

IHE Bachelor Performance Report

Gardner-Webb University

2009 - 2010

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 25,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 140 full-time faculty members, 80% of whom hold doctorates, dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is accredited by CACREP.

Special Characteristics

Because of its Christian foundation and its commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. One of the most notable programs at the

institution is the program for blind, visually impaired, deaf, hearing impaired, and learning disabled students. The Noel program enables students with vision, hearing, and learning disabilities to fully take part in the educational programs of the University at no additional expense to the students. A new facility was completed this year to house this important and unique program. Through its continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The Statesville undergraduate elementary education is a collaborative program with local community colleges and admitted its seventh cohort of undergraduate candidates in 2009-2010. The GWU facility is also used by the Iredell/Statesville school system for professional development for its teachers and by the local community for a variety of meetings. The presence of Gardner-Webb University in Iredell County is strong and permanent. The University has leased a permanent facility in Charlotte to deliver GOAL and graduate programs in Mecklenburg County and has also leased a floor in a building in uptown Winston-Salem to deliver GOAL and graduate programs in Forsyth County. In addition to physically having a broader presence, the university continues to develop online courses. During the 2009-2010 academic year the School of Education gained the approval from the Graduate Council to begin offering online the entire MSA program--12 courses. During the 2009-2010 academic year the university has begun offering the first American Sign Language (ASL) education program in North Carolina and we continue to work on a Temporary Authorization request for an Art Education program which was submitted in April 2010 as part of the revisioning process. The university is growing thoughtfully and purposefully, making every attempt to meet educational needs of North Carolina citizens by making quality education accessible. A goal for the 2010-2011 school year is to complete the process to get reapproval for our secondary science education program.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education, ASL). Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. Doctoral programs: Educational Leadership and Curriculum and Instruction. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Cleveland County Public Schools--Graham Elementary School	To improve student learning and retention of knowledge To improve NC State Test Scores on reading and mathematics The rationale for this objective comes from the fact that Graham Elementary serves students based on school demographic information from a depressed areas of the school district. It serves Pre-Kindergarten through third grade students and consistently ranks below district averages on reading and mathematics assessments. The school also qualifies for Title I	Timeline of Activities February 2010 - Drs Ingle and Brown met with the principal of Graham Elementary School, Mr. Bob Luckadoo to determine an appropriate project between the university and the school. This collaborative team agreed upon the following plan of action. Beginning in the Fall of 2010, 25 GWU candidates from SNCEA (Student NC Association of Educators) and	Meetings with the school and the school principal began in February 2010 and the first round of this project will end April 29, 2011. Even though this project will be measured for success each year, this will be an on-going project between Graham Elementary, two Gardner-Webb professors, the Student NCAE and Kappa Delta Pi.	This project will be led by two professors, Dr. Sydney Brown and Dr. Sheila Ingle and Mr. Bob Luckadoo from Graham Elementary. It will also include approximately 25 GWU candidates. This will be 27 individuals tutoring students under the direction of the classroom teachers.	This ongoing project began in February of 2010. The outcomes for 2009-2010 were to 1) Identify a school in need of tutorial assistance that could receive assistance from GWU University candidates under the direction of university professors and classroom teachers. 2) Meet with the school principal to design a program to implement. 3) Agree upon the program and plan for implementation in the Fall of 2010. These outcomes were achieved. The outcomes of the longterm project will be measured by these

	funding.	candidates from Kappa Delta Pi will be connected with teachers at Graham Elementary. Teachers will select students for tutoring in reading and mathematics. Based on directions and formative assessments from the teacher, GWU candidates and professors will tutor one to two hours a week consistently throughout the academic year.			means: 1) Review by the classroom teachers of the students EOGs at the end of the 2010-2011 school year. 2) Teachers provide a general discussion with the team as to the impact the project had on the students involved without giving confidential data to team members, 2) Interviews with Mr. Luckadoo to ask for evidence of the success or failure of the program, and 3) Interviews with the classroom teachers who participated to gain greater insight into how better to work with students to make the program more effective. A first report on the outcomes, activities to accomplish the outcomes and the assessment of the outcomes will be submitted to the School of Education Office at the end of April 2011.
Cleveland County Public Schools and Cleveland	The Cleveland County Early College High School (Grades 9-13)	The activities to accomplish this collaborative project	This is a long term project. The goals for the academic	The participatns are: Dr. Anita Ware, principal of the	The outcome for 2009-2010 was to initiate a project with Cleveland

<p>Community College</p>	<p>principal met with three professors from the GWU School of Education to discuss the status of the newly developed New Schools Projects School (Gates Foundation) and the possibilities of collaboration with the School of Education at GWU. At the conclusion of the meeting two specific recommendations were made by persons involved. The priorities identified are: 1) Assist the school in discovering ways to integrate foreign language into the school curriculum through collaborative work with the language department at GWU, 2) Provide professional development on topics of interest and need within the school, 3) Provide volunteers for specific needs found in the teaching and learning.</p>	<p>are as follows: 1) Three GWU professor began a dialogue with the principal of the Early College High School in the Fall of 2009. 2) Through a series of these meetings during 2009-2010 academic year the following priorities were established: a) The Early College High School needs assistance with foreign languages. The three professors from the School of Education at GWU will begin a dialogue with professors in the foreign language program at GWU. One of the goals of this conversation is to investigate the interest of foreign language professors at GWU in providing students to volunteer for specific projects at the school. This</p>	<p>year 2009-2010 were to establish a plan of action. At this point there is no no specific ending date. The goal of the GWU faculty is to support the schools as long as necessary to accomplish it goals realizing those goals can change and vary over time.</p>	<p>Early College High School, Drs. Jane King, Robert Mayfield and Ron Nanney. These are the coordinators of this project. Various professors will be participating from the School of Education and the Foreign Language Department.</p>	<p>County Public Schools where there was a need. The need identified was with the new Early College High School under the direction of Dr. Anita Ware. During this academic year the goal was to establish a plan of action for subsequent years. This has been accomplished in collaboration with Dr. Ware. The meetings this year yielded the following recommendations: 1) assist the school in discovering ways to integrate foreign language into the school curriculum through collaborative work with the GWU foreign language department. 2) Provide professional development on topics of interest and need within the new school. 3) Provide volunteers for specific needs found in the professional teaching and learning community.</p>
--------------------------	--	--	---	--	---

		<p>will be a work in progress in order for all thoughts to be investigated. b) The Early College High Schools needs assists with training teachers in various aspects of curriculum, instruction and assessment. The three professors from the School of Education at GWU will meet with the principal of the early college high school during the summer of 2010 to develop a plan of action for the involvement of GWU professors from the School of Education. To develop this plan of action the needs of the school will be identified in collaboration with the principal. These needs will then be matched with the expertise of GWU professors. c) To</p>			<p>A plan of action has been put into place to continue this project through 2010-2011.</p>
--	--	---	--	--	---

		<p>further help this new school the GWU professors will meet with the principal during the Fall of 2010 to help develop volunteer programs to assist the school in accomplishing its goals.</p>			
<p>The collaborative plans for this project are between the university, state parks personnel and the Broad River Greenway to provide science lessons based on the NCSCOS for local school divisions.</p>	<p>Too many American children dislike science. This collaborative project is designed to change our children's attitude towards nature and thus towards science in general. Creating a place that will entice children away from their average of 6 hours a day of screen time, this project is designed to help teachers encourage a love of the outdoors and thus improve children's interest in science. Therefore the priorities are: 1. To help provide a means for children to enjoy science thereby promoting a love of science. 2. To</p>		<p>This project is an annual project among the collaborating partnerships and workshops will be offered periodically during the year. For example, a workshop was offered June 2010. These workshops will be offered on an ongoing basis. The project began Fall 2009 without an ending date. Workshops and field experiences will continue to be offered through the University's office for continuing</p>	<p>The participants are: Director of the Broad River Greenway Ranger for the Broad River Greenway Carolina Thread Trail Volunteer State Wildlife Biologist Sciences Methods Professor at GWU Various Science Professors from the Department of Natural Sciences at GWU</p>	<p>The outcomes for the first year were: 1) Get the program organized by coordinating with all parties 2) Design the first workshop to be offered in June 2010 3) Establish the offering of the workshops through the University's development office. All of these outcomes for 2009-2010 were accomplished. Next years outcomes will be different and measured in a different way.</p>

	<p>enhance the knowledge base of local K-12 educators about the Broad River Greenway so they can share that knowledge with their students 3. To ensure participating educators recognize the outdoor classroom setting the Greenway provides as a valuable resource for instruction and hands on experiences in science. 4. To help classroom teachers encourage families to use the Broad River Greenway as a place of play and enjoyment while at the same time learning about science. These are to overall goals and priorities for this project. For the 2009-2010 school year the priorities are more practical in nature: 1) Get the program organized by coordinating with all parties (this one took months) 2) Design the first workshop to be</p>		professional development.		
--	--	--	---------------------------	--	--

	<p>offered in June 2010 3) Establish the offering of the workshops through the University's development office.</p>				
<p>Gaston County Public Schools-- Ashbrook High School</p>	<p>Out of a discussion with the principal at Ashbrook High School, Paige Carver, Dr. Gail Stowe decided that some faculty at GWU could help her solve a problem. The problem was poor Algebra One scores. However, Ms. Carver felt that part of that problem was caused by faculty members who could not collaborate and work together to solve the algebra problem. To help Ms. Carver solve her problem the following priorities were established by GWU professors Drs Stowe, Kaufhold and Mayfield. Long Term priorities: 1) To develop four individual high school mathematics teachers into a collaborative team</p>	<p>This is a long term project, however, the activities for Spring 2010 were as follows: 1)Met with Ashbrook High School principal, 2) Defined the problem as the principal sees it, 3) Designed the steps to take to solve the problem, 4) Set the time frame to resolve the problem, and 5) Define the teachers to be involved (principal decision). The long-term project is as follows: 1) Spring 2010 defined problem (see above), 2) Fall 2010, work with the teachers to design a clearly defined process to help them: a. develop collaboration skills and the ability to</p>	<p>Start Date: February 2010 and Ending Date: until the problem is solved or hopefully April 2011.</p>	<p>The following GWU professors are participating: Dr. Gail Stowe, Dr. Jack Kaufhold, Dr. Robert Mayfield. The following Ashbrook High School faculty: Principal, Paige Carver and 4 mathematics teachers, whose names are not available at the writing of this report.</p>	<p>The outcomes achieved so far in conjunction with the Ashbrook High School Principal: 1) The problem has been defined, 2) a plan has been developed to solve the problem, 3)Meetings with the teachers begin in the Fall of 2010. The long-term outcomes of collaboration and solving the problem of low algebra scores will be reported on in next year's report.</p>

	<p>of teachers who work together to increase the performance of their students' mathematics scores. Short term priorities or Spring 2010 priorities: 1) Define the problem, 2) Select the teachers through the principal, 3) With the principal, develop the steps to follow to achieve the desired outcome above.</p>	<p>work as a cohesive group. This collaboration will enable them to work together to solve their problem. The GWU professors will work with the principal and the teachers to help them understand what collaboration is and how they can develop the practice of collaboration. b. Their problem is one of low Algebra One test scores. Once they have developed collaboration skills the GWU professors will work with the teacher to develop (as a cohesive group) a plan of action to solve the problem of low Algebra One Scores.</p>			
<p>Iredell-Statesville Public School System - Troutman Elementary School</p>	<p>The rationale for this project stems from the principal of Troutman Elementary School (TES) discussion with</p>		<p>Fall 2009 - spring 2010</p>	<p>Participates are: Principal of Troutman Elementary School, GWU Professor at</p>	<p>The priority for the 2009-2010 school year was to develop the plan collaboratively with the principal of Troutman</p>

	<p>GWU professor Dr. Lane Wesson that many of the new teachers at TES are not prepared well enough in assessment. Through the revisioning process GWU designed a new course named Introduction to Curriculum Integration and Assessment. Once the principal had addressed the problem to Dr. Wesson the two collaborated to develop a plan of action of working together to help new candidates better understand assessment. The priority for 2009-2010 was to design the collaborative project which would begin in the Fall of 2010 when the new revisioned courses would take effect.</p>			<p>Statesville campus, classroom teacher and GWU teacher candidates.</p>	<p>Elementary School. This outcome was accomplished. The outcomes for the subsequent year will be to measure the impact of GWU candidates on student learning as measured by assessments given to a student to whom they have delivered instruction and measured that instruction.</p>
--	---	--	--	--	--

B. Brief Summary of faculty service to the public schools.

Our public school involvement continues to include conducting workshops for public schools (e.g., providing in-service for the National Writing Project), serving on school district committees and boards with public school personnel (e.g., Communities in Schools, Closing the Gap, Parent Advisory Board), doing volunteer tutoring and other volunteer work in the schools (e.g., CARE, book fair, Reading Buddy), judging science fairs, serving as “guest lecturers” in middle and high school classrooms, judging athletic events, working with Special Olympics, judging band and choral competitions, evaluating English essays, judging poetry contests, assisting teachers to prepare for the NBPTS process, working with schools as they prepare for SACS accreditation, reading to classes, sponsoring “Project CAFÉ” which broadens understanding of other languages and cultures, holding appointments on local school advisory boards and councils, working with principals and other administrators in leadership development, providing technology and data analysis support to central office staff, and speaking at principals' meetings and school staff meetings to share news of our program and address shared issues. In addition to our presence in the local public schools, public school personnel also have a presence on both the Boiling Springs and Statesville campuses. Two public school personnel (an elementary school principal and a high school teacher) sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program. One local special educator continues to serve as an adjunct in the Boiling Springs undergraduate elementary education program and very capably teaches our EDUC 313 class, Teaching Students with Special Needs. Two public school adjuncts regularly teach in the Statesville undergraduate elementary education program. Public school administrators and curriculum specialists serve as adjunct faculty within our graduate programs and other public school personnel serve as resource persons and guest lecturers in both undergraduate and graduate classes. Each semester we have a day in which we interview candidates who have applied for admission into teacher education on both our Boiling Springs and Statesville campuses and our interview teams always include public school representative (a teacher one semester and a school counselor or principal the next semester). The Secondary Social Studies professor serves as local Advisory Council member for Rutherfordton Elementary, Board member for Knights of the Round Table, RS Middle School (PTO), and serves on the RS Central High School, School Improvement Team along with over means of providing service.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The faculty at Gardner-Webb University stay in frequent contact with newly licensed teachers, counselors, and school administrators. Many of our program completers are from the area and remain in the area to work, making it very convenient for faculty to continue to have a professional relationship with them. Faculty remain in contact with our beginning professionals through the telephone and through email. One faculty member created a blog for recent grads to share experiences and ask questions of one another and faculty. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to determine needs that they have during their initial year. Beginning professionals continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual advice in areas such as technology, management, resources, lesson plan ideas, action research assistance, and they ask for graduate school recommendations. As student

teacher and internship supervisors move in and about within the schools, they frequently visit beginning professionals to determine needs and provide support. While we do not have a formal mentoring program other than our participation on mentor teams (when we are asked), we do a great deal of informal mentoring of beginning professionals through both our graduate classes and our presence in the local schools. Technology in a number of ways has helped the School of Education maintain contact with new teachers in schools. Faculty report increasingly more contact with our candidates as they begin careers in public schools regardless of whether the candidates gets a job in a local school or not. Email has increasingly assisted professors in helping new teachers as they begin their careers. Professors note increase contact because of the ease of technology. Added to email is the use of technologies such as WebEx through which the School of Education professors can present information and send the link to new teacher candidates. Blogging has been used by professors to maintain with new careers teachers. It has provided a means of question and answer between professor and new career teachers. The School of Education continues to look for ways to stay in contact with new teachers and to provide them assistance as they begin their careers.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these persons bring to their classrooms, while ensuring that they have the knowledge, skills, and dispositions to serve their students well. The School of Education continues to respond to all lateral entry transcript requests; therefore, all lateral entry teachers and teachers who are provisionally licensed who request programs of study receive an evaluation of both their transcripts and all relevant work experiences. The content area coordinator and the Dean of the School of Education complete these evaluations. When the evaluation is concluded, a letter is sent from the Dean of the School of Education outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Although there is usually only one section of each undergraduate course offered each semester, the courses are rotated on the schedule to ensure that there is something offered in the afternoons for the convenience of lateral entry teachers. During this year, the special education class, the reading in the content area class, the science methods class, the middle grades methods class, the children's literature class, and the computer class were all offered at times conducive to lateral entry teachers (3:30 or later in the afternoon). Our undergraduate program in Statesville is attractive to lateral entry teachers because all classes begin at 4:00 p.m. The Statesville program coordinator works with lateral entry teachers in planning programs to meet their licensure requirements. The undergraduate summer school offerings in professional education are few, but other classes are available. During the 2009 summer session classes in general education were offered on the Boiling Springs campus and the reading practicum class and children's literature classes were offered on the Statesville campus. Many lateral entry teachers choose to enter our graduate program(s) and work concurrently on their master's degree while fulfilling their licensure requirements. Having these teachers in class provides a unique opportunity for everyone to discuss particular issues unique to this population. All of our graduate programs are evening, part-time programs and were designed to fit the schedules of busy teachers and school professionals. Many of the lateral entry teachers who take classes on our campuses work in systems up to an hour's commute; in order to make class registration as easy as

possible, continuing students can register themselves with our web-based registration system or advisors complete this process by telephone for new students. We have worked diligently to acquire a reputation as a “lateral entry friendly” environment and make a conscious effort to work with lateral entry teachers in the ways that they most need. We continue to work as partners with the Charlotte Regional Alternative Licensing Center by providing schedules and working with the needs identified by DPI personnel there.

E. Brief description of unit/institutional programs designed to support career teachers.

The faculty at Gardner-Webb University continue to help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards. Every teacher who has been mentored by our faculty has been successful on her first attempt in obtaining National Board Certification. Faculty members have also helped career teachers conduct research in their classrooms and have always provided in-service opportunities and other consultations requested by career teachers or their local school systems. For example, Our Foreign Language educator continues to be active in supporting career teachers through the Southern Piedmont Foreign Language Consortium; our music educator continues to support career teachers through sharing music and instruments, guest conducting and lecturing in classrooms, and judging band/chorale contests; and other faculty provide services and information requested by career teachers in our area. All cooperating teachers and supervisors of graduate counseling and school administration interns receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers and interns. For some career teachers, the class has been used for their own professional growth and some have used it to begin their master’s programs. A new way of assisting career teachers has emerged through technology. A number of professors report how email has made it easier to assist local teachers. Visiting a career teaching can take up to or half day or more. Now through email and Webex seminars we are able to provide services much quicker and more efficiently than in the past. Local teachers email for advice on various topics and receive a response quickly and efficiently. The School of Education continues to explore new technologies that will enable better support of career teachers such as, podcasting, more Webex seminars, online discussions and various other means.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

The GWU School of Education also continues to be involved in initiatives designed to prevent schools from declining in their performance. During the 2009-2010 a number of plans have been put into place. First, the School of Education has participated in a local project to develop leadership capacity within the local community through a project with the local Shelby Police Department. Strengthening the leadership capacity of local citizens strengths the leadership and parental involvement in schools. Second, projects with local public schools have been designed to help public schools solve any number of problems that are encountered in various school settings. For example, one group of professors have designed a procedure to help a local public school raise algebra scores. Another professor continues to serve on the Cleveland County Closing the Gap Committee. Another professor continues to serve on the Iredell County Partnership for Young Children which is involved in assessing the More-at-Four programs. Another

group of GWU professors have designed a program to include all candidates who are members of the Student NCAE and the members of the honor society Delta Kappa Pi. Along with the professors these candidates will be involved in a low performing elementary school in a tutoring program. Another group of professors is involved in helping two low performing middle schools in Charlotte/Mecklenburg Public Schools. These are but a few of the projects professors and candidates at GWU have ongoing to help local public schools accomplish their 21st Century Outcomes and to improve their EOGs. Lastly, the School of Education is currently in conversations with Cleveland Community College to provide a program of elementary teacher education that meets the scheduling needs of adult learners and to begin to develop a Birth to Kindergarten licensure program at GWU.

G. Brief description of unit/institutional efforts to promote SBE priorities.

During the 2009-2010 academic year to meet SBE directives, the School of Education has revisioned all Masters degree programs. These revisions will be submitted on June 30, 2010. During the 2006-2007 year, the State Board of Education developed and adopted a new mission statement and five new goals (Global Competitiveness, 21st Century Professional Leaders, Healthy and Responsible Students, Innovation, 21st Century Systems). The School of Education faculty and Teacher Education Committee continue to be aware of these and are committed to ensuring that all curricula and activities support the vision of the SBE particularly as revisions are completed of both undergraduate and graduate programs. The goals are woven throughout all undergraduate and graduate curricula as both course objectives and research initiatives for candidates. More emphasis has been placed throughout all curricula on the global community and providing opportunities for candidates to expand their perspectives. In all curriculum endeavors the School of Education affirms its graduates are 21st Century Professionals who are leaders in their school environments and are committed to the development of healthy and responsible students. The School of Education continues to ensure that all programs meet state and national standards. The School of Education models through out all programs 21st Century Systems through emphasizing global awareness and continued support for all who complete our programs. The School of Education continues to seek the best assessment practices to receive feedback on the quality and success of all candidates. Accomplishing the revisioned programs according to the state's new standards has been the primary focus of curriculum development during 2009-2010. It is our goal to continue to think globally and innovatively as we continue the process of revisioning even into our doctoral programs.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

During the 2009-2010 academic year the School of Education work hard to help the Department of Fine Arts to develop a new Art Education Program. This proposal was submitted on the April 2, 2010, submission date. We are currently waiting to hear back from the proposal. During the spring 2010 semester the new Dean of the School of Education began a conversation with the Department of Natural Sciences to write a proposal for a new Science Education major. This proposal will be developed during the summer of 2010 and fall 2010. The School of Education has spent a tremendous amount of time and effort to develop the new revisioned programs required by the state. These programs will be implemented in the fall of 2010, and thus have required a lot of

planning and development to make sure these programs are ready for implementation in the fall. For example, planning and developing electronic evidences has taken new directions for the University. The School of Education will be using TaskStream as a means of collecting and maintaining electronic evidences. Preparing documents that inform our candidates of what is expected of them under the new revised programs has been a huge initiative during the 2009-2010 year in preparation for implementation in the fall of 2010.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

Gardner-Webb University remains committed to providing assistance to ensure candidates' success on both PRAXIS I and PRAXIS II. If needed, special tutors may also be arranged either through the School of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 201, Introduction to Education, and candidates are encouraged to take it as early as they feel confident and comfortable. The majority of our candidates are successful on their first PRAXIS I attempt or present to us the appropriate SAT or ACT equivalent score. Candidates who are not successful with any part of the PRAXIS I assessments initially quickly see the need for tutorial assistance and are then encouraged to take the computer-based format when they re-test. For the occasional candidate who is unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the candidate and his/her program coordinator review and prepare for the next test administration. School of Education faculty continue to attend PRAXIS II workshops or meetings and share information about the tests with other faculty and with candidates.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Admissions Office sends to the School of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. Faculty are available to speak with prospective students and their families as they visit the campus. The Career Services Center sponsors a Teacher Education Job Fair in the spring, with a number of school systems participating and all University students were invited to participate, not simply licensure students. During the year four "Dawg Days" are scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each Dawg Day during which departments/programs set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The School of Education has an information sheet which prospective students complete and follow-up letters are sent to all interested students. Individual program coordinators also make contact with prospective education candidates and send information to them. Several sections of EDUC 201, Introduction to

Education, are offered each semester and freshmen advisors are consistently reminded to put any student in that class who is even remotely considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. There is an active SNCAE chapter on the Boiling Springs campus and those students are active recruiters for the education program. The elementary education coordinator and faculty at Statesville meet frequently with the advisors from Mitchell Community College, as well as speak to the Education Club and any other prospective teacher education candidates. The Department of Fine Arts continues to be a presence in the local schools, giving music lessons, inviting pre-college students to play with the GWU band and orchestra, and giving scholarships to qualified candidates who are interested in music education. Information about teaching and the licensure process is posted on the School of Education's web site, as is the newsletter, TE.NET. The newsletter, which contains information about the teacher preparation program, personnel, and licensure in general, is published once a semester and distributed widely across campus, through the Teacher Education Committee, and to our public school partners. We also work closely with our webmaster to ensure that our web information is updated and accurate. During the 2009-2010 academic year Dr. Sheila Ingle established our first honor society, Delta Kappa Pi. This organization is a positive recruitment tool for intellectually strong teacher candidates. Conversations have begun with Cleveland Community College to work with their program of adult learners who would like to continue their goal of teaching through a late afternoon evening program. The School of Education is also in conversation with Cleveland Community College about the possibility of starting a new licensure area and degree in Birth to Kindergarten.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

A scholarship which provides \$2,000.00 annually is given to provide assistance to culturally diverse undergraduates who wish to major in teacher education, with up to 10 individual scholarships available. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to pursue names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population (currently 18% of the University student body up from 15%), most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. There is also a difficulty with some minority candidates in achieving success on the PRAXIS I examinations, although we do provide preparation assistance. During 2006-2007 the NC State Board of Education adopted a composite score on the three PRAXIS I assessments, which permitted one additional minority candidate to be admitted into teacher education. Two faculty members of the School of Education are African-American, one is based in Boiling Springs and one is based in Statesville. They both serve as unofficial mentors to many of the minority students on both campuses and they share the message of teacher education with the students through a variety of settings. One minority faculty member has also conducted African-American Female Forums at Burns High School, Crest High School, and Shelby High School, in an effort to encourage young African-American women to participate in honors classes and attend college. Both faculty members serve on Closing the Gap committees and have valuable input into reaching potential teacher education candidates early and often. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current

teacher assistants, many of whom are minority. Our graduate population has an excellent minority presence, primarily because of our Charlotte and Winston-Salem clusters. We will continue to seek ways to assist undergraduates into teacher education and seek opportunities to take graduate programs to sites with under-represented populations. During the past year one African American student was admitted to teacher education during the Teacher Education interview process.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

To continue to help the state of North Carolina meet the need for future educators both for classroom teachers and administrators, during the 2009-2010 academic year the School of Education has pursued new locations for its approved middle grades, elementary and school administration masters programs. Beginning in the Fall of 2010, GWU will deliver masters degree programs in the following areas beyond where they are currently being delivered. New Programs per new location: Masters in School Administration Hickory (1) Charlotte (2) Mooresville (1); Masters in Middle Grades Education: Mooresville (1) Charlotte (1); Masters in Elementary Education Hickory (1) Mooresville (1) Charlotte (2) To provide the support to deliver these programs the university has increased the hours of the secretary to three quarter time and changed her position to that of administrative assistant for the School of Education graduate programs. She supports the new position of Associate Dean. The responsibility of the new Associate Dean is to lead the graduate programs and oversee the new Center for Innovative Leadership Development. The Center has been established to help local school districts to develop leadership capacity in its teachers and administrators. A conference on developing leadership capacity has been scheduled for July 2010. Approximately 80 local public school individuals will be in attendance. Under discussion is the beginning of a plan to offer the Doctoral Program on a national level. The School of Education is currently developing plans to offer the Doctoral Program to a cohort of individuals nationally who might be interested in getting their Ed.D. Degree through the GWU program. The School of Education has spent a huge amount of time and energy this year in developing new long term projects with local public schools to help local schools close the achievement gap, improve EOGs at all levels (elementary, middle and high school), improve collaboration skills, and implement a new Early College High School.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	111
	Other		Other	
	Total	16	Total	115
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	
	Total	0	Total	1
Part Time				
	Male		Female	
Undergraduate	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	
	Total	0	Total	1
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	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	8	8
Middle Grades (6-9)	9	9
Secondary (9-12)	4	4
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	22	22
Comment or Explanation		
Although we do 50-75 transcript evaluations a year, most of the lateral entry teachers use the RALC evaluations for their program requirements. We do have graduate students who are working on fulfilling the undergraduate and graduate requirements concurrently. They are not lateral entry teachers. The only graduate program we have that would fit into this category is school counseling and we have no lateral entry counselors in the program.		

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

	Baccalaureate
MEAN SAT Total	1,112
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	44
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.39
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate 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)	12	12		
Middle Grades (6-9)	3	1		
Secondary (9-12)	12	3		
Special Subject Areas (K-12)	8	3		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	35	19	0	0
Comment or Explanation				

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

	2008 - 2009 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	18	94
Institution Summary	18	94
* 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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	13	16	17	7		1
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	46	80	26
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in &cohort_start_year - &cohort_end_year**

LEA	Number of Teachers
Cleveland County Schools	417
Rutherford County Schools	224
Charlotte-Mecklenburg Schools	223
Gaston County Schools	192
Forsyth County Schools	141
Iredell-Statesville Schools	127
Burke County Schools	105
Surry County Schools	87
Davidson County Schools	86
Lincoln County Schools	84

**I. 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 responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
12	7	6