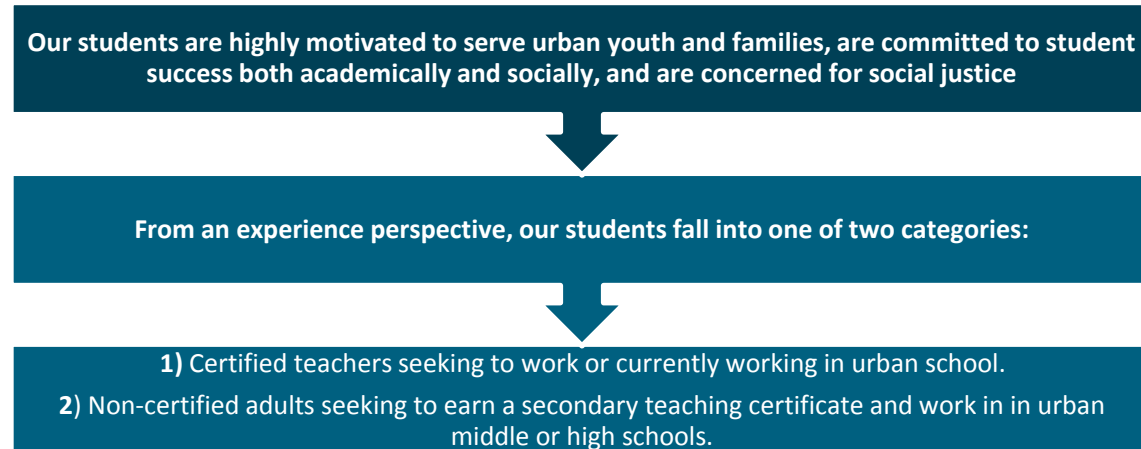

RANGE	INTERQUARTILE RANGE	MEDIAN	MEAN
$137-$1,708	$565-$1,150	$730	$839
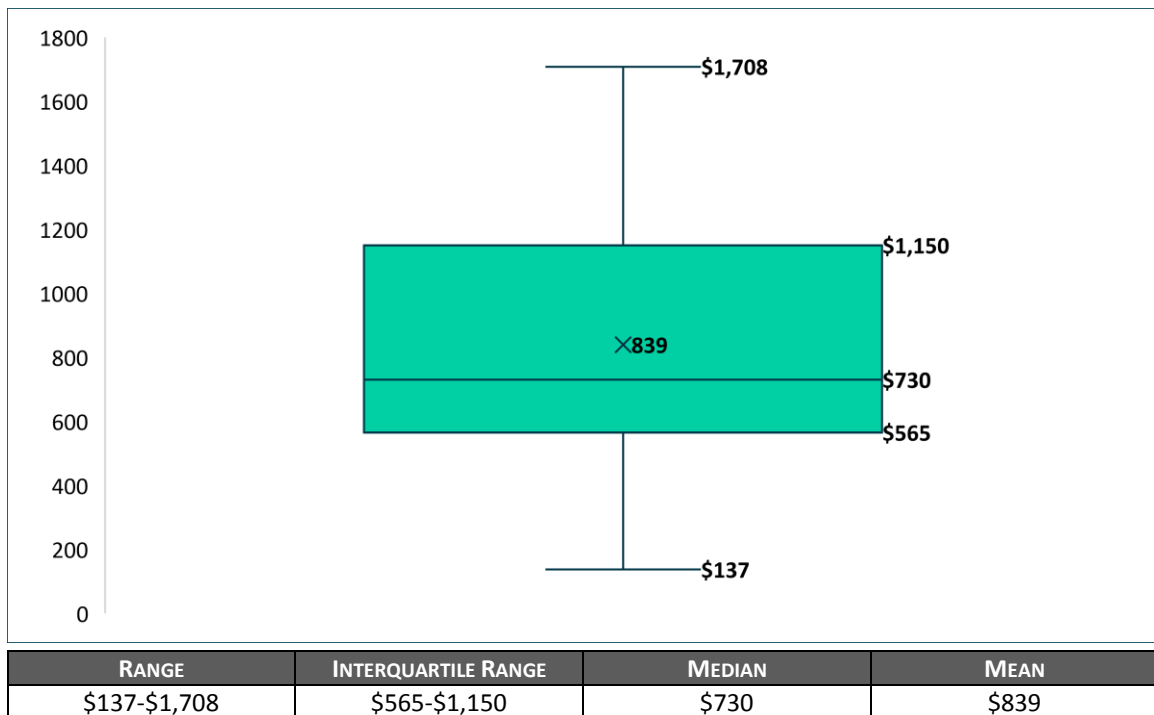
Source: Institutional websites

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[27] "Catalog: MED in Rural and Urban School Leadership." University of Arkansas at Little Rock.
http://ualr.edu/catalog1617/graduate-catalog/cehp/ed-admin-and-super/#1

STUDENT AND ALUMNI PROFILE

Although most institutions do not publish detailed biographic or demographic information on the students, Hanover identifies several trends in the target audience and career profile for the competitor programs. In terms of entry requirements, all competitor programs require a bachelor's degree, and some programs indicate a "basic skills" or similar prerequisite test to enter a teacher certification track. Because most programs are primarily focused on preparing teachers and administrators for careers in urban schools, target students generally fall into three categories:

- Professional teachers who wish to transfer to an urban school,[28]
- Urban school teachers seeking support or professional development,[29] and
- College graduates seeking preparation for a career in urban school settings.[30]

Figure 1.10: Example of Student Profile (Providence College)

Our students are highly motivated to serve urban youth and families, are committed to student success both academically and socially, and are concerned for social justice

From an experience perspective, our students fall into one of two categories:

1) Certified teachers seeking to work or currently working in urban school.
2) Non-certified adults seeking to earn a secondary teaching certificate and work in in urban middle or high schools.

Source: Providence College[31]

Most institutions market the programs to all three of those groups of individuals, although the NLU program is specifically designed for individuals who already "teach in an educational setting that includes challenges related to poverty, homelessness, under-resourcing, achievement gaps, and high demands on teachers' time."[32] Harvard offers special tracks for professional teachers wishing to transition to an urban school, and for non-teachers who wish to become urban school teachers.[33]

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[28] [1] "Teacher Education Program (MED)," Op. cit. [2] "Master of Education in Urban Teaching." Providence College. http://www.providence.edu/professional-studies/graduate-degrees/Pages/master-education-urban-teaching.aspx

[29] [1] "Overview: MED in Urban Teaching," Op. cit. [2] "Catalog: MED in Rural and Urban School Leadership," Op. cit.

[30] [1] "School of Education: Urban Teacher Cohort." Loyola University of Maryland. http://www.loyola.edu/school-education/academics/graduate/mat/urban-cohort [2] "Urban Education & Social Justice - Students." Text. University of San Francisco. https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/students

[31] Figure uses language verbatim from: "Master of Education in Urban Teaching." Providence College, Op. cit.

[32] "Overview: MED in Urban Teaching," Op. cit.

[33] "Teacher Education Program (MED)," Op. cit.

A few programs market themselves to a broader audience than current or prospective teachers. For example, the Georgetown program, designed to "prepare educational leaders who will promote the transformations that are needed…to ensure that every child receives a rich education," seeks to attract both teachers and policy researchers and activists.[34] Along the same lines, Vanderbilt's program seeks individuals who want to understand "the complex ways in which diversity influences learning…both inside and outside of schools."[35] Temple advertises its program to "recent college graduates who wish to effect positive change" through community organizations, teaching, and graduate research.[36]

Additionally, many programs specify that they seek "mission-driven" individuals who are passionate about social justice, diversity, and equality; often the program websites specify that applicants should be motivated to serve in urban schools. For example, Harvard is "looking for individuals…who are deeply committed to urban public education." [37] At Providence, the typical students "are highly motivated to serve urban youth and families, are committed to student success both academically and socially, and are concerned for social justice."[38] According to one student at USF, "I selected USF because of its commitment and values toward social justice and servant leadership."[39]

> *"Something all TEP students share is a deeply held belief in social justice… students are drawn to TEP for its focus on urban public education and its commitment to creating a more just and equitable society through better teachers and better schools." – Harvard University*

Since most programs focus on preparing teachers for urban schools, program graduates often work as urban school teachers and administrators. For example, Davenport's program "prepares and develops teachers in real world settings to meet the education demands of urban environments."[40] Union advertises that the program is "committed to supplying a corps of teachers who desire to serve in urban locations."[41] HNU advertises that the program prepares students "to effect positive change in urban schools" and highlights a variety of teaching positions as career opportunities.[42] USF also notes that graduates of their Urban Education and Social Justice master's program are educators in public and private schools in urban areas.[43]

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[34] "Overview: MAET Program," Op. cit.

[35] "LDUS Info Sheet." Vanderbilt University Peabody College.
    https://peabody.vanderbilt.edu/docs/pdf/admissions/infosheets/ldus.pdf

[36] "Urban Education MED." Temple University College of Education. http://education.temple.edu/urbaned/masters

[37] "Teacher Education Program (MED)," Op. cit.

[38] "Master of Education in Urban Teaching," Op. cit.

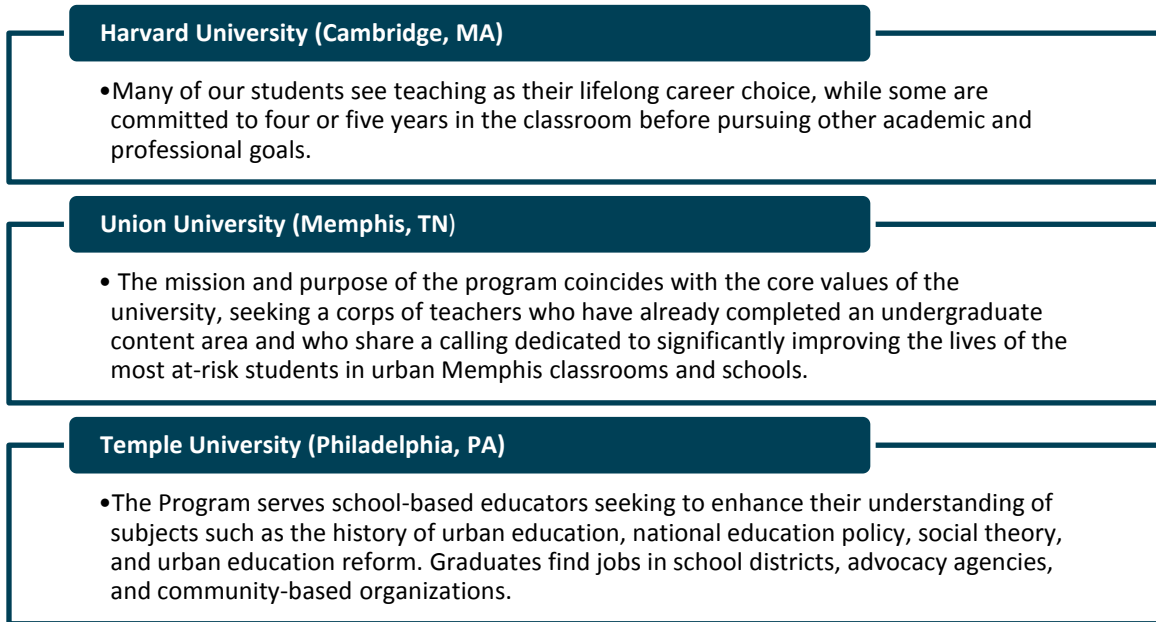[39] "Urban Education & Social Justice - Students," Op. cit.

[40] "Programs: MED in Urban Education." Davenport University. https://www.davenport.edu/programs/urban-education/master-of-education/master-of-education-in-urban-education-med

[41] "Overview: Master of Urban Education." Union University.
    http://www.uu.edu/academics/graduate/mued/index.cfm

[42] "Program: Master of Education," Op. cit.

[43] "Urban Education & Social Justice - Careers." University of San Francisco.
    https://www.usfca.edu/education/programs/masters-credential-programs/teaching-urban-education-social-justice/careers

Figure 1.11: Examples of Alumni Profiles

Harvard University (Cambridge, MA)

- Many of our students see teaching as their lifelong career choice, while some are committed to four or five years in the classroom before pursuing other academic and professional goals.

Union University (Memphis, TN)

- The mission and purpose of the program coincides with the core values of the university, seeking a corps of teachers who have already completed an undergraduate content area and who share a calling dedicated to significantly improving the lives of the most at-risk students in urban Memphis classrooms and schools.

Temple University (Philadelphia, PA)

- The Program serves school-based educators seeking to enhance their understanding of subjects such as the history of urban education, national education policy, social theory, and urban education reform. Graduates find jobs in school districts, advocacy agencies, and community-based organizations.

Source: Institutional Websites[44]

A handful of programs offer a slightly broader career outlook. For instance, UMD says their program prepares students to work as "educators, curriculum specialists, researchers, and teacher educators…in urban school districts and districts with large minority populations." [45] Temple's website highlights a variety of careers in teaching, policy, and community development, and indicates that many of their graduates pursue doctoral degrees. [46] The Vanderbilt program, which is the most theory-focused of those surveyed advertises that their alumni work in think tanks, community centers, and non-profits,

"The program equips professionals with the skills and insights needed to tackle tough problems in urban education and to promote the kinds of transformations that will bring greater opportunity and justice to children." – Georgetown University

while some attend doctoral programs; nonetheless, it appears that many graduates still pursue opportunities in urban schools.[47] Only the Georgetown and Temple programs offer formal training for careers other than teaching and leadership at urban schools.

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[44] Language verbatim from program websites: [1] "Teacher Education Program (MED)," Op. cit. [2] "M.U.Ed. Program." Union University. http://www.uu.edu/programs/education/graduate/mued.cfm [3] "Catalog: Urban Education, MED," Op. cit.

[45] "Program Overview: Minority and Urban Education," Op. cit.
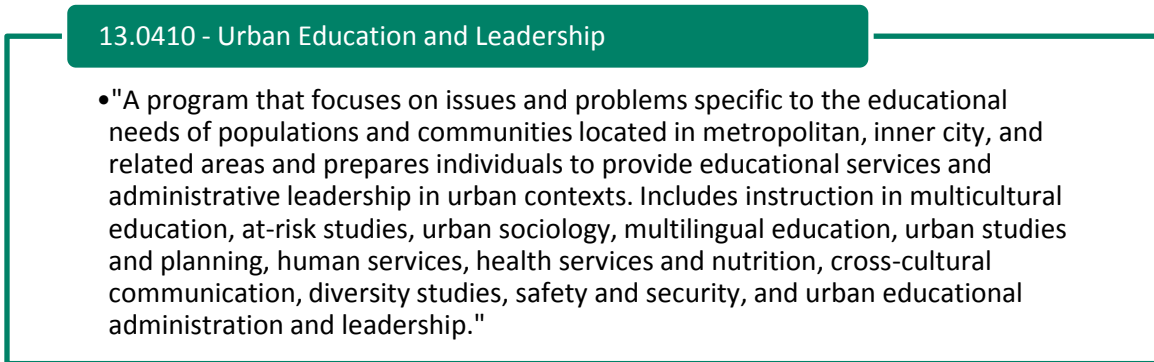
[46] "Urban Education MED," Op. cit.

[47] "LDUS Alumni." Vanderbilt University Peabody College. https://peabody.vanderbilt.edu/departments/tl/ldus/LDUS_alumni_careers.php

SECTION II: STUDENT DEMAND

To assess potential student demand for a Master of Education degree in urban education, Hanover uses data on degree completions in related fields between 2011 and 2015. Examining program completions over fixed periods and regions provides a useful estimate of potential student demand for such programs. For example, if degree conferrals have increased over time in a given area, it is reasonable to infer that demand for such a degree is steady or trending upward in that region. Similarly, if new programs begin awarding degrees, this indicates growing interest in that type of program.

In the following analysis, Hanover uses degree completions data from the National Center for Education Statistics' (NCES) Integrated Postsecondary Data System (IPEDS). IPEDS is a series of surveys that gathers information from every institution of higher education that participates in federal student aid programs. [48] When reporting data such as degree completions in IPEDS, these institutions use a taxonomy of codes – the Classification of Instructional Programs (CIP) – organized into three levels of specificity. [49] The most general grouping is represented by a two-digit code (e.g., 13 – Education), an intermediate grouping is represented by four-digit codes (e.g., 13.04 – Educational Administration), and specific instructional programs represented by six-digit codes (e.g., 13.0410 – Urban Education and Leadership). [50] Degree completions appear in IPEDS according to the CIP Code associated with the degree program. The CIP code most relevant to UNC-Charlotte's interests is shown in Figure 2.1.

Figure 2.1: Urban Education CIP Code

> ### 13.0410 - Urban Education and Leadership
>
> • "A program that focuses on issues and problems specific to the educational needs of populations and communities located in metropolitan, inner city, and related areas and prepares individuals to provide educational services and administrative leadership in urban contexts. Includes instruction in multicultural education, at-risk studies, urban sociology, multilingual education, urban studies and planning, human services, health services and nutrition, cross-cultural communication, diversity studies, safety and security, and urban educational administration and leadership."

Source: IPEDS[51]

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[48] "About IPEDS." National Center for Education Statistics. https://nces.ed.gov/ipeds/Home/AboutIPEDS

[49] "What Is the CIP and How Is It Used?" National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/Files/Introduction_CIP2010.pdf

[50] [1] "What is the CIP and How is It Used?" National Center for Education Statistics. p. 2. http://nces.ed.gov/ipeds/cipcode/Files/Introduction_CIP2010.pdf

[2] "Detail for CIP Code 13." National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13

[51] "IPEDS: Detail for CIP Code 13.0410." National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=87283

Although IPEDS provides the most comprehensive degree completions data available, there are some limitations to the data:

- **First,** although NCES publishes program descriptions for each CIP code, institutions may choose under which CIP code they report each of their programs. Thus, similar programs may appear under different codes, while diverse programs appear under the same code. In the case of "Urban Education" some programs report under more generic codes, e.g., "Curriculum and Instruction," which contain multiple other degree programs.

- **Second,** IPEDS distinguishes degree by level, but not by specific degree type. In other words, MED, MAT, MA, and MS degrees are all grouped together under "master's-level" completions. Hanover searches institutional websites to distinguish between the different master's degrees.

- **Third,** the most current IPEDS data does not include new programs that have not yet graduated any students prior to 2015, and may include some completions from programs that have closed.

Hanover uses two metrics to supplement and contextualize the raw numbers of degree completions:

- **Compound Annual Growth Rate (CAGR)** reflects the percentage growth that would occur each year if the same rate of change occurred annually. Thus, it illustrates a theoretical, steady growth rate.

- **Annual Average Change (AAC)** is the average number by which completions rose or fell from year to year. This figure approximates the raw numerical growth (or decline) in the number of graduates over the course of the past five years

MASTER'S COMPLETIONS IN URBAN EDUCATION

Figure 2.2 shows all master's completions reported under the "Urban Education" CIP code between 2011 and 2015 at the national and state level and among UNC-Charlotte's potential competitor programs, as identified in Section I. IPEDS defines the Southeast region as: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North and South Carolina, Tennessee, Virginia, and West Virginia.

Figure 2.2: Master's Completions in Urban Education

|	2011	2012	2013	2014	2015	TOTAL	CAGR	AAC
United States	261	365	404	485	434	1,949	13.6%	43
Southeast Region	34	64	95	99	99	391	30.6%	16
UNC-Charlotte Competitors*	47	96	135	136	162	576	36.3%	29

Source: IPEDS

*Note: It must be noted that many competitor institutions do not appear to report their Urban Education degree completions under this specific CIP code. Therefore, while we examined all 16 competitor programs in the analysis, only six institutions report one or more master's completions during this time period: Holy Names University; National Louis University; Providence College; Temple University; Union University; and Vanderbilt University.

Figure 2.3 offers a visual representation of the master's degree completions data. Across all three categories (national master's, Southeast master's, and UNC-Charlotte competitors) degree completions under "Urban Education" increased substantially between 2011 and 2015; however, completions remain relatively small in overall volume. As of 2015, master's degree explicitly categorized as "Urban Education and Leadership" accounted for less than 1 percent of all master's degrees in education at the national level.

Among the programs of interest for UNC-Charlotte, programs report promising growth in degree completions over the last five years, despite relatively low volume. In the Southeast region, master's programs saw a CAGR of over 30 percent, increasing from 34 completions in 2011 to over 90 completions each of the last three years. Similarly, among UNC-Charlotte's potential competitors for a practice-focused degree in urban education master's degrees more than tripled between 2011 and 2015. These trends suggest student demand for programs that focus on urban education specifically may be increasing.

Figure 2.3: Relative Growth of Master's in Urban Education
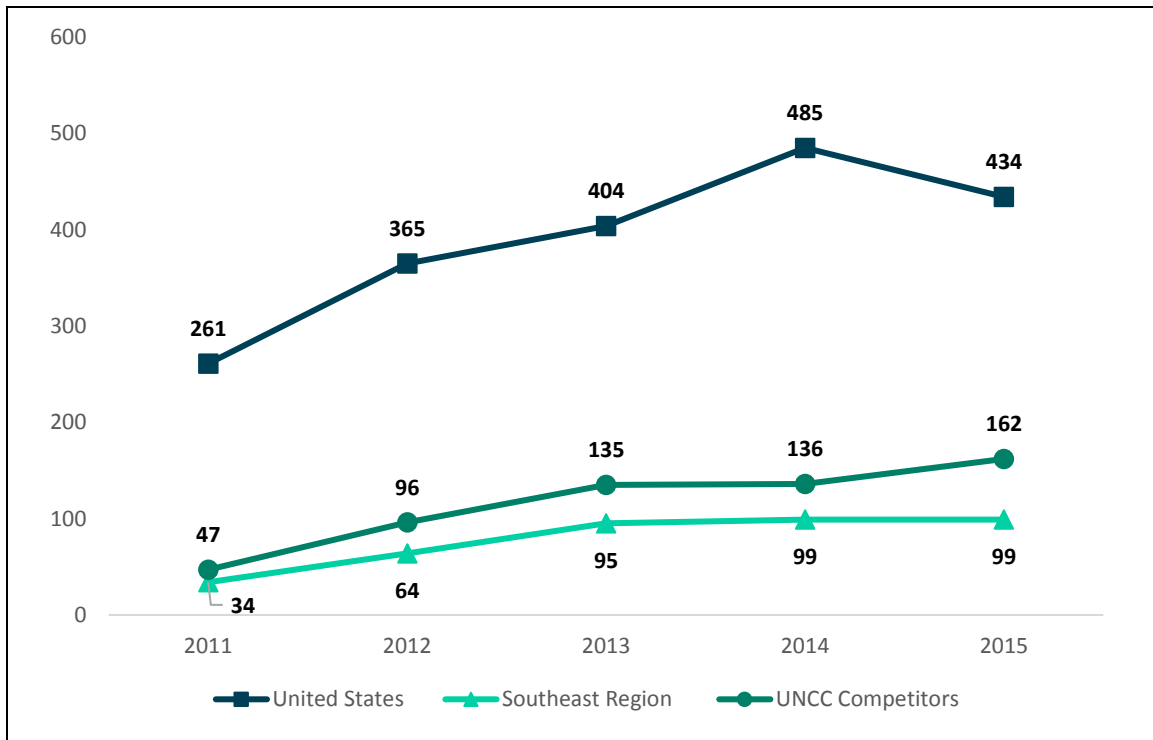
Source: IPEDS

SECTION III: WORKFORCE OPPORTUNITIES

In this section, Hanover uses information from urban education degree programs, employment projections, industry reports, and job trends to analyze workforce opportunities for graduates of UNC-Charlotte's new MED in urban education program.

TEACHER SHORTAGES

In recent years, several national level reports found evidence of a shortage of teachers and a rapid decline in enrollment in teacher certification programs. For example, a 2015 report from Pearson argues "the current shortages may be fundamentally different from previous shortages, and harbingers of a future crisis."[52] However, more recent data suggests that the shortage is not universal. Instead, as a recent Brooking Institution report shows, "[t]eacher shortages are typically concentrated in schools serving economically disadvantaged students, in urban and rural schools, and in schools serving a larger concentration of minority students."[53]

"Having strong preparation for teaching enhances teachers' sense of efficacy and their effectiveness, improving student outcomes. Strong preparation also increases the likelihood that teachers will remain in the profession… [Unprepared] teachers are disproportionately concentrated in low-performing schools serving large proportions of low-income and minority students."
– Learning Policy Institute

Studies suggest that much of the teacher shortage in urban schools is caused by high turnover for new teachers.[54] However, according to the National Commission on Teaching and America's Future, better-prepared teachers are half as likely to leave.[55] A report from the Learning Policy Institute confirms that although better training results in better student outcomes and teacher retention, there is a concentration of teachers entering urban schools who are unprepared—particularly low-performing schools serving low-income students.[56] An MED program in urban education that effectively prepares teachers for urban school settings is likely to find a strong job market for its graduates and to prepare teachers for long-term success better.

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[52] Murphy, D. "Addressing Recent Teacher Shortage Trends." Pearson Education. http://www.pearsoned.com/education-blog/addressing-recent-teacher-shortage-trends/

[53] Dee, T. and D. Goldhaber. "Understanding and Addressing Teacher Shortages in the United States." Brookings Institution. https://www.brookings.edu/research/understanding-and-addressing-teacher-shortages-in-the-united-states/

[54] Papay, J. et al. "The Challenge of Teacher Retention in Urban Schools: Evidence of Variation from a Cross-Site Analysis." Harvard University, 10040.

[55] "Teacher Retention and Teaching in Urban Schools." NYU Steinhardt. http://teachereducation.steinhardt.nyu.edu/high-teacher-turnover/

[56] Podolsky, A. "Solving the Teacher Shortage How to Attract and Retain Excellent Educators." Learning Policy Institute. https://learningpolicyinstitute.org/product/solving-teacher-shortage-brief

EMPLOYMENT PROJECTIONS

To assess the labor market demand for graduates of an MED in urban education, Hanover uses workforce estimates and projections from the Bureau of Labor Statistics (BLS) and Projections Central, a repository maintained by the Projections Managing Partnership that offers state-level occupational projections data for a standard 10-year period (2014 through 2024). Each state agency derives initial employment estimates from biennial Occupation Employment Statistics report data and creates occupational projections at the state level. Participating states and U.S. territories upload state level projections directly to the Projections Central repository..[57] BLS and Projections Central organize employment data using the Standard Occupational Classification (SOC) system. Structurally similar to the NCES's CIP scheme, the SOC classifies occupations based on the work performed in the fulfillment of professional responsibilities and on the skills, education, and training required to perform the work.[58]

Within the SOC system, Hanover identified six occupations of interest for students holding an MED degree in urban education, as listed in Figure 3.1It must be noted that the employment projections represented by the selected SOC codes span all schools in the geographic area, rather than just urban schools. However, the BLS Occupational Outlook Handbook confirms there is a disproportionate number of jobs available in urban school settings.[59] As discussed in Section I, most graduates of urban education programs pursue careers in urban schools. Therefore, the employment projections provided in this section should be considered a proxy for the urban school labor market of greatest interest to these students.

Figure 3.1: SOC Classifications for Relevant Education Careers

SOC CODE	SOC TITLE
11-9032	Education Administrators, Elementary and Secondary School
21-1012	Educational, Guidance, School, and Vocational Counselors
25-2012	Kindergarten Teachers, Except Special Education
25-2021	Elementary School Teachers, Except Special Education
25-2022	Middle School Teachers, Except Special and Career/Technical Education
25-2031	Secondary School Teachers, Except Special and Career/Technical Education

Source: Bureau of Labor Statistics[60]

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[57] "About the Long-Term Numbers." Projections Central. http://www.projectionscentral.com/Projections/AboutLT

[58] "Classification Principles - 2010 SOC." Bureau of Labor Statistics. https://www.bls.gov/soc/soc_2010_class_prin_cod_guide.pdf

[59] "Kindergarten and Elementary School Teachers: Job Outlook." BLS Occupational Outlook Handbook. https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm#tab-6 [2] "Middle School Teachers: Job Outlook." BLS Occupational Outlook Handbook. https://stats.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm#tab-6 [2] "High School Teachers: Job Outlook." BLS Occupational Outlook Handbook. https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6

[60] "SOC Major Groups." Bureau of Labor Statistics. https://www.bls.gov/soc/major_groups.htm

The BLS publishes a guide for evaluating the projected growth of occupational fields at the national level, which Hanover adapts for use at the national or state level in Figure 2.2. Hanover uses these guidelines in the analysis below whenever referring to the projected increase or decrease of jobs.

Figure 3.2: Adapted BLS Guide for Interpreting Employment Projections

PROJECTED CHANGES 2014-2024	INTERPRETATION
2+ times as fast as all employment	Grow much faster than average
1.33-2 times as fast	Grow faster than average
0.67-1.33 times as fast	Grow about as fast as average
0.2-0.67 times as fast	Grow more slowly than average
-0.2-0.2 times as fast	Little or no change
Below -0.2 times as fast	Decline

Source: BLS[61]

NATIONAL EMPLOYMENT

Despite slight variations between specific occupations, employment in all the selected occupations is expected to grow about as fast as the average for all occupations. In total, BLS projects over 100,000 average annual openings (AAO) which includes new jobs and replacements; BLS projects a total of 217,000 new jobs during the ten-year period.

Figure 3.3: National Employment for Selected Occupations, 2014-2024

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	240,000	254,000	14,000	5.8%	8,380
Educational, Guidance, School, and Vocational Counselors	273,400	295,900	22,500	8.2%	7,970
Kindergarten Teachers	159,400	168,900	9,500	6.0%	5,610
Elementary School Teachers	1,358,000	1,436,300	78,300	5.8%	37,870
Middle School Teachers	627,500	664,200	36,800	5.9%	17,550
Secondary School Teachers	961,600	1,017,500	55,900	5.8%	28,400
Total, Selected Occupations	**3,619,900**	**3,836,800**	**217,000**	**6.0%**	**105,780**
Total, All Occupations	**150,539,900**	**160,328,800**	**9,788,900**	**6.5%**	**4,650,690**

Source: Bureau of Labor Statistics

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[61] Adapted from BLS guidance for national level projections: "Occupational Outlook Handbook." Bureau of Labor Statistics. http://www.bls.gov/ooh/about/occupational-information-included-in-the-ooh.htm

The BLS Occupational Outlook Handbook cautions that although there will be a need for more teachers as the number of students enrolled grows, this may not result in more teachers being hired: "employment growth…will depend on state and local government budgets. If state and local governments experience budget deficits, they may lay off employees, including teachers."[62] However, BLS reports that although opportunities will vary by region and other factors, "[t]here will be better opportunities in urban and rural school districts than in suburban school districts"[63] This suggests that individuals specifically trained to work in urban schools may be more competitive on the job market than individuals with only a general training in education.

REGIONAL EMPLOYMENT

In the Southeast region (as defined in Section II), employment in the selected education occupations is expected to grow about as fast as the average for all occupations. The 12-state region is expected to add over 95,000 new jobs during the ten-year period, with a projected average of 29,000 annual openings including replacements. Compared to other regions, the BLS suggests that faster population and student enrollment growth in the South and West will likely result in more job openings in these regions.[64]

Figure 3.4: Regional Employment for Selected Occupations, 2014-2024

SOC TITLE	EMPLOYMENT		PROJECTED EMPLOYMENT CHANGE		AVERAGE ANNUAL OPENINGS
	2014	2024	Number	Percent	
Elementary and Secondary School Administrators	51,210	56,500	5,290	10.3%	2,000
Educational, Guidance, School, and Vocational Counselors	57,890	65,470	7,580	13.1%	1,960
Kindergarten Teachers	44,510	49,760	5,250	11.8%	1,820
Elementary School Teachers	323,890	362,270	38,380	11.8%	11,000
Middle School Teachers	149,840	167,680	17,840	11.9%	5,100
Secondary School Teachers	202,000	222,750	20,750	10.3%	6,940
Total, Selected Occupations	**829,340**	**924,430**	**95,090**	**11.5%**	**28,820**
Total, All Occupations	**35,764,290**	**40,114,380**	**4,350,090**	**12.2%**	**1,304,370**

Source: Projections Central

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[62] "Elementary School Teachers," Op. cit. [2] "Middle School Teachers," Op. cit. [2] "High School Teachers," Op. cit.
[63] "Elementary School Teachers," Op. cit. [2] "Middle School Teachers," Op. cit. [2] "High School Teachers," Op. cit.
[64] "Principals: Job Outlook." Occupational Outlook Handbook, U.S. Bureau of Labor Statistics.
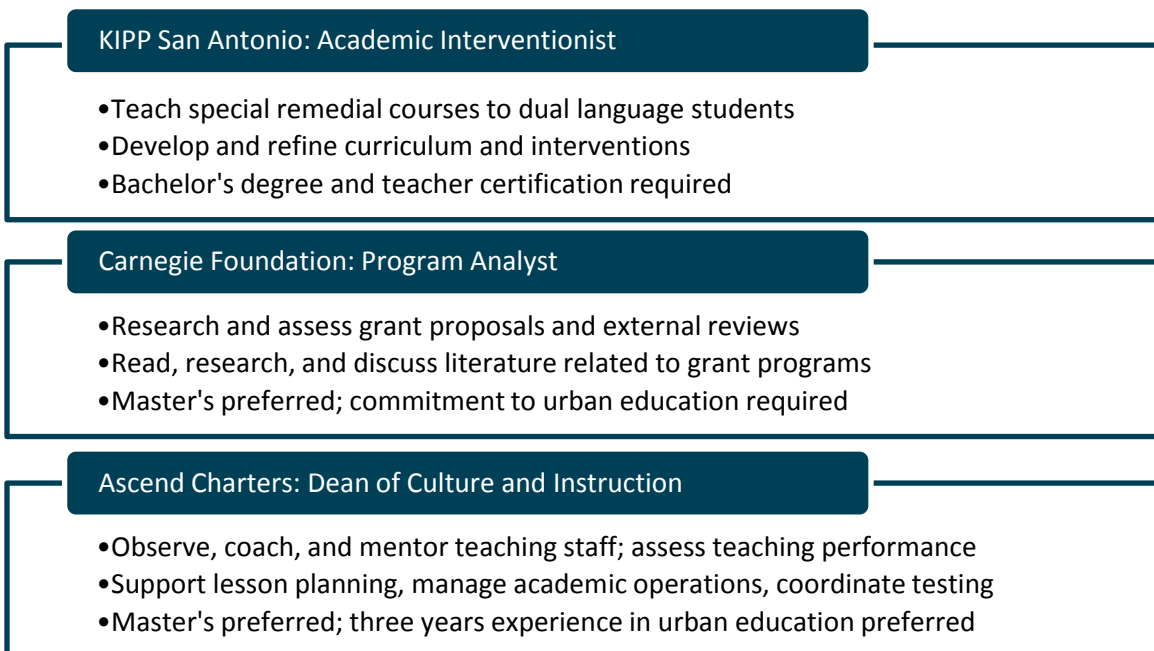   https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm#tab-6

JOB POSTINGS

To better understand the job market specific to urban education (as opposed to general education training), Hanover searched the jobs website Indeed.com for the phrase "urban education" and reviewed the related job postings. In the first two weeks of June 2017, there were 633 job postings with the phrase "urban education." While these jobs do not usually require a degree in urban education, many of them require "experience in urban education" or "demonstrated commitment to urban education." Most jobs fall into three general categories, illustrated in Figure 3.5:

- Teachers for urban schools (including many charter schools),
- Administrators for urban charter school management organizations, and
- Various jobs at non-profit organizations focused on urban education.

The most frequently posted jobs were teaching positions at urban charter schools (traditional public school district teaching jobs often do not appear on Indeed); these positions generally do not require a master's degree but frequently specify a preference for candidates with experience in urban education. A report from Bellwether Education Partners, a policy research and consulting firm suggests that the percentage of charter schools in urban school districts has grown rapidly since 2012, and is likely to continue growing.[65]

Figure 3.5: Examples of Job Postings Related to "Urban Education"

KIPP San Antonio: Academic Interventionist
- Teach special remedial courses to dual language students
- Develop and refine curriculum and interventions
- Bachelor's degree and teacher certification required

Carnegie Foundation: Program Analyst
- Research and assess grant proposals and external reviews
- Read, research, and discuss literature related to grant programs
- Master's preferred; commitment to urban education required

Ascend Charters: Dean of Culture and Instruction
- Observe, coach, and mentor teaching staff; assess teaching performance
- Support lesson planning, manage academic operations, coordinate testing
- Master's preferred; three years experience in urban education preferred

Source: Indeed.com

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[65] "The Urban School System of the Future." Bellwether Education Partners.
https://bellwethereducation.org/publication/urban-school-system-future

SALARIES

Salaries for educators can vary considerably between school districts. Figure 3.6 shows aggregate salary data for urban schools, compared to salaries for all schools, as reported by the National Center for Education Statistics. Urban teachers in general make more than the average annual teacher salary in the United States; urban school teachers with a master's degree make on average approximately $60,000.

Figure 3.6: Average Public School Teacher Base Salaries by Locale and Education Level, 2011-2012

LOCALE	ALL EDUCATION LEVELS	BACHELOR'S DEGREE	MASTER'S DEGREE
All Teachers	$53,070	$46,343	$57,831
Urban Teachers	$54,470	$48,449	$59,359

Source: NCES[66]

[66] "Average Base Salaries for Full-Time Teachers." National Center for Education Statistics, 2011-2012.
https://nces.ed.gov/surveys/ruraled/tables/c.1.b.-1.asp?refer=urban

PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

http://www.hanoverresearch.com/evaluation/index.php

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Appendix B: Course Outline

PROGRAM DESCRIPTION FOR M.ED. IN URBAN EDUCATION

The M.Ed. in Urban Education is a fully online degree program designed to prepare education professionals who are committed to delivering high-quality, culturally relevant/sustaining instruction and services that meet the needs of students in increasingly diverse, urban school systems across the United States. UNC Charlotte is particularly focused on providing professionals with practical tools and resources that increase multicultural competence and awareness. To achieve its objectives, the program aims to equip teachers, administrators, paraprofessionals, counselors, and those alike- who currently work or aspire to work in, or with, urban schools- with practical approaches to implementing evidenced-based best practices that improve the educational experiences and academic outcomes of racially, linguistically, socioeconomically, and culturally diverse populations. Students who graduate with an M.Ed. in Urban Education from UNC Charlotte will not only gain a pedagogical (instructional) skill set that informs their understanding of culturally responsive/sustaining teaching practices, but they will also be trained to recognize and examine larger issues related to culture, race, and racism that influences the quality of non-academic services (counseling, mentoring, social/behavioral support, etc.) prospective graduates may provide to urban communities.

The M.Ed. in Urban Education offers 33 credit hours of coursework. The program is designed as a cohort model that admits students as a group beginning each fall semester. Students admitted to this selective online program will average two (2) courses per semester and are expected to complete the program in two (2) years (including one full summer term).

GENERAL CURRICULUM
Required Courses (11)

General Education Courses (2)
EDUC 5100: Diverse Learners
EDUC 6101: Culturally Responsive Classroom Management

Department of Middle, Secondary, and K-12 Education Courses (4)
EDCI 6120: Critical Media Pedagogy and Urban Education
EDCI 6201: Perspectives in Immigration and Urban Education
TESL 6206: Globalization, Communities and Schools
MDSK 6691: Seminar in Professional Development

Department of Reading and Elementary Education Courses (4)
ELED 6260: History and Psychology of Racism
ELED 6261: Racial Identity Development
ELED 6262: Race in Education and Schooling
ELED 6263: Anti-Racist Activism in Education

Department of Educational Leadership Courses (1)
RSCH 6101: Educational Research Methods

ADMISSION REQUIREMENTS

To have full consideration for the M.Ed. in Urban Education on-line program, applicants are expected to submit all of the following materials to the Graduate Admissions office by Feb. 1.

- A completed Graduate School application.
- An official transcript of previous academic coursework beyond high school.
- Three (3) Letters of Recommendation.

- Personal statement on purpose for entering a M.Ed. in Urban Education on-line program.
- GRE/GMAT Scores
- TOEFL scores (if applicable)

Applications to the program will be accepted until February of the year in which admission is sought for the following Fall semester. Review of applications will begin after the specified deadline on the application (immediately after the closing date for application submission). The application process is designed to ensure the selection of a highly competent and diverse cohort of students. The number admitted each year will be based on current resources, but it is expected that approximately 20 students will be admitted for classes to begin in the fall semester of each academic year.

CONTACT INFORMATION

Bettie Ray Butler, PhD.
Associate Professor of Urban Education
9201 University City Blvd.
Charlotte, North Carolina 28223-0001
Email: Bettie.Butler@uncc.edu
Office: (704) 687-7098

Master of Education (M.Ed.) On-Line Degree in Urban Education
College of Education
UNC Charlotte

Projected Start Date: Fall 2019

Required On-Line Courses		
Course	**Course Title**	**Credits**
EDUC 5100*	Diverse Learners	3
EDUC 6101**	Culturally Responsive Classroom Management	3
EDCI 6120**	Critical Media Pedagogy	3
EDCI 6201*	Perspectives in Immigration and Urban Education	3
TESL 6206*	Globalization, Communities, and Schools	3
MDSK 6691*	Seminar in Professional Development	3
ELED 6260*	History and Psychology of Racism	3
ELED 6261*	Racial Identity Development	3
ELED 6262*	Race in Education and Schooling	3
ELED 6263*	Anti-Racism Activism in Education	3
RSCH 6101*	Educational Research Methods	3
	Total Required Credit Hours	**33**

*Courses are currently approved by UNCC
**New course-will need to go through approval process

M.Ed. in Urban Education (33 Hours)
Prerequisites: Admission into the M.Ed. program.

Advanced Pedagogy: Nine hours in advanced pedagogy coursework with a focus on student learning, creating respectful educational environments, diversity, differentiation of instruction, and adolescent and human development in cultural contexts.

Required Courses [Fall, Spring, Summer]	Semester	Grade
EDUC 5100: Diverse Learners. (3) Strategies for adapting instruction to meet the learning needs of K-12 students, including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted learners and special needs populations.		
ELED 6260: History and Psychology of Racism (3) The history and psychology of race and racism will be examined and an analysis of how racism manifests and is sustained by individuals living within systems of power and privilege (micro and macro levels) will be explored. An in-depth examination of unconscious racial bias, awareness of privilege, and the impact of ideologies that sustain racism, including colorblind ideology and meritocracy will be conducted.		
EDUC 6101: Culturally Responsive Classroom Management (3) This course intends to critically address school discipline and urban schools. It offers specific approaches and strategies for enacting culturally responsive classroom management (CRCM). It explores how educators can establish an equitable and socially just classroom culture. Particular consideration is given to building mutually respectful relationships with diverse students, engaging parents/guardians/ families from different cultural backgrounds, and creating and sustaining a safe, caring and inclusive classroom using restorative practices that engender a positive learning environment.		

Critical Issues in Urban Education: Fifteen hours in advanced coursework with a focus on critical issues in urban educational settings, such as responsiveness to global and cultural issues, immigration, urbanization, and issues specific to urban schools. In this course, these topics and other pertinent issues will be examined from critical, historical, socio-cultural and political perspectives.

Required Courses [Fall, Spring]	Semester	Grade
ELED 6261: Racial Identity Development (3) The purpose of this course is to examine (a) how individuals construct and maintain their sense of themselves as raced beings within historical and ideological constructions of race, and (b) personal- and societal-level consequences of such identities. This course includes a review of essential theories pertaining to racial and ethnic identity in the United States and practical applications related to understanding how racial and ethnic identities play a meaningful role in the human experience and in schools and classrooms.processing, personal, social, and behavior models as the foundation of current content area instructional methodology.		
TESL 6206: Globalization, Communities and Schools (3) An examination of the intersection of globalization and education with specific attention to the experiences of Latinos in North Carolina and the contemporary phenomenon of transnationalism. This course does not carry a fieldwork requirement.		

Required Courses [Fall, Spring, Summer]	Semester	Grade
EDCI 6120: Critical Media Pedagogy (3) This course has been designed to expose teacher leaders to methods for developing effective and engaging curriculum that focuses on the integration of 21st century cutting-edge technology with critical pedagogical practices. This course aims to demystify contemporary uses of new media (e.g., smartphones, blogs, social networking, video sharing/ digital filmmaking, gaming etc.) in urban classrooms, by demonstrating how critical media education can supplement traditional approaches to learning. This course does not have any pre- or co-requisites.		
ELED 6262: Race in Education and Schooling (3) This course will analyze schooling and education from a historical, sociological, political, economic, and contemporary perspective with institutional racism at the center. By examining schooling and education from these perspectives, investigations of urban schools will occur to understand how these schools were formed based on White supremacist ideologies. Contributions to the movement of improving schools for students of color will be discussed.		
EDCI 6201: Perspectives in Immigration and Urban Education (3) This course informs students on the political and socioeconomic landscape of immigrant students in United States urban schools. Graduate students will study: theories and practices that relate to the adaptation of immigrants in K-12 environments, the influence of family and community on immigrant student success, and the role of language, culture, identity, gender, race, and social class on immigrant student experiences in urban schools. This course does not have any pre- or co-requisites.		

Introduction to Research Methods: <u>Three graduate hours</u> in methodology examining qualitative and quantitative research, to understand the role of data analysis in affecting student achievement, fostering instructional and evaluation methods that embrace variety and authenticity, and critically assess research-based practices.

Required Course [Summer]	Semester	Grade
RSCH 6101: Educational Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. *(Fall, Spring, Summer)*		

Authentic Applications of Leadership and Reflection: <u>Final six hours</u> within graduate program. Courses provide culminating applications of teacher leadership, respectful educational environments, content and curriculum expertise, student learning, and systematic reflection.

Final Semester Courses: [Fall]	Semester	Grade
ELED 6263: Anti-Racist Activism in Education The purpose of this course is to examine (a) the long and inspiring history of anti-racist movements and resistance to racist practices and policies among both people of color and white people throughout American history, (b) explore the characterizations and impetus for contemporary anti-racist movements, particularly the role of social media as a vehicle for organizing momentum and disseminating information, and (c) analyze how systems, including education, can organize for lasting social change in effort to create a more equitable and just society.		
MDSK 6691: Seminar in Professional Development (3) Capstone Experience: Final course scaffolds candidates' development of capstone evidence of professional and programmatic growth. Seminar is focused on the self-direction and professional development of teachers and professionals. Emphasis will be placed on the design, development, and completion of the candidate's professional portfolio.		

Student Name_____

800#_____

The University of North Carolina at Charlotte
M.Ed. in Urban Education
Program of Study

Fall Semester I	**Spring Semester I**
EDUC 5100 Diverse Learners **(3)**	TESL 6206 Globalization, Communities and Schools **(3)**
ELED 6260 History and Psychology of Racism **(3)**	ELED 6261 Racial Identity Dev. **(3)**

Summer Semester I

EDUC 6101 Culturally Responsive Classroom Mgmt. **(3)**

EDCI 6201 Perspectives in Immigration and Urban Ed **(3)**

Summer Semester II

RSCH 6101 Educational Research Methods **(3)**

Fall Semester II	**Spring Semester II**
EDCI 6120 Critical Media Pedagogy **(3)**	MDSK 6691 Seminar in Professional Dev. **(3)**
ELED 6262 Race and Education in Schooling **(3)**	ELED 6263 Anti-Racist Activism in Ed **(3)**

May Graduation

Appendix C: Graduate Faculty Criteria

Criteria for Membership to the Graduate Faculty

A. Education

All members of the Graduate Faculty should hold the appropriate terminal degree for their academic discipline or demonstrated equivalent education or experience. Unit criteria must specify, clearly and unequivocally, the terminal degree for the field.

Note: Department Chairs and/or Graduate Coordinators/Directors of Graduate Programs seeking Graduate Faculty Status for faculty who do not hold the specified terminal degree for their field must follow the procedure specified on the Academic Affairs website: "[Exceptions to the Criteria for Accreditation of the Commission of the Southern Association of Colleges and Schools](#)". This form should be used to justify why a faculty member lacking formal academic preparation should be allowed to teach.

B. Professional Development

Primary Criteria for Regular Graduate Faculty Appointment:

1. Faculty member must show evidence of past and current, regular and consistent creative or scholarly contributions that is widely disseminated in peer reviewed contexts in professionally recognized venues. Departments must provide examples of acceptable or recommended venues.
2. The outcome of creative/scholarly contribution must be evidenced by some form of dissemination, most commonly achieved by exhibition, publication or presentation in professional peer reviewed venues.
3. Units must be specific concerning the criteria used to evaluate Graduate Faculty and the relative weight given to each.
4. Departments must define what level of scholarly contribution is sufficient, however, it is critical that there be a consistent record of publication in recognized professional outlets such as peer reviewed journals, full-length manuscripts by a recognized press or other contributions specified by the department.
5. Faculty may also engage in supplemental appropriate professional activities. These could include but should not be limited to: presentation at professional conferences, symposia and meetings, adjudication of scholarly and/or creative work for professional presentation, consulting, holding office in a professional society or organization germane to the discipline. Supplemental activities in lieu of documented record of scholarly and/or creative research would not qualify a faculty member for Regular Graduate Faculty status.

C. Teaching

All members of the Graduate Faculty must have been actively involved in graduate education since their last review. Department criteria must specify the minimum level of teaching activity

necessary to maintain a regular appointment to Graduate Faculty. These must include, but are not limited to:

1. demonstrated potential to direct masters or doctoral candidates successfully. Evidence of effectiveness must, at a minimum, include the number of students directed since the last review and their time-to-degrees.
2. effective teaching of graduate courses may be appraised using class or peer evaluations. A self assessment by the Graduate Faculty member could also be useful.
3. planning and directing of programs of graduate students and the direction of theses and dissertations, as well as serving on graduate student committees.
4. effectiveness and quality of mentoring

Initial appointments to the graduate faculty will not require this evidence of teaching performance, but evidence from previous institutions may be used in support of initial appointments if available.

Without necessarily resorting to numeric formulas, the criteria should give a person from outside the discipline a clear idea of the relative weights given to various criteria within each category. Are graduate student committees more important to the discipline than are courses? Are refereed journals more significant than other publications? What experience might substitute for a terminal degree?

In judging the fitness of an applicant for the Regular Graduate Faculty, no single criterion should be used. The primary consideration is whether the faculty member is now an active and productive scholar and effective teacher at the graduate level.

Appendix D: UNC Charlotte Letters of Support

Department of Reading and Elementary Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8889 f/ 704.687.3749

MEMORANDUM

TO: Scott Kissau, Chair, Department of Middle, Secondary, and K-12 Education

FROM: Dr. Michael Putman, Chair, Department of Reading and Elementary Education

DATE: March 12, 2018

RE: M.Ed. in Urban Education

I support the development of the new M.Ed. in Urban Education and the use of ELED 6120: History and Psychology of Racism; ELED 6261: Racial Identity Development; ELED 6262: Race in Education and Schooling; and ELED 6263: Anti-Racist Activism in Education within the program. Per the proposal these courses will be offered each fall and spring once approval is granted through the proper governance procedures.

Middle Grades Education • Secondary Education • Teaching English as a Second Language
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Bettie Ray Butler, Ph.D.
Associate Professor of Urban Education
UNC Charlotte,
Dept. of Middle, Secondary, and K-12 Education
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Dr. Bettie Ray Butler,

I reviewed your Request to Plan the proposed *M.Ed. in Urban Education* program. The student-level educational objectives are ambitious and I believe our Research Methods course (RSCH 6101) align to the objective, "Use research and evidence to demonstrate leadership in developing school environments that support and assess their P-12 students' learning and the professional practices specific to their discipline and/or area of specialization."

The Department of Educational Leadership offers Research Methods (RSCH 6101) every semester 100% online. The course has Student Learning Outcomes that demonstrate students assess P-12 students' learning and analyze and interpret data. Our instructors will work with your program to ensure all assignments aligned with the objectives and needs of your program.

I support this proposed program and look forward to being part of the curriculum and research components. If you need additional information, please do not hesitate to contact me.

Sincerely,

Claudia Flowers
Chair, Department of Educational Leadership
Professor of Educational Research, Measurement, and Evaluation
UNC Charlotte
ClaudiaFlowers@uncc.edu
704-687-8862

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