

2020-2021

EPP Master's Performance Report

Western Carolina University



North Carolina 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 master's degrees are for entry-level educators and student support professionals and also 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, STEM, and TESOL 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. CACREP and ASHA 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

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 designed to meet 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 concentrations in Special Education (adapted and general curriculum), STEM, and TESOL are completely online.

All initial-licensure programs (including the MAT) at Western Carolina University include a full-year internship. 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 an advanced summative portfolios for the program licensure area. Required Portfolio Contents can be found on the following website: edportfolio.wcu.edu. Click on either "Initial Portfolio Requirements" or "Advanced Portfolio Requirements."

MAEd in Comprehensive Education. 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 and was later revised to reflect the 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. Six concentrations are offered, including elementary, middle grades, , English, social sciences, biology, and special education (with emphases in gifted, adapted or general curriculum). The elementary, middle grades, and special education concentrations within the Master of Arts in Education in Comprehensive Education are fully online. In the MAEd, middle grades students focus on language arts/literacy or STEM, while those in elementary choose between literacy, STEM, 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.

M.A.Ed. in School Counseling. The School Counseling master's 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 Clinical Mental Health Counselor Associate (LCMHC-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, practicum and internship experiences, as well the completion of either a Thesis or a Research Project. The coursework is fully aligned with the NASP

standards. Students completing this program and who pass the Praxis exam are eligible for licensure through departments of public instruction.

Master 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 672 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.

Master 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. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	21
Female	117
Gender Neutral	

Gender Not Provided	
Total	138
Race/Ethnicity	Number
African-American	14
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	8
Native Hawaiian/ Pacific Islander	
White	109
Two or More Races	4
Race Not Provided	3
Total	138

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

Full-Time						
	Male		Female		Not Identified as Male or Female	
Graduate	African-American	0	African-American	3	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	2	Asian	0
	Hispanic/ Latino	2	Hispanic/ Latino	8	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	14	White	94	White	0
	Two or More Races	1	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	17	Total	109	Total	0
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
Graduate	African- American	0	African- American	6	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	6	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	9	White	144	White	0
	Two or More Races	0	Two or More Races	3	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	9	Total	160	Total	0
Licensure- Only	African- American	0	African- American	1	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	1	White	7	White	0

	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	9	Total	0

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.				
Prekindergarten	0	0	0	0
Elementary	12	3	0	0
Middle Grades	4	0	0	0
Secondary	2	0	0	0
Special Subjects	1	2	0	0
Exceptional Children	12	21	0	0
Vocational Ed	0	0	0	0
Special Services	32	2	0	0
Total	63	28	0	0
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Graduate
MEAN GPA	3.48
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	298.26
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.20
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	138

N/A - Data Not Available
* - Less than five scores reported
Comment(s):

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

Specialty Area/Professional Knowledge	2020-2021 Program Completers License Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Art	4	*	80
School Counselor	6	100	98
Spec Ed: Adapted Curriculum	4	*	83
Spec Ed: General Curriculum	11	91	72
Spec Ed: Severely / Profoundly Disabled	1	*	100
Institution Summary	26	96	91
* To protect the confidentiality of student records, pass rates based on fewer than five students are not printed.			