

2016-2017

IHE Masters Performance Report

Western Carolina University



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 art, biology, elementary education, English, middle grades education, special education, and social science); [MAT](#) in Comprehensive Education (with concentrations in art, biology, English, special education, and social science); [MSA](#) and [PMC](#) in School Administration; [SSP](#) in School Psychology (NASP approved); [MAEd](#) in School Counseling (CACREP approved); [MS](#) in Communication Science 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

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 Programs

MAT 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 professional core of 18 hours and requires 21-24 hours in the content concentration (for a total of 39-42 hours). The MAT has been revised to reflect both the NC Professional Teaching Standards for initial licensure and the NC Graduate Standards for Teacher Candidates at the advanced level. Advisors in content areas review the undergraduate transcript in order to

determine relevant prerequisite courses needed in order to move into the graduate program; hence, making each degree individually tailored. The MAT requires clinical experiences throughout the program leading up to an internship experience, spread over two semesters. All students are required to demonstrate achievement of both initial and advanced competencies through a portfolio. Often, individuals participating in the alternative licensure program pursue the MAT. The MAT in Special Education is completely online.

All initial-licensure programs (including the MAT) at Western Carolina University include a full-year internship. We have redesigned EDCI 617 Methods & Practices for Learning in the Content Areas. This course is now called EDCI 583 Intern I in Secondary/Special Subject Areas and must be taken in the semester prior to the Intern II experience. This new Intern I course includes both methods and a significant field experience in a K-12 school. The catalogue description for this course is as follows: Study of the ways in which young people learn and the teaching strategies and tools that facilitate learning. The field experience requires a minimum of 10 full days in the classroom. The Intern II experience lasts a full semester and is the student teaching experience – EDCI 689 Intern II in Secondary Education and Special Subjects Areas and EDCI 695 Seminar in Reflective Practice in Teaching. Candidates gradually assume the responsibilities of the classroom teacher for planning, implementing and assessing lessons, managing student behavior and carrying out non-instructional duties. The goal is for candidates to develop the knowledge, skills and professional dispositions necessary for successful teaching. Internship II/Student Teaching for all initial licensure programs is 40 hours per week following the host school calendar and continuing through the end of the WCU semester. The [Clinical Practice Handbook](#) is posted on the Office of Field Experiences website.

MAT candidates complete both the initial and advanced summative portfolios for the program licensure area. Both portfolios are described fully in the program proposals for each licensure area. The initial portfolio includes the edTPA as well as a summative assessment called the Teacher as Leader Essay (TLE), which is a final in-depth summary and reflection demonstrating understanding and experience with the following documented areas in leadership and collaboration: 1) leadership in the school, 2) professional development, and 3) collaboration with families. The Teacher as Leader Essay assignment requires teacher candidates to become involved in their host school beyond the classroom environment. Through this assignment,

teacher candidates will reflect on their collaboration with other professionals on problems and/or activities specific to their schools or school systems. Further, it will allow students to develop connections with parents and families. Finally, this assignment will allow teacher candidates to continue to grow in the profession and develop networks with other school personnel. Each teacher candidate enrolled in internship/student teaching will describe their professional growth and participate in at least two additional activities that show experience and in-depth understanding of the concept of “Teacher as Leader.” The activities must involve direct participation in the School Improvement Plan and show meaningful interaction with parents/families. Required Portfolio Contents can be found on the following website: edportfolio.wcu.edu. Click on either “Initial Portfolio Requirements” or “Advanced Portfolio Requirements.” The initial licensure portfolio includes all diversity requirements, clinical experiences, the Individual Growth Plan, the Certification of Teaching Capacity (which is an assessment of the NCPTS), the edTPA, and the Teacher Leader Essay (TLE) which incorporates both School Improvement Plans and work with families.

MAEd in Comprehensive Education. 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.

The advanced licensure portfolio is an organized set of documents and artifacts illustrating the graduate teacher candidate’s growth, as a self-directed, reflective practitioner. The portfolio

is intended to provide evidence that the candidate has addressed each of the Professional Education Core Themes of the graduate Comprehensive Education program, and also acknowledges the North Carolina Standards for Graduate Teacher Candidates advanced competencies required for licensure. The portfolio is a carefully selected, organized set of entries demonstrating achievement of each of the state standards and professional core themes, important to the development of advanced professional education knowledge and skills. These themes were established based on the feedback from school leaders, the expertise of the faculty, and an examination of the North Carolina Standards for Graduate Teacher Candidates. The core themes are: Assessment, Differentiation/Diversity, Leadership and Research. Technology is a theme that is evident in each of the core theme areas. Required portfolio content, descriptions, and rubrics can be found [here](#). The portfolio evidences represent the advanced standards:

- Leadership Evidence (1): Influencing Action Plan
- Differentiation/Diversity (2): Activity Matrix and Differentiation Blueprint
- Research (3): Research-Based Curricular Professional Development and Capstone Research Paper
- Assessment (4): Assessment Project
- Reflection (5): Final Reflection
- Mid-Point and Final Dispositions: Personal and Professional Beliefs about Diversity Scale

All of these evidences are described in full at the web link listed above. In addition, the portfolio guidelines and a rubric for each of the sections have been included. Individual rubrics for each of the summative assessments listed and aligned to standards is also included. Each concentration of the MAEd has additional key assessments for the content area, which can be found in the annual assessment plans. A full description of the Professional Core of the Comprehensive Education MAEd and all thirteen of the content concentrations can be found [here](#).

M.A.Ed. in School Counseling. The School Counseling masters program prepares students for employment as a counselor in school settings at elementary, middle, and high school levels and leads to a recommendation for K-12 School Counseling licensure (certification) by the North Carolina Department of Public Instruction. Students may also be eligible to apply for licensure as a Licensed Professional Counselor Associate (LPC-A). Full-time students in both programs complete the required 60 hours in a minimum of two academic years including summers. Students who plan to complete the program in two academic years will need to be enrolled in 12

hours per semester. Part-time students (those enrolled in 3 or 6 hours per semester) typically complete the program in 4 years. Part-time students are required to enroll in summer school classes and are strongly encouraged to enroll in 6 hours per academic semester.

Specialist in School Psychology (SSP). The School Psychology program is recognized as an approved program by the National Association of School Psychologists (NASP), with a long history of providing strong educational experiences leading to graduates performing at high levels in the field of school psychology. The SSP includes 72 hours of coursework, a practicum and internship, as well as research experiences.

Masters of Social Work (MSW). A Master of Social Work Degree (MSW) prepares graduates for work in a variety of settings, including public agency work, private practice, social service management and administration. A MSW is required for individuals who want to become a Licensed Clinical Social Worker (LCSW). In addition, social workers with a MSW are eligible to obtain certifications from the Academy of Certified Social Workers (ACSW), the Qualified Clinical Social Worker (QCSW), and/or the Diplomate in Clinical Social Work (DCSW). These credentials are especially important for those in clinical practice who depend on health insurance providers to reimburse them for services. MSW students who apply for and are accepted to the School Social Work certification program must complete the online School Social Work elective (SOCW 528), an additional course from an approved list offered through the School of Education, and must complete their two semester Concentration level internship in an accredited school setting. Upon graduation, these students can apply for and receive North Carolina School Social Work Certification.

School Social Work is a specialized area of practice within the broad field of the social work profession. School social workers bring unique knowledge and skills to the school system and the student support services team. They are instrumental in furthering the purpose of the schools - to provide a setting for teaching, learning, and for the attainment of competence and confidence. School social workers are hired by school districts to enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving that mission. In order to be a certified school social worker in North Carolina,

one has to complete a bachelor's or master's degree in social work from a Council on Social Work Education (CSWE) accredited program with additional specialized preparation in school social work. Within these school social work education programs, several standards are studied such as the foundations of school social work practice, assessment and evaluation, cultural diversity, consultative and collaborative relationships and understanding of the role of advocacy and facilitation. Also required are intervention strategies to support student development, discernment of statutes and case law and completion of a school social work internship comprising of a minimum of 400 contact hours in a school setting.

School social workers are expected to apply their professional training in schools in order to support student success. Through specialized school social work programs that strengthen the home/school/community partnership and address barriers to student learning, school social workers serve as catalysts in promoting student wellbeing and successful completion of school. The program at Western Carolina University offers the North Carolina Department of Public Instruction approved School Social Work course online each summer and has the option of the additional education course being offered either online or face-to-face at WCU.

Masters of Science in Communication Sciences Disorders. The graduate program in communication sciences and disorders leads to the Master of Science (M.S.) degree. Students must complete 36 credits of required courses, 15 credits of practicum, 6 elective credits, and 3 credits of master's project. If students choose, they can reduce elective credits to 3 and complete a 6-credit-hour thesis instead of a master's project. Students without an undergraduate degree in communication sciences and disorders, referred to as "levelers," must complete CSD 301, 370, 450, 380, 372, 472, or their equivalents in addition to the above coursework. These students can complete the program in two and a half years. The Master's Speech-Language Pathology Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the [American Speech-Language-Hearing Association](#). The academic and clinical education program at Western Carolina University (WCU) is designed to meet the academic and clinical practicum requirements for: (1) the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by the American-Speech-Language-Hearing Association (ASHA); (2) licensure in Speech Language Pathology (SLP)

issued by the North Carolina (NC) Board of Examiners for SLPs and Audiologists (AUDs); (3) the Professional Educator's License as an SLP (#88082) issued by the NC State Department of Public Instruction (NCS DPI); and, (4) Advanced Licensure issued by NCS DPI. These certification/licensure requirements mandate the completion of a master's degree. The requirements for ASHA certification and NC licensure follow. The sequence of clinical and academic experiences is planned to meet these requirements. The academic-clinical educational requirements stipulated by ASHA are similar to those of the NC Board of Examiners for SLPs and AUDs. The completion of the master's degree with the appropriate public school preparation qualifies an individual as a candidate for NCS DPI licensure and Advanced Licensure as an SLP.

The practice of speech-language pathology and the professional behavior of individual practitioners are governed by the ASHA Code of Ethics (COE). The COE consists of four Principles of Ethics wherein emphasis is placed on client-centered values. This code is discussed with students in a variety of classes to instill the knowledge of and respect for SLPs' responsibilities in providing appropriate services to clients.

I. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	101
	Other	3	Other	6
	Total	16	Total	111
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	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	122
	Other	0	Other	3
	Total	19	Total	143
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	

B. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	.	.	.	.
Elementary (K-6)	7	.	.	.
Middle Grades (6-9)	.	.	.	.
Secondary (9-12)	2	2	.	.

Special Subjects (K-12)	1	.	.	.
Exceptional Children (K-12)	25	9	.	.
Vocational Education (7-12)	.	.	.	.
Special Services Personnel	30	4	.	.
Total	65	15	0	0

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

Measure	Graduate
MEAN GPA	3.52
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	299.07
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	3.47
NUMBER EMPLOYED IN NC SCHOOLS	105
* 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	2015-2016 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Counselor	10	100
ESL	1	*
English	2	*
Social Studies (9-12)	1	*
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	5	100
Institution Summary	21	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)		5
Secondary (9-12)		8
Special Subject Areas (K-12)		9
Exceptional Children (K-12)	12	62
Total	12	84
Comment or Explanation:		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	1	2	26	4	5	1
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	4	2	6	8	9	16
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						