

# Graduate Education 2005-2006 Catalog <sup>1</sup>

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## The University .....

Wingate University, founded in 1896, is a four-year liberal arts university, offering baccalaureate degrees in more than 40 majors and master's degrees in both the School of Business and the Lloyd and Georgia Thayer School of Education. Approximately 1500 students attend the University. The 390-acre main campus is located on the southeastern side of metropolitan Charlotte, North Carolina in Wingate, North Carolina.

Wingate's graduate programs are currently taught primarily at the Wingate University Metro College in downtown Matthews, North Carolina.

### *Statement of Purpose*

The central mission of Wingate University is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the University has a threefold purpose:

- to maintain an environment where students broaden their knowledge of the world,
- to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning, and
- to promote a heritage of service to humanity and God through involvement and leadership.

### *Accreditation of Master's Programs in Education*

The **Commission on Colleges of the Southern Association of Colleges and Schools** is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master's, or doctoral degrees (see [www.sacscoc.org](http://www.sacscoc.org)). Questions about the status of the University's accreditation may be obtained from the Commission on Colleges by calling 404-679-4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA 30033.

Other accrediting agencies are the:

- North Carolina Department of Public Instruction
- National Council for Accreditation of Teacher Education

## Honor Code.....

*A Wingate University student shall at no time lie, cheat, steal, or plagiarize.* A student who commits such an offense will be reported to the Vice President for Academic Affairs and the Dean of the Thayer School of Education for appropriate action. Failure to report knowledge of an honor code violation will carry the same penalty as an offense.

# GRADUATE CATALOG

This graduate catalog contains detailed information pertinent to the graduate degree programs in Education at Wingate University and should be read and followed in conjunction with the Wingate University undergraduate catalog.

The information contained in this catalog is accurate as of the date of publication. However, Wingate University reserves the right to make changes in the graduate programs' academic and financial policies, in student requirements, and in regulations at any time without prior notice. The University further reserves the right to ask a student to withdraw at any time.

Each student is responsible for learning and meeting the degree requirements for graduation. Neither the student's advisor nor the Registrar is responsible for insuring that the student meets degree requirements.

## Financial Information.....

### *Tuition*

\$185 per semester hour; \$555 per three-hour course

### *Fees*

Graduation Fee.....	\$75
Audit Fee, per course.....	\$260
Credit by Examination Fee ( <i>Prerequisites only</i> ).....	\$260
Returned Check Fee.....	\$25
ED 597 (if taken <i>after</i> all other components).....	\$50

### *Refunds*

75% refund if a student officially drops a course prior to the second class session.

50% refund if a student officially drops a course prior to the third class session.

25% refund if a student officially drops a course prior to the fourth class session.

There is **NO** tuition refund if a student officially drops a course after the fourth class session.

### *Financial Planning*

Wingate University participates in all federal and state financial aid programs. Information about financial planning may be obtained from the Office of Financial Planning (704-233-8209). Wingate University cooperates with students and employers in tuition-reimbursement programs. Also, monthly payment plans for fall and spring semester tuition may be arranged through the University's Business Office (704-233-8217).

## **Library Resources.....**

The Ethel K. Smith Library, located on the University campus, maintains a collection in order to support the curricula of the graduate programs. The facility houses more than 110,000 monograph volumes. The Library provides access to a state-of-the-art online catalog and offers a number of online reference databases, with accessibility from remote locations. Additionally, the Library maintains an extensive ERIC Documents collection, and is a recognized depository for North Carolina State Documents. The Ethel K. Smith Library is staffed with highly trained, professional librarians available to assist students in their research endeavors via the employment of the many resources of a modern university library.

The Library's partnership in NCLive, a virtual library made available by the North Carolina State Library, provides students access to over 10,000 journal titles. In addition, the Library's InterLibrary Loan Department allows students to research materials comparable to those of major state universities. Accessing NCLive and ILL information from remote locations is possible. Online subscriptions to database vendors such as OVID, SilverPlatter, and OCLC FirstSearch supplement the Library's print holdings, NCLive, and ILL access, which further expands access to current research materials. A discipline-specific online database, inetlibrary, is available to students and faculty in the Education program. This database is a prolific resource for lesson plan ideas, periodicals, and other areas of interest to those involved in Education.

The latest methods of electronic presentation, standard VHS and DVD players, digital cameras, and camcorders are only a few of the audiovisual items available from the Library's AV Department. The building also includes an audiovisual auditorium and an electronic instruction lab equipped with computers for interactive teaching. Education software is available for in-building use and is available for IBM compatible and MAC machines.

Library materials can be supplied to students at remote campuses through the Library's Bulldog Delivery system. Materials are delivered from the Library via professors or others traveling between campuses.

The John and Anna Williams Bivens Teacher Materials Center houses the John Benjamin and Effie Helms Curriculum Collection. This collection includes state-adopted textbook materials that support the University's School of Education. The Mary Ann Kincaid Children's Literature Collection also supports the School of Education curriculum and is updated by participation in the Awards Book Collection Plan.

For more information on the Ethel K. Smith Library, please visit:

**<http://library.wingate.edu>**

## **Access to Student Educational Records.....**

The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, was passed and put into effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to inspect what material is maintained in those records. A copy of the Family Educational Rights and Privacy Act of 1974 is on file in the Office of the Dean of Students in the Dickson-Palmer Student Center. It can also be found at <http://uscode.house.gov> (search for 20 USC 1232g).

A full statement pertaining to the University's compliance with the Buckley Amendment is available on the University website at [www.wingate.edu/academics/registrar/FERPA.asp](http://www.wingate.edu/academics/registrar/FERPA.asp).

## **Computing Facilities .....**

Wingate University maintains several computer labs for student use. Each computer is networked so students can access the Internet and e-mail as well as their own network drives. Two computer labs are located in Herbert Bridges Hall. One lab contains 26 computers and a Hewlett Packard laser printer. Software includes Microsoft Office, FrontPage, Publisher, SPSS, Visual Studio, and Turbo C++. The second lab contains 15 computers available for self-study. This lab is also equipped with course-specific software. The computer lab in the Ethel K. Smith Library contains 10 computers, a flat bed scanner, a negative scanner, CD-RW drives, and a high-speed color laser printer. A variety of software, including MS Office, Maple, and Hash Animation Master, is available in this lab.

The computer labs are staffed by undergraduate students who are trained in the use of the various programs on the labs' machines. The computer labs' hours usually mirror those of the Library. Please call (704) 233-8135 to confirm hours during the summer or vacation periods. Every Wingate student is given a Wingate Internet and E-mail account. This account allows students at remote locations to employ some of the University's electronic resources.

A number of computer information systems courses are available in the undergraduate curriculum, including self-guided computer tutorial courses. Information about these courses may be obtained by contacting the Lloyd and Georgia Thayer School of Education.

## **The Teacher Education Committee .....**

The Teacher Education Committee is a standing committee of the Wingate University Faculty Assembly. Membership of the Committee includes the Dean of the Thayer School of Education, the Director of Teacher Education; a faculty member from each of the following areas: Elementary Education, Middle Grades Education, Natural Sciences and Mathematics, English, History, Fine Arts, and Physical Education; a member of the Library Staff; two undergraduate students and one graduate student in Education; three public school teachers; and two public school administrators.

The responsibilities of the Committee, as outlined in the University Faculty/Staff Guide, are as stated:

“It shall be the duty and responsibility of the Committee on Teacher Education to review and recommend with regard to: admission to the teacher education program, courses and requirements, and such other matters as may affect the students' progress in the teacher education program.”

# The Master of Arts Program in Elementary Education

This program is administered by:

The Lloyd and Georgia Thayer School of Education  
Wingate University  
Campus Box 3065  
Wingate, NC 28174-0159  
Tel: (704) 233-8127 or (800) 755-5550  
Fax: (704) 233-8273

The Master of Arts in Education program was established in June 1985. In 1999, Wingate University worked with elementary school teachers and a principal to redesign the master's program. The emphasis for the master's has shifted from a set of independent courses with their individual set of procedures and products to a program that involves students in producing a professional portfolio. The portfolio consists of related research materials designed to enhance the decision-making and leadership abilities of the graduates. Each course includes integral field experiences which involve planning instruction and teaching children. The students who complete the program will be prepared to assume a major role in formulating individual/group goals and planning approaches to meet them. Also, they will have a better background in the use of technology and in working with special needs students. The program consists of 30 semester hours leading to the Master of Arts in Education Degree with graduate-level ("M") licensure in Elementary Education (K-6). The focus of the graduate program is on a model of "an effective facilitator of learning." (See Appendix A for a presentation of the model.)

## **Admission Requirements.....**

In order to be considered for admission to the Master of Arts Program in Elementary Education (K-6), an applicant must:

- Hold a bachelor's degree from an accredited college or university.
- Submit a complete Graduate School application form.
- Have an undergraduate major in education or Class A licensure to teach in the public schools. Licensure must be appropriate for the proposed area of graduate study.
- Have a 3.00 ("B") GPA or higher during the last two years of undergraduate work or a 3.00 GPA or higher in the education major.
- Submit official satisfactory scores on the Miller Analogies test (MAT) or the Graduate Record Examination (GRE). If the student fails to meet the minimum score (set by the graduate faculty in education), conditional admission will be considered.
- Provide two recommendations from administrative or supervisory personnel (forms provided with the application packet).

- Submit official transcripts of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Dean of the Thayer School of Education.

## **Program Requirements .....**

### ***Introduction (3 semester hours)***

Education 548: Educational Change - Trends and Issues

### ***Core Experiences (12 semester hours)***

Education 530: Investigating Developmental Patterns and Learning Styles of Learners

Education 532: Curriculum Decision Making

Education 534: Understanding and Using Research Methods and Techniques

Education 536: Models of Teaching/Learning: Attaining a Repertoire

### ***Content-Related Experiences (12 semester hours)***

Education 540: Communication Skills within the English Language Arts Curriculum

Education 542: Teaching and Learning through a Problem Solving Approach

Education 544: Instructional Strategies within the Natural Science Curriculum

Education 546: Application of Social Studies in the Real World

### ***Assessment and Evaluation (3 semester hours)***

Education 551: Reading Foundations, Assessment, and Diagnosis in the (K-6) Elementary School

### ***Portfolio Completion (0 semester hours)***

Education 597: Portfolio Completion\*

**Total..... 30 semester hours**

\*Education 597 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then Education 597 must be repeated, with an administration fee of \$50. Education 597 may be taken up to three (3) times.

## **Program Completion .....**

Candidates for the Master of Arts in Education Degree must complete a minimum of 30 semester hours of course work in accordance with the prescribed program of study with an overall grade-point average of 3.00 ("B") or higher and no grade below a "C." A professional portfolio that reflects related research materials from the course work must be submitted and approved in order to complete the degree program. (See Appendix B). Students are allowed up to six years from the date of official acceptance to complete the program.

# The Master of Arts in Teaching Program in Elementary Education (K-6)

This program is administered by:

The Lloyd and Georgia Thayer School of Education  
Wingate University  
Campus Box 3065  
Wingate, NC 28174-0159  
Tel: (704) 233-8127 or (800) 755-5550  
Fax: (704) 233-8273

In 1996, the graduate program in education was extended to include a Master of Arts in Teaching Degree at Wingate University. The program consists of 39-42 semester hours leading to the Master of Arts in Teaching Degree with licensure in Elementary Education (K-6). It is designed especially for college graduates with degrees in areas other than education who wish to pursue a career in teaching. Before licensure can occur, students must meet the minimum score requirements for North Carolina on the required Praxis tests and furnish an official copy of test scores to the Thayer School of Education and complete all course work including practicum and portfolio. The graduate program focuses on a model of “an effective facilitator of learning.” (See Appendix A for a presentation of the model.)

## Admission Requirements.....

In order to be considered for admission to the Master of Arts in Teaching Program in Elementary Education (K-6), an applicant must:

- Hold a bachelor’s degree from an accredited college or university.
- Submit a complete Graduate School Application form.
- Submit official transcripts of all previous academic work beyond high school. It is the applicant’s responsibility to have all transcripts sent directly from each institution attended.
- Have a cumulative GPA of 2.50 or higher on a 4.00 scale on all post-secondary academic course work.
- Provide two recommendations from administrative or supervisory personnel (forms provided with the application packet).
- Submit official satisfactory scores on either the Miller Analogies Test or the Graduate Record Examination. If a student fails to meet the minimum score (set by the graduate faculty in education), conditional admission will be considered.

## Prerequisites for Admission .....

The MAT program requires an extensive liberal arts background. The minimum prerequisites would include at least the following courses:

English .....	6 hrs.
Literature .....	3 hrs.
World History.....	3 hrs.
American History.....	3 hrs.
North Carolina History .....	3 hrs.
One laboratory science course .....	3-4 hrs.
University level mathematics.....	3 hrs.
General Psychology .....	3 hrs.
Public Speaking .....	3 hrs.

## Program Requirements .....

Education 530: Investigating Developmental Patterns and Learning Styles of Learners.....	3 hrs.
Education 532: Curriculum Decision Making .....	3 hrs.
Education 534: Understanding and Using Research Methods and Techniques.....	3 hrs.
Education 536: Models of Teaching/Learning: Attaining a Repertoire .....	3 hrs.
Education 540: Communication Skills within the English Lang. Arts Curriculum.....	3 hrs.
Education 542: Teaching and Learning through a Problem Solving Approach.....	3 hrs.
Education 544: Instructional Strategies within the Natural Science Curriculum .....	3 hrs.
Education 546: Application of Social Studies in the Real World .....	3 hrs.
Education 548: Educational Change - Trends and Issues .....	3 hrs.
Education 551: Reading Foundations, Assessment, and Diagnosis in the (K-6) Elem. School ..	3 hrs.
Education 565: The Arts in the K-6 Curriculum.....	3 hrs.
Education 575: Health, Safety, and Phys. Ed. in the Elementary School Curriculum.....	3 hrs.
Education 595: Practicum .....	3-6 hrs.
Education 597: Portfolio Completion .....	0 hrs.

**Total: .....39-42 semester hours**

## Program Completion .....

Candidates for the Master of Arts in Teaching Degree must complete a minimum of 39-42 semester hours of course work, including the Practicum (see pg. 19 for Practicum requirements), in accordance with the prescribed program of study with an overall grade-point average of 3.00 (“B”) or higher and no grade below a “C.” A professional portfolio that reflects representative experiences and activities in all course work must be submitted and approved in order to complete the program. (See Appendix B).

Students are allowed up to six years from the date of official acceptance to complete the program.

# Common Elements of the Programs (MAEd/MAT)

## Educational Objectives .....

### Goals/Objectives

- (a) Graduates should present a portfolio which is representative of the experiences and activities completed during work toward the master's degree.

In an initial conference with a graduate level advisor and after the candidate has been officially admitted to the program, the goals of the program should be presented and the candidate should set personal goals for the portfolio.

The final portfolio should be evaluated by representatives of the University graduate faculty and peers of the candidate who have already achieved the master's degree or national board certification.

- (b) Graduates should be able to go "beyond the classroom" in their preparation for teaching and learning activities.

The master teacher should be able to use external resources and design:

- Activities to meet the individual needs of diverse learners
- Diagnostic procedures to determine the strengths and weaknesses of learners
- Remedial and enrichment activities for the learners
- Technology projects
- Assessment and evaluation procedures
- Action research projects
- Integrated learning activities

- (c) Graduates should be able to assume leadership roles in their schools and school districts.

The master teacher should be able to use the "multiplier-effect" and present workshops for peers within and outside the school.

The master teacher should be able to "make a case" for technology and materials in the classroom.

The master teacher should be able to mentor a new teacher and/or teach a "methods" course within a given content area.

The master teacher should be able to assume the role of "team leader" in curriculum development projects.

(d) Graduates should have the knowledge and skills to address the following advanced competencies:

- Current trends and issues in education
- Curriculum
- Strategies and methods
- Classroom organizational schemes to enhance learning
- Diagnostic, remedial, enrichment, and intervention strategies
- Strategies that provide for individual differences
- Skills in using technology to enhance instruction
- Assessment and evaluation techniques
- Research procedures

## **Unique Features of the Programs.....**

- Development of a professional Portfolio that will include a major set of products from each course
- External assessment of the Portfolio
- Special classroom activities developed through field experiences in teaching children

## **Miller Analogies Test.....**

Wingate University is an official testing site for the Miller Analogies Test (MAT). Testing information is posted on the website ([www.metro.wingate.edu](http://www.metro.wingate.edu)). Information may also be obtained by contacting the Thayer School of Education.

## **Graduate Record Examination.....**

The Graduate Record Examination (GRE) is not administered on the Wingate University campus. However, approximately 20 colleges and universities in North Carolina and a number of other colleges and universities in South Carolina administer the exam.

For registration information on the Graduate Record Examination, the student should call (704) 233-8249.

## **Conditional Admission .....**

Admission on conditional status is considered and decided upon by the Dean of the Thayer School of Education. A student who has been denied regular or conditional admission may request special admission consideration by the Teacher Education Committee. Requests for special admission consideration must be made in writing to the Dean of the Thayer School of Education at least one month prior to the semester or term for which the student is seeking admission. The request, presented by the Dean to the Committee for action, should contain information helpful to the Committee in making its decision (example: work experience, professional activities, etc.).

If admitted to the program on conditional status, the student must make no less than a “B” on the first six hours of course work attempted. Successful completion of this requirement and all prerequisites automatically removes the student from conditional status.

If a student admitted on conditional status makes less than a “B” on the first six hours of course work, the student will not be allowed to register for courses the following semester or term. In order to continue in the program after that time, the student must submit a written request to the Dean of the Thayer School of Education, who presents the matter to the Teacher Education Committee for consideration. The appeal must be received at least one month prior to the term for which the student wishes to enroll.

## **Policy on Transfer Credit .....**

A student may be permitted to transfer from another accredited graduate school up to six semester hours of appropriate graduate credit, provided the credit was gained during the four-year period preceding admission to Wingate’s graduate program and each course has a grade of “B” or better. It should be noted that if a course transferred does not have a portfolio requirement it will be necessary that the student complete a portfolio entry that is in keeping with that required in the comparable Wingate University course.

Any student seeking transfer credit must initiate this action with the Dean of the Thayer School of Education before planning and proceeding with his or her course of study. Transcripts will not automatically be reviewed for transfer credit.

## **Non-Degree Seeking Students .....**

It is recognized that for a variety of reasons, students may want to take graduate courses without actually seeking a degree. Such students must complete the standard application form and may take a maximum of nine semester hours as a non-degree seeking student. Before continuing to take additional courses in the graduate program, the student must complete all other admission requirements and be formally accepted into the program as a degree-seeking student.

An undergraduate student wishing to enroll in a graduate course must make a request in writing to the Dean of the Thayer School of Education, who submits the matter to the Teacher Education Committee for consideration. The written request must be received at least one month prior to the term for which the student is seeking enrollment.

## Advising .....

Upon receipt of the letter of acceptance, students should contact their advisor and set up the initial advising conference to complete the initial program plan. Initial program plans should be on file by the end of the semester of acceptance. After the initial conference, graduate students are expected to meet periodically with their advisors to discuss progress and to plan for the individual portfolio and/or practicum. Students taking a graduate course(s) but not yet accepted to the program as degree-seeking students are advised by the Dean.

## Registration .....

Registration for graduate courses may be completed by mail, fax, or in person through the Thayer School of Education. A student may register to audit a course with permission from both the Dean and the course instructor.

Wingate University reserves the right to close registration when maximum enrollment for a course has been met and to cancel any course when circumstances warrant.

## Textbooks .....

Textbooks for individual courses will be available for purchase at the first class meeting. Textbooks also may be purchased at the Wingate University Bookstore in the Dickson-Palmer Student Center on the campus of Wingate University. Bookstore hours are 7:45 a.m. - 4:00 p.m. Monday through Friday, (704) 233-8025.

## Grading Policy.....

Grades at the graduate level are assigned in a manner similar to those of the undergraduate, "A-F."

Continuation in the graduate program is contingent upon the student's satisfactory completion of courses in a chosen program of study. A student making a grade lower than a "C" is placed on academic probation for the next term of enrollment. The student must make at least a "B" on a single course attempted during that session or must average no less than a "B" for more than three hours attempted during that session. In either case, the course or courses taken immediately after being placed on academic probation must be courses in the graduate program at Wingate University.

If the student on probation fails to meet the specified grade requirement, the student will not be permitted to register for the next term. To continue in the program after that time, the student must submit a written appeal to the Dean of the Thayer School of Education, who presents the matter to the Teacher Education Committee for decision. The appeal must be received at least one month prior to the term for which the student is seeking enrollment. A student may request special readmission consideration only one time.

The Teacher Education Committee has the authority to deny or approve a student’s appeal for readmission. If the student is reinstated academically and meets specified grade requirements, the student will be removed from academic probation and permitted to continue in the program as a “regular” student.

Any course for which a student has received a “D” or “F” must be repeated, and such a course must be taken in the Wingate University Graduate Program. A student may repeat a course on which a grade of “C” has been earned. Only the credit hours and grades for the repeated courses are used in determining the student’s overall GPA, although all grades are recorded on the transcript.

**Withdrawal.....**

Students may withdraw from individual courses at their discretion up to one week after the mid-semester date. These students will receive a “W” on their transcripts provided they secure approval of the instructor and the Registrar.

Withdrawal from the program for the semester is initiated with the Office of the Thayer School of Education.

Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog.

**Residency Requirement.....**

Students gaining a Master of Arts in Education Degree from Wingate University must complete a minimum of 24 semester hours of graduate course work at the University. Students gaining a Master of Arts in Teaching Degree from Wingate University must complete a minimum of 33 semester hours of graduate course work at the University. Students may satisfy the residency requirement by being continuously enrolled and completing nine semester hours of graduate course work or by being intermittently enrolled and completing the required semester hours of graduate study at Wingate University.

**Graduation Procedures .....**

Master’s degree candidates should complete a graduation application at least 10 days prior to the beginning of the semester in which the student will complete degree requirements. Graduation applications are available through the Thayer School of Education.

Wingate University holds annual commencement in May where both baccalaureate and master’s degree candidates receive degrees. Students who graduate at the end of summer or fall may receive their diploma by mail or in person from the Dean of the Thayer School of Education. Summer and fall graduates have the option of participating in the commencement ceremony in May *following* their completion of the program. Should circumstances arise that prohibit the student from attending commencement, the student should submit a written request to be excused from the ceremony at least 30 days in advance to the Office of the Registrar, Campus Box 3031, Wingate University, Wingate, NC 28174.

## **Student Grievances and Appeals .....**

Student grievances and appeals regarding matters other than admission are decided upon by the Teacher Education Committee at Wingate University. Any grievances and appeals must be made in writing and submitted to the Dean of the Thayer School of Education at least one month before a decision on the matter may be expected. The student will be informed in writing of the committee's decision.

## **Program Development and Change .....**

The Teacher Education Committee has major responsibility for curriculum development and change in the graduate programs. Proposals for revised curricula, for new curricula, and for changes in entrance requirements, etc. may be generated by the Teacher Education Committee and/or come to the Committee directly from a department, graduate faculty, or Dean of the Thayer School of Education. Following consideration by the Teacher Education Committee, proposals are then presented, by the Dean of the Thayer School of Education, to the School of Education along with whatever action has been proposed by this committee. Following acceptance by the Thayer School of Education, proposals then move to the Committee on Academic Affairs. If the Committee on Academic Affairs approves a curriculum proposal, it is then put before the University Faculty Assembly for action. If approved by the Assembly, the proposal proceeds to the President and Board of Trustees for final approval. A decision by either the Teacher Education Committee, the Thayer School of Education, the Committee on Academic Affairs, the Faculty Assembly, or the President and the Board of Trustees to reject a proposal will result in the defeat of the proposal.

## **Program Evaluation and Review.....**

All facets of the Graduate Programs in Education are either continuously or periodically evaluated in an effort to maintain high quality programs which meet the standards of excellence set forth by the University and appropriate accrediting agencies. Review and evaluation of the Graduate Programs in Education include the following:

- *Standardized Test Scores* Scores on the Miller Analogies Test or the Graduate Record Examination are required for consideration of admission to the programs. Individual test scores and progress of each student in the programs are assessed annually.
- *Review of Conditionally Accepted Students* A careful semester-to-semester review is conducted of students admitted to the programs on a conditional basis. This review includes discussion between the student's advisor and the Dean of the Thayer School of Education and is intended to aid in early identification of possible problems.

- *Course Evaluation* Each time a Graduate course is taught it is evaluated by students enrolled in the course. The standard University course evaluation form is used. The evaluations are shared with the Dean of the Thayer School of Education and the professor teaching the course. Their major purposes are course and program evaluation and improvement.
- *Program Evaluation and Follow-Up of Graduates* After graduation from the program and receiving the M.A. degree, graduates are sent a Program Evaluation and Follow-up of Graduates form on which they are asked to evaluate the program in terms of its value to them both personally and professionally. Graduates are also asked to evaluate the strengths and weaknesses of the Wingate University Graduate Education Programs.
- *Wingate University Graduate Alumni Program Evaluation* Three years after receiving their Master's degree, Graduate alumni are mailed a Wingate University Graduate Alumni Program Evaluation form which they are asked to complete and return. Responses on this form are carefully reviewed by the Dean of the Thayer School of Education and the Graduate faculty in terms of their value in overall program improvement.
- *Input from Graduate Faculty and Teacher Education Committee* Members of the Graduate Faculty and Teacher Education Committee have immediate and continuous input in the programs and numerous opportunities to evaluate and bring about change. Their involvement in the programs ranges from the development of course syllabi to the development of broad program policies.
- *Updated Course Syllabi* All graduate course syllabi are updated annually to help improve course quality and insure that program objectives are met.
- *Teacher Education Committee* The Teacher Education Committee (which includes representatives from the public schools) is involved in all curriculum matters concerning the graduate programs. All proposals, before being finally approved or denied, are forwarded to the Teacher Education Committee for review and recommendation. The Dean of the Thayer School of Education is an ex officio member of the Teacher Education Committee and serves as the liaison between the graduate programs and the Teacher Education Committee.
- *Faculty Assembly Input* All matters concerning the graduate programs are open for discussion by the Faculty Assembly during regularly scheduled monthly meetings. Involvement is assured in that the faculty must approve all graduate program curriculum changes.
- *Input from Public School Personnel* (Superintendents, principals, teachers, etc.) These individuals offer valuable advice concerning the programs. Their suggestions and comments usually are offered in an informal one-on-one or small group situation.

## Course Descriptions .....

### **Education 530: Investigating Developmental Patterns and Learning Styles of Learners**

This set of experiences will enable the graduate student to determine the developmental patterns of learners and develop individual profiles of a learner at a given chronological age or grade level. In addition, the research component will examine how students learn.

*Credit: 3 hours*

### **Education 532: Curriculum Decision Making**

Within this set of experiences, the graduate student will research what curricula “should be” as recommended from reports of associations, national study groups, and state committees. The North Carolina Standard Course of Study will be compared to other sets of recommendations. Within these defined parameters, the graduate students (working in cooperative groups) develop a model of a curriculum guide for an integrated unit of study by determining what to teach and the scope and sequence of the selected content. Technology and provisions for individual differences must be included.

*Credit: 3 hours*

### **Education 534: Understanding and Using Research Methods and Techniques**

This set of experiences will provide the graduate student with an introduction to the field of educational research. The course will include reading and interpreting professional literature and educational research, research methodology, project development, and implementation procedures. An action research project will be required.

*Credit: 3 hours*

### **Education 536: Models of Teaching/Learning: Attaining a Repertoire**

Advanced Instructional Strategies will provide students with the opportunity to study teaching as an inquiry by individuals, faculties, and school districts. Students will use the knowledge base to reflect and study their own practices and draw on the teaching models that are products of disciplined inquiry into teaching to find tools to explore with students based on the diversity of the learners and with the aid of technology. The available models will be surveyed, examined as models of learning, and research will be acknowledged. The philosophy of research will include three primary aspects: 1) A concept of teaching; 2) Methods for Research of Teaching; and 3) Education and the manner of the teacher. This class will involve students in peer teaching, peer evaluation, on-site evaluation, the development of the coaching process in respective schools which includes the cooperative teaching and learning process, analysis of current teaching models being implemented, and a staff development action plan.

*Credit: 3 hours*

**Education 540: Communication Skills within the English Language Arts Curriculum**

This course actively involves graduate students in examining the definition, nature and purpose of the five strands of the K-6 English Language Arts curriculum: listening, speaking, reading, writing, and viewing. Special emphasis will be given to the issues of planning, implementing, and evaluating instruction. Students will also examine the issues of varying learner needs and styles and instructional models and how they integrate the language arts throughout the curriculum. As a culminating activity, students will design and create a teaching module integrating literacy with the total K-6 curriculum.

*Credit: 3 hours*

**Education 542: Teaching and Learning Through a Problem Solving Approach**

Using a problem solving approach to teaching mathematics, the graduate student will become involved in putting “research into practice” as he or she explores the content of elementary school mathematics, the research of the methods and strategies involved, and the design and evaluation of teaching procedures.

*Credit: 3 hours*

**Education 544: Instructional Strategies within the Natural Science Curriculum**

With an emphasis on guided discovery learning and constructivism, this course introduces students to innovative approaches to teaching science, K-6. National and state science education standards in the areas of content, teaching, curriculum, and assessment are also discussed. Students investigate scientists, scientific attitudes and processes, integration with other content areas, and the use of technology in science instruction. They also gain background and experience in a wide variety of science content areas by presenting demonstrations, activities, and completing a science fair project.

*Credit: 3 hours*

**Education 546: Application of Social Studies in the Real World**

This course involves students in examining the definition, nature, and purpose of the social studies curriculum at the K-6 level. The issues of planning, teaching, and evaluating the social studies program will receive major consideration. Other topics to be considered will be diversity in the classroom, children with special needs, citizenship education and democratic values, and strategies for teaching social studies subject matter. As a culminating activity, students will become actively involved in designing and producing a project which may be used as a supplement in the teaching of social studies at the K-6 level.

*Credit: 3 hours*

**Education 548: Educational Change - Trends and Issues**

This set of experiences is an introduction to advanced studies in education. It will be broken into several modules to acquaint the graduate student with national and state reports and agencies, current trends, legal aspects of teaching and learning, and elements of external control. The strands of technology, cultural diversity, and special needs students will be defined and explored under the guidance of different faculty members with knowledge and expertise in the various areas of consideration.

*Credit: 3 hours*

**Education 551: Reading Foundations, Assessment, and Diagnosis in the (K-6) Elementary School**

This course is designed to prepare preservice and in-service elementary teachers to teach reading and to understand the theories undergirding reading practices. Emphasis will be placed on the reading process, readiness for reading instruction, methods of teaching reading, attitudes regarding reading, cultural diversity as it affects learning to read and the teaching of reading, essential skills related to word processing and comprehension, and the interrelatedness of all modes of communication. Different types of reading materials will be evaluated and current literature on the teaching of reading, as well as current public school practices will be discussed. Strategies for diagnosing reading difficulties in reading, writing, individual educational prescriptions, implementing individualized programs of instruction, conferring with parents, and utilizations of other professional resources will be emphasized.

*Credit: 3 hours*

**Education 565: The Arts in the K-6 Curriculum**

Designed to develop knowledge of basic elements, concepts, and skills in each of the four arts disciplines which are part of the K-6 curriculum: visual arts, dance, music, and theatre arts. Introduction to materials and methods appropriate for instruction in the arts.

*Credit: 3 hours*

**Education 575: Health, Safety, and Physical Education in the Elementary School Curriculum**

This course is designed to provide students with an appropriate knowledge of health, safety, and physical education needs of elementary school children and their integration within the elementary curriculum.

*Credit: 3 hours*

**Education 590: Special Topics in Education**

Special topics related to public education in the US, comparative education, focused investigations, and student special interests. May include travel and/or other field experiences (proportional to credit hours). Offered only as needed and/or upon request. This course *cannot* be used as a substitute for any other ED course.

*Credit: Up to 3 hours*

**Education 595: Practicum**

This set of experiences is designed to provide the mature individual with the necessary classroom experiences to enable this individual to become a successful up-to-date teacher. The length of the Practicum, intensity of supervision, and the number of credit hours are based upon prior teaching experience. NOTE: Students should complete the Application for Practicum Form the semester prior to the Practicum. Applications for spring practicums are due by October 1. Applications for fall practicums are due by February 15.

*Prerequisite: Completion of all other program course requirements*

*Credit: 3-6 hours*

**Education 597: Portfolio Completion**

This course is used to show completion of the program portfolio on the student transcript. Enrollment is usually concurrent with the final semester of coursework, in which case, no additional tuition will be assessed. If this course is taken in a separate semester after all other coursework is completed, an administrative fee will be assessed. Graded on a Pass/Fail basis. Students must pass in order to qualify for graduation. ED 597 may be taken up to three times.

*Credit: 0 Semester hours*

## Graduate Education Faculty.....

### *Lloyd and Georgia Thayer School of Education Faculty*

**Kelly M. Costner** (2000) Assistant Dean of the Thayer School of Education and Assistant Professor of Mathematics Education

*B.A., University of North Carolina at Greensboro; M.A., M.A., Ph.D., The Ohio State University*

**James H. Feiker** (1985) Assistant Professor of Science and Education

*A.A., Northwestern Michigan College; B.A., M.A., Ph.D., University of Michigan*

**Sarah Harrison-Burns** (1989) Professor of Education

*B.S., Mississippi University for Women; M.Ed, Ed.S., Ph.D., University of Southern Mississippi*

**Dennis A. Johnson** (1999) Assistant Dean of the Thayer School of Education and Associate Professor of Sport Sciences

*B.S., M.S., Marshall University; Ed.D., Georgia Southern University*

**Rebekah D. Kelleher** (2000) Assistant Professor of Education

*B.A., M.Ed., Nicholls State University; Ed.S., Ed.D., Georgia Southern University*

**Carolyn J. Nave** (2002) Associate Professor of Education

*B.S., Austin Peay State College; M.A., Ed.D., East Tennessee State University*

**Robert A. Shaw** (1993) Dean of the Thayer School of Education and The Lloyd and Georgia Thayer Professor of Education

*B.S., West Virginia University; M.Ed., Ed.D., University of Virginia*

### *Charles A. Cannon College of Arts and Sciences Faculty*

**Kenneth C. Murray** (1975) Professor of Music Education

*B.Mus.Ed., Mars Hill College; M.Mus.Ed., Louisiana State University; Ph.D., Florida State University*

**Louise S. Napier** (1965) Professor of Art and Education

*A.A., Wingate College; A.B., University of North Carolina at Chapel Hill; M.A., Ed.D., University of Georgia*

### *Adjunct Faculty*

**Bill W. Stegall** (2002)

*A.B., M.Ed., Ph.D., University of North Carolina at Chapel Hill*

### *Staff*

**Marsha R. Luke**, Administrative Assistant to the Dean

**Cathy N. Smith**, Secretary

# APPENDIX A

## Thayer School of Education Wingate University **Effective Facilitator of Learning**

### Conceptual Framework

The model presented on page 23 represents relationships of prerequisite knowledge and skills and those concepts and skills to be acquired while working toward completion of either Thayer School of Education program at the master's level.

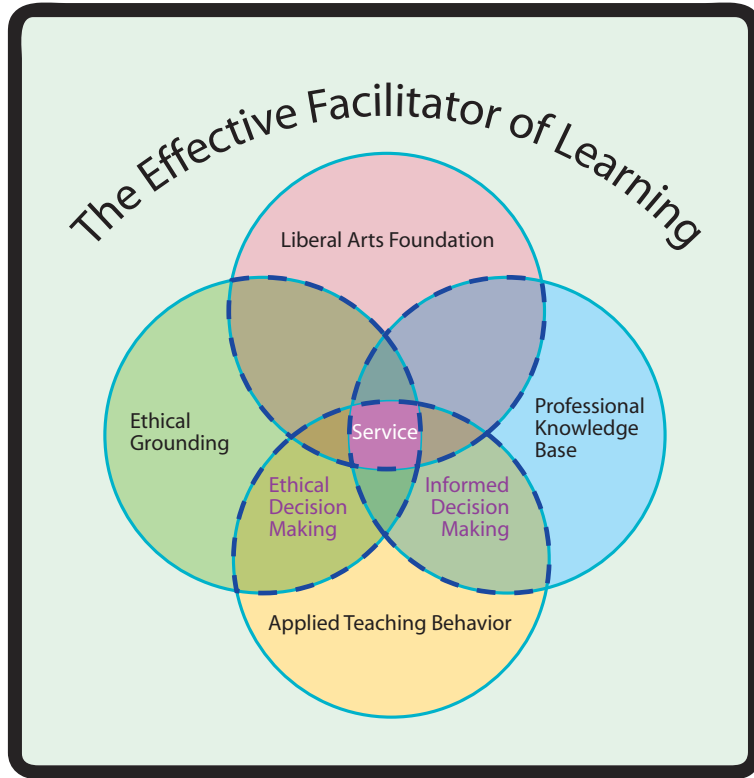
For admission to the Master of Arts Degree in Elementary Education, the student must possess an undergraduate major in education with Class A licensure to teach in the public schools.

The Wingate University Graduate Teacher Education Programs are designed to meet NCATE Professional Standards and the North Carolina Standards for Approved Teacher Education Programs. The professional education programs at Wingate University are guided by the conceptual framework of The Effective Facilitator of Learning. (See illustration.) This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, Service." Teacher Education Programs are conceived in the context of a well-rounded liberal arts education and integrated with the principles of a Christian institution.

The Liberal Arts foundation includes courses in composition and literature, fine arts, foreign language, social and behavioral sciences, biological and physical science, mathematics, and health and physical education in the undergraduate programs and through completion of program prerequisites. The Ethics component is evidenced by an emphasis on professional ethics in foundation courses, methods courses, field projects, and the practicum. Professional Knowledge is gained through courses in psychology, foundations of education, curriculum and instruction, and pedagogy. Professional education courses provide Applied Teaching opportunities through required field experiences and the practicum experience. The teaching experiences enable teachers to make Creative and Informed Decisions as they design, implement, and assess well-defined lesson plans while developing the flexibility to meet diverse classroom challenges. The Service component joins knowledge with action through outreach opportunities and field projects. Together these components provide the framework for the student to become an Effective Facilitator of Learning.

An Effective Facilitator of Learning is one who applies the components to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are to develop:

- a broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history and the social/behavioral sciences, world awareness, mathematics and the natural sciences, and physical fitness
- moral, spiritual, and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision making
- a broad and in-depth knowledge and understanding of the subject area(s) to be taught
- a knowledge and understanding of the historical and philosophical foundations of education, curriculum and instruction, theories of learning and child/adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors, and methods and techniques for instruction and evaluation to address the diverse needs of all children
- and enhance abilities and competencies in effective teaching behaviors and adaptive planning, instruction, and evaluation through supervised field experiences appropriate to subject and level of licensure



## APPENDIX B

### **M.A.T. and M.A.Ed. Program Portfolio\***

1. For each course taken in the program, write a reflection on the major project(s) required for the course. This reflection should follow the Description-Analysis-Planning format set forth in Bullock & Hawk's *Developing a Teaching Portfolio*.

2. The reflection should focus on both the process and the product, and should be accompanied by supporting materials (selected portions of project, etc.). This material is limited to textual and graphic information only. Do not include regalia or photographs (unless scanned or digitally reproduced).

3. The entire portfolio (reflections and supporting materials) should fit into a 3-ring notebook no larger than 4". Alternately, we encourage electronic submissions on floppy disc or CD. (The same length limitations apply to both electronic and traditional submissions.)

4. For courses taken through Wingate, check with your course instructor for the project(s) on which to focus. For those taken at other institutions, check with the Wingate professor currently teaching the course for project guidelines. Direct any other questions to your advisor.

\*To be submitted no later than two weeks prior to the end of the semester in which the student expects to complete the program.

# Master's Portfolio Grading Rubric

Master's Portfolio Grading Rubric      Student \_\_\_\_\_ Semester \_\_\_\_\_

<i>Criterion</i>	<b>Exceptional (Pass with Distinction)</b>	<b>Satisfactory (Pass)</b>	<b>Unsatisfactory (Fail)</b>
<i>Descriptions</i>	<p>_____ Consistently describes relevant experiences with clarity and detail</p> <p>_____ Carefully selected work samples amplify reflections</p>	<p>_____ Describes relevant experiences with adequate clarity and detail</p> <p>_____ Representative work samples provided</p>	<p>_____ Descriptions are unclear, sketchy and/or lack detail</p> <p>_____ Work samples, if provided, are compilational and/or have little relevance to reflections</p>
<i>Analysis</i>	<p>_____ Thorough and deep analysis of experiences</p>	<p>_____ Adequate analysis of experiences</p>	<p>_____ Analysis is lacking or superficial in nature</p>
<i>Planning</i>	<p>_____ Demonstrates depth and insight in application of experiences to future teaching behavior</p>	<p>_____ Applies experiences to future teacher behavior</p>	<p>_____ Application lacks insight or is superficial in nature</p>
<i>Organization</i>	<p>_____ Very well-organized; user-friendly</p>	<p>_____ Generally well organized</p>	<p>_____ Lacking in organization</p>
<i>Communication</i>	<p>_____ Models a refined ability to communicate effectively in an academic setting</p>	<p>_____ Communication is generally effective and appropriate to academic setting</p>	<p>_____ Communication skills are poor or inappropriate to academic setting</p>

**Overall Rating:    Pass with Distinction    Pass    Fail**

*Comments:*

# APPENDIX C



## Thayer School of Education Title II Institutional Report Card

### Section I. Pass rates.

TESTS	INSTITUTION NUMBER ATTEMPTING	INSTITUTION NUMBER PASSED	INSTITUTION PASS RATE	STATE PASS RATE
PPST/CBT (PRAXIS I)	16	16	100%	82%
SPECIALITY AREA (PRAXIS II)	16	15	94%	93%

### Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 61

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 16

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

2 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004: 5

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 3.2

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 600 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
 Yes     No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state?  
 Yes     No

### Section III. Contextual information.

#### Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community.

In recent years the university has addressed the changing demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College. In 1995 the institution attained university status. Wingate University now attracts students from throughout the United States and a dozen foreign countries.

### **Special Characteristics**

Wingate's Thayer School of Education offers ten education majors and eleven licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and Reading (K-12)/Elementary Education. The graduate program offers the Master of Arts in Education degree for individuals who already hold elementary school licensure, and the Master of Arts in Teaching degree for individuals who hold degrees in areas other than education and seek to prepare for a teaching career. The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and charitable organizations and projects reflects Wingate's commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive field experiences, student teaching, and practica. Students who desire more intensive or specialized study in education may receive personal research assistance from education professors through duPont research grants and university honors projects.

### **Supplemental Description Information to Provide a Richer Picture of the Efforts to Provide High Quality Teacher Education**

Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Wingate's Master of Arts in Education degree program is designed to meet the needs of practicing educators for continued professional growth and additional preparation to meet new educational challenges. Additionally, Wingate recognizes the current need for quality preparation of teachers in lateral entry and other alternative licensure programs. Wingate's Master of Arts in Teaching degree provides a preparation program comparable in quality to that received by our typical undergraduate, but which meets the unique needs of these non-traditional educators.

