

2015-2016

# IHE Masters Performance Report

## Western Carolina University

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### Overview of Master's Program

Western's Master programs leading to professional education licensure include: [MAEd](#) in Comprehensive Education (with concentrations in elementary, middle grades, special education, social sciences, English, biology, and art) and School Counseling; [MAT](#) in Comprehensive Education (with concentrations in special education, social sciences, English, biology, and art); [MSA](#) and [PMC](#) in School Administration; [SSP](#) in School Psychology (NASP approved); MAEd in School Counseling (CACREP approved); [MS](#) in Communication Science and Disorders; and [MSW](#) in Social Work. All programs are located in the College of Education and Allied Professions and Graduate School except for the MS in Communication Science and Disorders and the MSW in Social Work, which are both located in the College of Health and Human

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Sciences (and Graduate School). The MAEd program in Comprehensive Education and the MSA or PMC in School Administration are designed for experienced educators. The other Masters degrees are for entry-level educators although they meet advanced competencies for licensure. All programs require baccalaureate degrees from accredited institutions and applicants must meet the [graduate school admission requirements](#). Some have additional requirements such as current licenses, portfolios, interviews, GRE scores, and/or writing samples. All have clinical components including practicum or internship and all require a culminating demonstration of competencies such as a portfolio and/or a written comprehensive examination. Each of these programs is aligned with state-approved guidelines and competencies. Programs are available to students on a full-time or part-time basis. Some programs are available in their entirety in Cullowhee or Asheville (i.e., Biltmore Park), while others are available completely online (special education MAT and MAEd, elementary and middle grades MAEd). Three of the programs, School Counseling, School Psychology, and Communication Science and Disorders, have capped enrollments and are accredited by the relevant specialty area association, the National Association of School Psychologists (NASP), the Council for Accreditation of Counseling and Related Programs (CACREP) and the American Speech-Language-Hearing Association (ASHA) respectively. Both agencies conduct on-site reviews. Faculty members in all of the programs have graduate faculty status and are active in their respective areas. Teaching formats include a wide range from traditional classroom face-to-face, online, and hybrid courses. Some programs offer weekend formats, compressed formats, special scheduling, and back-to-back course scheduling.

### **Special Features of Master's Program**

General characteristics of the Masters Program are discussed in the Overview. Special features of the Masters programs will focus on the MAT and the MAEd in Comprehensive Education. The Master of Arts in Teaching was developed for individuals with non-professional education degrees who aspire to an advanced degree leading to teaching licensure. The MAT in Comprehensive Education includes five concentrations with a common core of professional studies and requires 36-51 semester hours. The MAT has been revised to reflect both the NC Professional Teaching Standards for initial licensure and the NC Graduate Standards for Teacher

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Candidates at the advanced level. Advisors in content areas determine the relevant courses needed at the graduate level based on undergraduate experience making each degree individually tailored. Some students may need undergraduate prerequisite courses. The MAT requires clinical experience based on the experience and circumstances of the individual (e.g., documentation of prior teaching experience, lateral entry status). All students are required to demonstrate achievement of advanced competencies with a portfolio including advanced proficiency in clinical experiences. Often, individuals participating in the alternative licensure program pursue the MAT. The MAT in Special Education is completely online. The elementary and middle grades concentrations within the Master of Arts in Education in Comprehensive Education are also now fully online, and include 30 hours of coursework. The MAEd program was originally built upon the core propositions of the National Board for Professional Teaching Standards and designed to lead to National Board Certification currently, and was later revised to reflect the new NC Graduate Standards for Teacher Candidates. All concentrations of the current MAEd in Comprehensive Education share a common core with courses in assessment, diversity/differentiation, leadership and research. Technology is a common thread throughout the program goals. Seven concentrations are offered, including elementary, middle grades, art, English, social sciences, biology, and special education (with emphases in gifted, adaptive or general curriculum). In the revised and online MAEd, middle grades students concentrate in language arts/literacy, while those in elementary choose between literacy and academically or intellectually gifted. (AIG). The comprehensive MAEd programs range in hours from 30-36.

## I. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	81
	Other	0	Other	4
	Total	9	Total	87
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	118
	Other	0	Other	1
	Total	19	Total	130
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	3	1		
Middle Grades (6-9)	1			
Secondary (9-12)		4		
Special Subjects (K-12)	1	3		
Exceptional Children (K-12)	15	15		
Vocational Education (7-12)				
Special Services Personnel	40	24		
<b>Total</b>	60	47	0	0

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

Measure	Graduate
MEAN GPA	N/A
MEAN MAT Electronic Rubric	*
MEAN MAT Written	N/A
MEAN GRE Electronic	296.69
MEAN GRE Written	860
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.22
NUMBER EMPLOYED IN NC SCHOOLS	88
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Biology (9-12)	1	*
ESL	2	*
English	2	*
Health and PE	2	*
Institution Summary	8	100

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

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

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		4
Special Subject Areas (K-12)		3
Exceptional Children (K-12)	10	47
<b>Total</b>	10	54

Comment or Explanation: Numbers are based on employed lateral entry teachers

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	5	24	5	0	0	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	7	21	19	19	2	5
Licensure Only	0	0	0	0	0	0

Comment or Explanation:

