

IHE Master's Performance Report

Western Carolina University

2005 - 2006

Overview of Master's Program

Western's masters program leading to professional education licensure include: MAEd in Comprehensive Education (with fifteen concentrations), Educational Supervision, School Counseling; MAT in Comprehensive Education (with twelve concentrations); MA in School Psychology (NASP approved); and, MS in Communication Science and Disorders. All programs are in the College of Education and Allied Professions (and Graduate School). The MAEd programs in Comprehensive Education and Educational Supervision are designed for experienced educators. The other masters degrees are for entry level educators although they meet advanced competencies. All programs require baccalaureate degrees from accredited institutions and standardized exam scores for admission. Some have additional requirements such as current licenses, portfolios, interviews, and writing samples. All have clinical components including a culminating internship and all require a culminating demonstration of competencies such as a portfolio and/or a written comprehensive examination. All programs are aligned with State-approved guidelines and competencies. All programs are available to students on a fulltime or part time basis. Some programs are available in their entirety in Cullowhee and in Asheville. Others are available only in part in Asheville. Two of the programs, School Counseling and Communication Science and Disorders, have capped enrollments and are accredited by the relevant specialty area association (CACREP and ASHA) which conduct on-site reviews. Faculty 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 delivery to web-enhanced courses, interactive television distance learning, and online 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 twelve concentrations with a common core of professional studies and requires 36 –42 semester hours. The MAT continues to be revised at least annually as needed to meet the needs of stakeholders. 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. Usually, several individuals participating in the NCTEACH program pursue the MAT. The Master of Arts in Education in Comprehensive Education was revised within the last four years for teachers with a current license in the area of concentration. The program extended INTASC standards and was built upon the core propositions of the National Board for Professional Teaching Standards and designed to lead to National Board Certification. In fact, teachers who earn National Board Certification before completing the degree are exempt from the culminating portfolio requirement for the degree having already successfully demonstrated advanced competencies. The current MAEd in Comprehensive Education shares a common core with courses in diversity and leadership and a required methods course taught in the discipline. Fifteen concentrations are offered including birth-kindergarten, elementary education, gifted education, middle grades education, art, music, physical education, reading, English, social sciences, chemistry, biology, mathematics, and special education (with emphases in learning disabilities, mental disabilities, behavioral disorders, and severe disabilities), and teaching English as a second language.

II. 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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	118
	Other	6	Other	26
	Total	35	Total	150
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	0	Total	8
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	95	White, Not Hispanic Origin	276
	Other	5	Other	20
	Total	101	Total	304
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	3	Total	2

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program 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)		1
Secondary (9-12)		
Special Subject Areas (K-12)		1
Exceptional Children (K-12)		8
Vocational Education (K-12)		
Special Service Personnel (K-12)		5
Other		
Total		15
Comment or Explanation		

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

Masters	
MEAN GPA	3.83
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,209
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	14	14	0	0
Middle Grades (6-9)	13	11	0	0
Secondary (9-12)	10	8	0	0
Special Subject Areas (K-12)	5	4	0	0
Exceptional Children (K-12)	44	33	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	33	17	0	0
Total	119	87	1	1
Comment or Explanation				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	3	*
Spec Ed: LD	8	75
Spec Ed: Mentally Disabled	3	*
Institution Summary	14	86
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	3	13	0	5	1	2
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	10	16	19	17	9	21
G Licensure Only	0	0	0	1	0	0
Comment or Explanation						

G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.44	3.68
connect subject matter and learner's needs.	3.38	3.71
implement research-based approaches.	3.56	3.67
assume leadership roles.	3.63	3.59
facilitate learning for diverse students.	3.38	3.59
engage in continuous professional development.	3.5	3.86
Number of Surveys Received	16	22
Number of Surveys Mailed	39	39