

2016-2017

# IHE 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 clinical experience 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 following five graduate program standards are parallel to and expand upon those standards. These are advanced

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standards, appropriate for 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 a face-to-face format or online. All courses utilize the BlackBoard platform. Throughout the program, students 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 experience takes place in a setting appropriate for specific concentrations and allows 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. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	34
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	69
	Other	0	Other	4
	Total	6	Total	111
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	
	Other		Other	
	Total		Total	

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

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<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	.	3	.	.
<b>Total</b>	0	3	0	0

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

Measure	Graduate
MEAN GPA	3.24
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.2
NUMBER EMPLOYED IN NC SCHOOLS	85
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

Specialty Area/Professional Knowledge	2015-2016 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Curriculum Instruction Specialist	10	70
Institution Summary	10	70
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

Program Area	Number of Issued Programs 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)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
<b>Total</b>	0	0
Comment or Explanation:		

**F. Time from admission into the graduate teacher education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree						
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree			25			3
Licensure Only						
Comment or Explanation:						

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