

2018-2019

# EPP Masters Performance Report

## Gardner-Webb University



## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

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#### Overview of Master's Program

Gardner Webb University's Teacher Leadership in Curriculum and Instruction Master's Program (MTLCI) serves advanced candidates aspiring to curriculum roles that promote learning through facilitated collaboration and continuous improvement. Graduate courses for the MTLCI program are designed to assist in the advanced preparation of individuals who desire to become curriculum leaders. The MTLCI Program allows learners 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 coursework and internship opportunities.

The MTLCI program is aligned to the NC Standards for Graduate Teacher Candidates. The North Carolina Professional Teaching Standards Commission developed teaching standards based on a "new vision of teaching" in light of 21st century opportunities, needs, and demands. The five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for

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teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the Master's degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem solving and innovation.

The MTLCI graduate program consists of five semesters of study. Each main course is six credit hours. Candidates will be automatically enrolled and will continue together in a cohort model. The program requires continuous enrollment. Courses are conducted in online. All courses utilize the BlackBoard platform. Throughout the program, candidates work on course evidences within a school setting in order to enhance understanding of teacher leadership within curriculum and instruction.

There are also three, one-credit hour Clinical Experience courses taken during the last three semesters, in conjunction with EDUC 682, EDUC 683, and EDUC 684. In each Clinical Experience course, candidates log 45 hours of work related to curriculum, instruction, and/or concentration areas. The clinical experience consists of a total of 135 hours (45 hours of work each of the three semesters candidates are enrolled in EDUC 696). The clinical experiences take place in a setting appropriate for specific concentrations and allow candidates to fulfill requirements related to the Standards for Graduate Teacher Candidates as related to Curriculum and Instruction and Teacher Leadership. A site supervisor and the course instructor supervise candidates jointly.

All candidates, upon successful completion of coursework, are eligible to take the necessary Curriculum Specialist Praxis Exam and are recommended for licensure in North Carolina.

### **Special Features of Master's Program**

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

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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.

## I. CHARACTERISTICS OF STUDENTS

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

Number of Students Who Applied to the Graduate Educator Prep Program	
Gender	Number
Male	14
Female	120
Race/Ethnicity	Number
Hispanic / Latino	7
Asian	
African-American	60
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	59
Multi-Racial	4
Student does not wish to provide	4

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

Full-Time				
	Male		Female	
Graduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Part-Time				
	Male		Female	
Graduate	Asian		Asian	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	32
	Hispanic/Latino		Hispanic/Latino	3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	76
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	3
	Total	7	Total	116
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

### C. Program Completers (reported by IHE).

Program Area	Graduate	Graduate Licensure Only
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<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Services Personnel		46		
<b>Total</b>	0	46	0	0

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

Measure	Graduate
MEAN GPA	3.24
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.56
NUMBER EMPLOYED IN NC SCHOOLS	69
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**E. Scores of program completers that lead to initial license on professional and content area examinations.**

Specialty Area/Professional Knowledge	2017-2018 Program Completers Licensure Pass Rate		
	Number Taking Test	Percent Passing	State Pass Rate
Curriculum Instructional Specialist	15	93	97
School Counselor	3	*	96
Institution Summary	18	89	93
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.			

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**F. Time from admission into the graduate teacher 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>
Graduate degree						
Licensure Only						
<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>
Graduate degree			24	2		
Licensure Only						
Comment or Explanation:						