

# IHE Master's Performance Report

Western Carolina University

2006 - 2007

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## Overview of Master's Program

Western's masters program leading to professional education licensure include: MAEd in Comprehensive Education (with fifteen concentrations), 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 program in Comprehensive Education is 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 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 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 NC TEACH

program pursue the MAT. The MAT in Special Education is now completely online and several concentrations are moving towards more online courses. 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 extends 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, intellectual disabilities, behavioral disorders, and severe disabilities).

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate First License	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	1	White, Not Hispanic Origin	8
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>8</b>
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	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	92
	Other	3	Other	2
	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>103</b>
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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate First License	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	21
	Other	1	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>21</b>
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	171
	Other	2	Other	3
	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>186</b>
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	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)	1	
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		7
Other		
<b>Total</b>	<b>1</b>	<b>7</b>
Comment or Explanation		

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

<b>Masters</b>	
MEAN GPA	N/A
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	1,000
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
Comment or Explanation	

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

Program Area	Graduate First Awarded		Graduate		Graduate Licensure Only	
	PC	LC	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)			1	9		
Middle Grades (6-9)	2	4				
Secondary (9-12)	3	3	4	1		
Special Subject Areas (K-12)	1	5	2	3		
Exceptional Children (K-12)	2	18	1	3		
Vocational Education (7-12)						
Special Service Personnel			22	11		
Total	8	30	30	27	0	0
Comment or Explanation						

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

	2005 - 2006 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Counselor	1	*
English	1	*
MG-Science	1	*
Social Studies (9-12)	1	*
Spec Ed: BED	2	*
Spec Ed: General Curriculum	1	*
Spec Ed: LD	4	*
Spec Ed: Mentally Disabled	1	*
Institution Summary	12	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On		2	8	7	3	2
Masters-First Awarded	1	2	2	2	1	1
G Licensure Only	1					
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-Upgrade/Add-On		1	5	30	10	20
Masters-First Awarded		1	14	7	6	1
G Licensure Only		2	2	1	1	
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of teacher education program.	3.50	3.76
connect subject matter and learner's needs.	3.52	3.76
implement research-based approaches.	3.55	3.62
assume leadership roles.	3.52	3.59
facilitate learning for diverse students.	3.43	3.79
engage in continuous professional development.	3.48	3.69
Number of Surveys Received	44	29
Number of Surveys Mailed	83	83