

# IHE Master's Performance Report

Western Carolina University

2011 - 2012

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## Overview of Master's Program

Western's Masters programs 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 located in the College of Education and Allied Professions and Graduate School except for the MS in Communication Science and Disorders which is located in the College of Health and Human Sciences (and Graduate School). Recently, the MS in Social Work has requested temporary approval to recommend for licensure in School Social Work. A decision from the Department of Public Instruction is pending. 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, 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 twelve concentrations with a common core of professional studies and requires 36-51 semester hours. The MAT was revised the last academic year. The revision reflects 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 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 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 academic year for teachers with a initial license in the area of concentration. The program extends was originally built upon the core propositions of the National Board for Professional Teaching Standards and designed to lead to National Board Certification. Currently, the new MAEd reflects the new NC Graduate Standards for Teacher Candidates. The current MAEd in Comprehensive Education shares a common core with courses in assessment, diversity/differentiation, leadership and research. Technology is a common thread throughout the new program goals. Eleven concentrations are offered, including elementary education, art, health and physical education, English, social sciences, chemistry, biology, mathematics, English as a Second Language, and special education (with emphases in adaptive or general curriculum). Two certificate programs now exist, in lieu of an MAT program, that lead to initial licensure in middle grades education and music education. Mathematics Education is also considering dropping the MAT in favor of a certificate program.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	89
	Other		Other	4
	<b>Total</b>	<b>24</b>	<b>Total</b>	<b>98</b>
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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	39	White, Not Hispanic Origin	215
	Other	2	Other	4
	<b>Total</b>	<b>42</b>	<b>Total</b>	<b>231</b>
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	1	White, Not Hispanic Origin	2
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>3</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)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	*
MEAN MAT New Rubric	407
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	988
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation	

#### D. 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)	1	4		
Middle Grades (6-9)		8		
Secondary (9-12)	5	14		
Special Subject Areas (K-12)	5	17		1
Exceptional Children (K-12)	10	30		1
Vocational Education (7-12)				
Special Service Personnel	25	12		
<b>Total</b>	<b>46</b>	<b>85</b>		<b>2</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Counselor	16	100
ESL	3	*
Elementary Education	2	*
MG-Language Arts	1	*
MG-Math	1	*
MG-Science	1	*
Math (9-12)	3	*
Music	1	*
Science (9-12)	1	*
Social Studies (9-12)	1	*
Spec Ed: BED	2	*
Spec Ed: LD	2	*
Institution Summary	35	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	5	2			2
Masters-First Awarded	4	20	6	5		
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	11	13	21	9	4	8
Masters-First Awarded	2	6	9	4	2	2
G Licensure Only		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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.