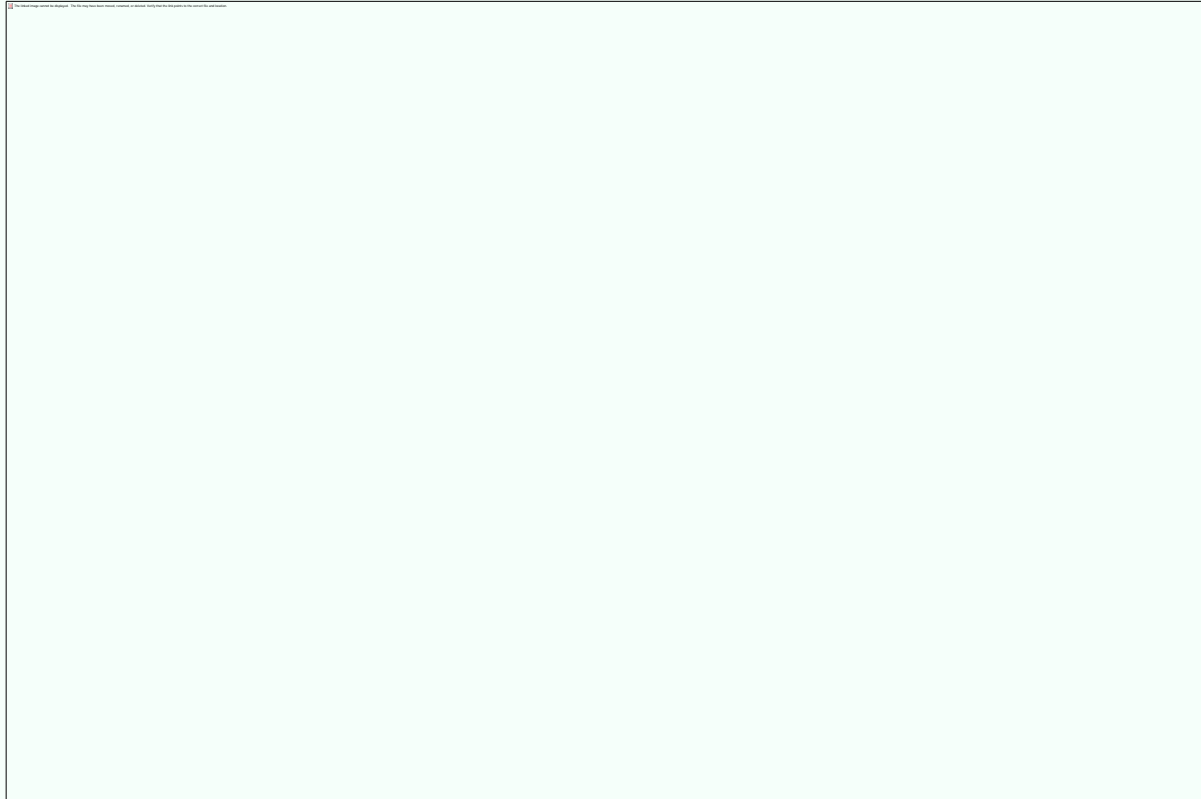


2019-2020

EPP Master's Performance Report

Gardner-Webb University



Overview of Master's Program

Gardner-Webb University School of Education offers an array of master's degree programs for K-12 certified educators through both online and on-campus delivery. The School of Education offers the following master's degrees: Master's degree in Teacher Leadership in Curriculum and Instruction (MTLCI) that leads to licensure in Curriculum and Instructional K-12 Specialist, the Master of Arts degree in Instructional Technology (MAIT) that leads to Computer Specialist K-12 licensure, Master of Arts in School Counseling leads to a K-12 School Counseling licensure, and the Master of Educational Leadership Studies that leads to School Administrator/Principal is addressed in a separate report.

There is a post-masters graduate certificate program associated with licensure School Administration/Principal (012). The School of Education also offers an "Add-On" graduate programs in AIG.

Overview of the Teacher Leadership In Curriculum And Instruction, Master of Arts (33 Hours)

The master's degree in Teacher Leadership in Curriculum and Instruction (MTLCI) is a 33 hours program designed to assist in the advanced preparation of individuals who desire to become curriculum leaders. The MTLCI Program provides candidates with the opportunity to improve professional skills, put theory into practice, and enhance pedagogical and integration expertise. Candidates benefit from a synthesis of current research and classroom applications during the coursework and in Clinical Experience.

The mission of the MTLCI Program is to serve advanced candidates aspiring to curriculum roles that promote learning through facilitated collaboration and continuous improvement.

The program goals of the MTLCI are as follows: (1) Candidates will demonstrate advanced content knowledge related to core concepts; (2) Candidates will implement processes relative to the specific discipline; (3) Candidates will reflect critically on performances of others and/or self for improvement, and (4) Candidates will demonstrate professional dispositions in varied settings about all members of an organization.

Student Learning Outcomes of the MTLCI Program are as follows: (1) Teacher Leadership in Curriculum and Instruction Master's Candidates will demonstrate advanced content knowledge related to core concepts; (2) Teacher Leadership in Curriculum and Instruction Master's Candidates will implement processes relative to the specific discipline; (3) Teacher Leadership in Curriculum and Instruction Master's Candidates will reflect critically on the performances of others and/or self for improvement, and (4) Teacher Leadership in Curriculum and Instruction Master's Candidates will demonstrate professional dispositions in varied settings about all members of an organization.

Overview of the Instructional Technology, Master of Arts (33 Hours)

The Master of Arts degree in Instructional Technology (MAIT) is a 33-hours program based on the NCDPI Instructional Technology Facilitator Standards (ITF), Digital Learning Competencies (DLC), the International Society of Technology in Education Standards (ISTE), and CAEP Standards. This program addresses 21st-century knowledge, skills, and dispositions that prepare educators for technology integration and improved student learning within the curriculum.

The Program Goals are as follows: (1) Provide a study of the evolution of technology, research, and current trends in education; (2) Provide an opportunity to explore, research, assess, and implement technology integration necessary to meet the diverse needs of students; (3) Provide opportunities to promote teacher leadership and service within the school and community; (4) Provide a learning environment that embraces critical thinking, decision making, and student learning, and (5) Provide a knowledge base for research and data analysis to interpret appropriate technology integration for improved student learning.

Student Learning Outcomes are as follows: (1) Investigate, analyze, and evaluate how online resources can be utilized and integrated within the classroom for successful student learning; (2) Evaluate and facilitate the integration of technology into the K-12 curriculum; (3) Analyze basic

troubleshooting for technology integration issues that might arise in the classroom; (4) Synthesize how technology can transform teaching and student learning, and (5) Interpret, visualize, and plan for current and future technology initiatives

Overview of School Counseling (Pre-K-12), Master of Arts

The 48-credit-hour School Counseling Program prepares graduate students to fulfill the diverse roles required of school counselors who are both theorists and practitioners in a multicultural society. Counselor Program prepares trainees to develop comprehensive school counseling programs that align with the ASCA National Model and to collaborate with parents, school personnel, and others in assisting students with academic, career, and personal/social concerns. The School Counseling Program stresses developmental, preventative, and remedial services. Additionally, the program focuses on the acquisition and application of knowledge and skills, critical thinking and decision making, appreciation of diversity, demonstration of professional ethical and legal practices, and an understanding of the educational process within the complex school environment. The examination of personal values and experiences and their potential influence in a variety of counseling situations is encouraged. The School Counseling Program culminates in a school-based practicum and internship experience designed to solidify the graduate student's identity as a professional school counselor.

Student Learning Outcomes are as follows: (1) SC-SLO 1a: Identify and develop professional and ethical behaviors consistent with those defined and demonstrated within professional counseling associations such as the American Counseling Association; (2) SC-SLO 1b: Examine the cultural contexts of relationships, issues, and trends in a multicultural society and generate therapeutic conceptualizations and interventions; (3) SC-SLO 1c: Examine the nature and needs of persons at all developmental levels and create appropriate therapeutic conceptualizations and interventions; (4) SC-SLO 1d: Evaluate career development and related life factors as part of clinical assessment of clients' therapeutic needs; (5) SC-SLO 1e: Evaluate the counseling process for diverse client populations and demonstrate helping skills needed for successful professional practice; (6) SC-SLO 1f: Examine and apply theoretical and experiential understandings of group process as a means of promoting therapeutic change; (7) SC-SLO 1g: Examine and apply individual and group approaches to assessment; (9) SC-SLO 1h: Examine and apply research methods, statistical analysis, needs assessment, and program evaluation; (10) SC-SLO 2a: Understand the history and development of the school counseling profession and current models of program design, including attention to comprehensive career development, school-based collaboration and consultation, and P-12 specific assessments; (11) SC-SLO 2b: Understand the effective and ethical functioning of school counselors in their varied roles in serving the academic and mental health needs of students; (12) SC-SLO 2c: Understand the elements of school counseling program development that contribute to the effective provision of competent counseling services to P-12 students, and (13) SC-SLO 3: Demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P-12 students.

Candidates in the School Counseling Program take a comprehensive exam in the last semester of coursework or the semester following the final semester of coursework. The two-day exam is typically offered from 9:00 a.m. until 12:00 p.m. and is an opportunity to integrate material from

coursework they have had during the program. While there is a recommended sequence for completing courses in the School Counseling Program, individual circumstances may necessitate a change in one's program of study. Graduate students should talk with their advisors when planning a course of study to ensure smooth progression through the program.

Special Features of Master's Program

The master's degree programs provide leadership and research experiences for master teachers, counselors, and school leaders. As part of the performance-based assessment program, the School of Education aligns the student learning outcomes its School's Conceptual Framework, CAEP standards, North Carolina Department of Public Instruction (NCDPI) standards, CACREP standards (Counseling Program), and the expectations of specialized professional associations: (1) development of field-specific advanced content knowledge, (2) development of research skills; (3) development leadership skills and advocacy on behalf of P12 students; (4) formative and summative assessments matrices, and (5) development of appropriate use of digital technology to inform P12 student learning and assessment. The assessment data for the cycle in review school candidate's growth and reliable indicators of performance in all areas, satisfactory, high retention and graduation rates, and strong post-graduation alignment.

Gardner-Webb University is a Quality Matters Institution. Quality Matters (QM) is a nationally recognized, faculty-centered, peer-review process that has recognized commitment to quality assurance in the design of courses that meet Quality Matters standards. Quality Matters has developed a widely respected set of standards for the design of effective online courses and a rigorous, faculty peer review process for applying these standards to existing courses. Through this process, reviewers provide instructors and instructional design teams with insights and recommendations that increase learner engagement, retention and satisfaction, and, ultimately, learner achievement. All courses in the Masters of Curriculum and Instruction program have been designed around these rigorous standards. Some courses have completed the national review process required for certification. These courses carry the QM widget in the Course Overview Page.

Although GWU offers these courses in a variety of locations and formats, all courses use common Blackboard shells and common evidences. The quality remains high because the courses are staffed by either full time faculty or high quality adjuncts who take part in planned staff development with full time faculty. Therefore, cohesiveness and continuity of philosophy are assured. All sites are supported by the GWU technology resources department and are driven by processes that are consumer friendly, such as web-based registration and on-line text ordering. In addition, all library services, as well as career planning services support all sites, faculty, and candidates.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
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Male	9
Female	110
Gender Neutral	0
Gender not Provided	0
Total	119
Race/Ethnicity	Number
Asian	0
African-American	35
Am. Indian/Alaskan Native	4
Hispanic/Latino	3
Native Hawaiian/Pacific Islander	0
White	77
Two or More Races	0
Race/Ethnicity Not Provided	0
Total	119

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

Full-Time						
	Male		Female		Gender Neutral	
Graduate	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Graduate	African-American	3	African-American	28	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	3	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	69	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	4	Not Provided	
	Total	9	Total	104	Total	0
Licensure Only	African-American		African-American	3	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	5	Total	0

C. Program Completers and Licensed 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				
Elementary				
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children				4
Vocational Ed				
Special Services		42		
Total	0	42	0	4
Comment or Explanation				

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

Measure	Graduate
MEAN GPA	3.23
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.67
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	78
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
Comment or Explanation:	

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

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
School Counselor	5	100	99
Curriculum Instructional Specialist	5	80	95
Institution Summary	10	90	95
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
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	2	0	31	0	0	8
Licensure Only	4	0	0	0	0	0
Comment or Explanation:						