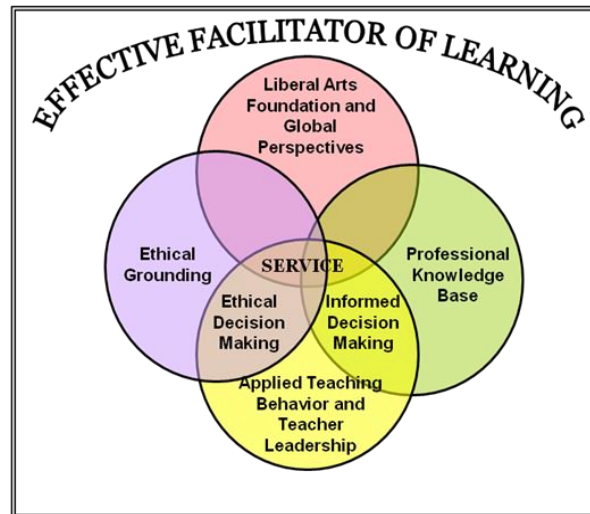


## WINGATE UNIVERSITY GRADUATE EDUCATION CONCEPTUAL FRAMEWORK

The Wingate University Teacher Education Program is 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**. This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, and Service." Teacher Education programs are conceived in the context of a well-rounded liberal arts education with a focus on global perspectives 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 science, biological and physical science, mathematics, health and physical education and global studies. The **Ethics** component is comprised of courses in religious and ethical studies as well as an emphasis of professional ethics in foundations and methods courses and student teaching. **Professional Knowledge** is gained through courses in psychology, foundations of education, curriculum and instruction, and pedagogy. All professional education courses provide **Applied Teaching and Teacher Leadership** opportunities through required field experiences and an intensive semester of student teaching. These teaching experiences enable students to take a leadership role to make **Creative and Informed Decisions** while designing, implementing, and assessing well-defined lesson plans. The **Service** component joins knowledge with action through outreach opportunities such as those provided by the freshman course, Gateway 101, and by student professional, social, academic, and service organizations. 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, the social/behavioral sciences, world awareness, mathematics and the natural sciences, physical fitness and global studies.
- 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.
- Enhance abilities and competencies in teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through supervised field experiences appropriate to subject and level of licensure.
- And demonstrate and refine teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure.