

Graduate Education 2006-2007 Catalog

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Welcome.....

Students are cordially invited to visit our office at the Main Campus or the Matthews Depot. Prospective students may make inquiries at the Main Campus office Monday through Friday between the hours of 9:00 am and 5:00 p.m. and at the Matthews Depot office Monday through Friday between the hours of 9:00 am and 6:00 p.m..

Thayer School of Education Correspondence

The Lloyd and Georgia Thayer School of Education
Wingate University
Campus Box 3065
Wingate, NC 28174-0159

Phone: (704) 233-8127 or (800) 755-5550
Fax: (704) 233-8273
Email: education@wingate.edu

Metro College Correspondence.....

The Director of Graduate Education Programs
Wingate University Metro College
110 Matthews Station Street
Matthews, North Carolina 28104

Phone: (704) 849-2132
Fax: (704) 849-2468
Email: metro@wingate.edu

Directory of Correspondence.....

General Information	Thayer School of Education
Admission and Academic Advising:	
MAEd in Elementary Education.....	Dean of Thayer School of Education
Master of Arts in Teaching.....	Dean of Thayer School of Education
MAEd in Physical Education.....	Dean of Thayer School of Education
MAEd in Educational Leadership.....	Director of Graduate Education Programs
MAEd in Sport Administration.....	Assistant Dean of Thayer School of Education
Add-On Licensure in School Admin.	Director of Graduate Education Programs
Add-On Licensure in AIG.....	Dean of Thayer School of Education
Books and Supplies.....	Manager, Campus Store
Library and Archives.....	Director of Library
Public Information and Publications.....	Director of Communications and Marketing
Registration, Transcripts.....	Registrar
Scholarships and Student Financial Planning.....	Director of Financial Planning
Tuition, Fees, Payments.....	Controller

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 1800 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). 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 EDUCATION 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

Application Fee - non-refundable.....	\$30
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 to support the curricula of the undergraduate and graduate programs. The facility houses more than 107,000 monograph volumes. The Library provides an online catalog, accessible from remote locations, offers a number of online reference databases, 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 9,000 journal and newspaper titles. In addition, the Library's InterLibrary Loan Department allows students to research materials comparable to those of major state universities. Accessing all online database materials from remote locations is possible. Additional online subscriptions to database vendors such as ABC-CLIO, FirstSearch, LexisNexis Academic, MLA Bibliography, PsycARTICLES, ScienceDirect, and SportDISCUS supplement the Library's print holdings. A discipline-specific online database, *Inetlibrary.com*, is available to students and faculty in the Education department. This database is a prolific resource of periodicals and lesson plan ideas that are correlated to both state and national standards.

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 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 Thayer School of Education. The Mary Ann Kincaid Children's Literature Collection also supports the Education Department's 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 (FERPA), also known as the Buckley Amendment, regulates the use and disclosure of personal and academic information in educational records and permits a student to inspect the information 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.

Computing Facilities.....

Wingate University maintains several computer labs for student use including two course specific labs: Foreign Languages lab and Computer Graphics. 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, and CD-RW drives. Color and black and white printing is available from the lab. 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. 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. 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 in Education 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. The students who complete the program will be prepared to assume major roles in curriculum and instruction planning, implementation and evaluation for all students. In developing the professional portfolio their technology skills will be enhanced. 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.
- Submit an application fee of \$30.00 payable to Wingate University.

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.
- Submit an application fee of \$30.00 payable to Wingate University.

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.

The Master of Arts in Education in Physical 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 in Physical Education was developed and established by the Sport Sciences Department at Wingate University in May, 2006. This program is designed for students who have earned an undergraduate degree in Physical Education Teacher Education (PETE) and have successfully completed a student teaching experience in physical education. The program consists of 36 semester hours leading to the Master of Arts in Education in Physical Education Degree with graduate-level (“M”) licensure in Physical Education (K-12).

All courses include a research component that involves the teaching process and/or factors affecting the learning/teaching/education process. Students complete a portfolio as a culminating project consisting of related research materials designed to enhance the decision-making and leadership abilities of the graduates. The students who complete the program are prepared to assume a major role in formulating individual/group goals and planning approaches to meet them. Also, they will have an enhanced knowledge in the use of technology. Finally, the underpinning wellspring of the graduate program is the “Effective Facilitator of Learning Conceptual Model.” (See Appendix A in the Graduate Catalogue)

Admission Requirements.....

In order to be considered for admission to the Master of Arts in Education in Physical Education, an applicant must:

- Hold a bachelors degree in physical education from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have an undergraduate major in PETE and be eligible for licensure.
- Have a 2.5 GPA or higher during the last two years of undergraduate work and/or 2.5 or higher in the 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, conditional admission will be considered.
- Provide two recommendations from administrative or supervisory personnel.

- 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.
- Submit an application fee of \$30.00 payable to Wingate University.

Program Requirements

Educational Courses (12 semester hours):

- ED 530: Investigating Patterns and Learning Styles of Learners
- ED 532: Curriculum Decision Making
- ED 534: Understanding and Using Research Methods and Techniques
- ED 548: Educational Change: Issues & Trends

Physical Education Courses (24 semester hours):

- PE 531: Sport And Exercise Psychology
- PE 533: Human and Motor Control/Learning in Physical Education and Sport
- PE 541: Analysis and Supervision of Teaching in Physical Education and Sport
- PE 543: Advanced Foundations of Teaching and Coaching
- PE 551: Nutrition and Exercise Fitness
- PE 571: Historical and Socio-cultural Aspects of Physical Education/Sport
- PE 591: Organization & Administration of Physical Education and Athletics
- PE 600: Seminar: Issues in Sport and Physical Education (*must be taken during the final 9 hours of the program)

Culminating Requirements (0 semester hours):

- PE 625: Leadership Portfolio Completion* (Pass/Fail - no credit)

Total Program Hours.....36 semester hours

*PE 625 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 PE 625 must be repeated, with an administration fee of \$50. PE 625 may be taken up to three (3) times.

Program Completion

Candidates for the Master of Arts in Education in Physical Education Teacher Education must complete a minimum of 36 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. Students are allowed up to six years from the date of official acceptance to complete the program.

The Master of Arts in Education in Educational Leadership

This program is administered by:

The Lloyd and Georgia Thayer School of Education
Wingate University Metro College
110 Matthews Station Street
Matthews, NC 28105
Tel: (704)849-2132
Fax: (704) 849-2468

The Master of Arts in Education in Educational Leadership program was established in 2006. The MAEd program in Educational Leadership will lead to North Carolina licensure as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. The MAEd program in Education Leadership will enable students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Sound organizational practices will be taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning will be taught to students that complete the program. They will know how to involve community state holders for multiple constituencies and will be able to analyze emerging issues and trends affecting instructional programs. Students will be exposed to structured standards based on experiences in authentic settings. The internship will be centered around the application of knowledge and skills necessary for a successful educational leadership career. The program consists of 37 semester hours.

Admission Requirements.....

In order to be considered for admission to the Master of Arts in Education in Educational Leadership (K-12) program, 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 (or equivalent) to teach in public schools.
- 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.
- Provide an essay or statement of intent for the MAEd in Educational Leadership program.

- Submit two 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 admissions committee.
- Submit an application fee of \$30.00 payable to Wingate University.

Program Requirements

The MAEd in Educational Leadership consists of 37 semester hours at the 500 and 600 level. Field experiences and internships totaling 400 hours are also expectations for successful completion of the MAEd in Education Leadership program of study.

The vision of principal as instructional leader incorporates all essential roles as leader, master teacher, and researcher. As such, the program will be organized around these courses:

Core Experiences (12 semester hours)

- ED 530: Investigating Developmental Patterns and Learning Styles of Learners
- ED 532: Curriculum Decision Making
- ED 534: Understanding and Using Research Methods and Techniques
- ED 536: Models of Teaching/Learning: Attaining a Repertoire

Content-Related Experiences (25 semester hours)

- EDLD 600: Introduction to Educational Leadership
- EDLD 610: The Principalship
- EDLD 620: School Finance and Budget
- EDLD 630: School Law
- EDLD 634: Measurement and Assessment
- EDLD 640: Supervision of Instruction
- EDLD 694: Internship I (Summer only)
- EDLD 695: Internship II (Academic year only)
- EDLD 696: Internship III (Academic year only)
- EDLD 699: Exit Exam

Portfolio Completion (0 semester hours)

- EDLD 697: Portfolio Completion* (Pass/Fail - no credit)

Candidates in the MAEd in Education Leadership program will also take the School Leaders Assessment by PRAXIS exam.

Total.....37 semester hours

*EDLD 697 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 EDLD 697 must be repeated, with an administration fee of \$50. EDLD 697 may be taken up to three (3) times.

Program Completion

Candidates for the Master of Arts in Educational Leadership Degree must complete 37 semester hours of coursework in accordance with the overall prescribed program of study with an overall grade-point average of 3.00 (“B”) or higher and no grade below a “B” A leadership portfolio must be prepared, presented and approved reflecting the cumulative research and coursework experiences of the program. Candidates must also pass the School Leaders Assessment by PRAXIS.

The Master of Arts in Education in Sport Administration

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 in Sport Administration was developed and established by the Sport Sciences Department at Wingate University in May, 2006. This program is designed for students who have earned an undergraduate degree in any field and aspire to work as an athletic administrator either in the public school or in the higher education setting. A degree in sport management/administration, physical education, business or related domains might be beneficial, but is not required. The program consists of 36 semester hours leading to the Master of Arts in Education in Sport Administration.

All courses include a research component that involves the administrative/leadership process. Students complete a portfolio as a culminating project consisting of related research materials designed to enhance the decision-making and leadership abilities of the graduates. The students who complete the program are prepared to assume a major role in formulating individual/group goals and planning approaches to meet them. Also, they will have an enhanced knowledge in the use of technology.

Admission Requirements.....

In order to be considered for admission to the Master of Arts Program in Education in Sport Administration, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a 2.50 GPA or higher during the last two years of undergraduate work and/or a 2.50 GPA or higher in the 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.
- 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.
- Submit an application fee of \$30.00 payable to Wingate University.

Program Requirements

Educational Leadership Courses (15 semester hours)

ED 534: Understanding and Using Research Methods and Techniques

EDLD 600: Introduction to Educational Leadership

EDLD 620: School Finance and Budgeting

EDLD 634: Measurement and Assessment

Choose from one of the following:

BUS 603: Legal Environment of Business/EDLD 630: School Law

Physical Education Courses (18 semester hours)

PE 541: Analysis and Supervision of Teaching in Physical Education and Sport

PE 543: Advanced Foundations of Teaching and Coaching

PE 571: Historical and Socio-cultural Aspects of Physical Education/Sport

PE 591: Organization and Administration of Physical Education and Athletics

PE 600: Seminar: Issues in Sport and Physical Education (must be taken during the final 9 hours of the program)

Choose from one of the following:

PE 531: Sport and Exercise Psychology/PE 551: Nutrition and Exercise Fitness/

PE 533: Human and Motor Control Learning in PE and Sport

Field Experiences (1-3 semester hours)

MASA 620: Sport Administration Internship (75 hours per hour of credit in the field)

Portfolio Completion (0 semester hours)

MASA 625: Portfolio Completion* (Pass/Fail - no credit)

Total.....36 semester hours

*MASA 625 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 MASA 625 must be repeated, with an administration fee of \$50. MASA 625 may be taken up to three (3) times.

Program Completion

Candidates for the Master of Arts in Education in Sport Administration must complete a minimum of 36 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. Students are allowed up to six years from the date of official acceptance to complete the program.

**The Add-On Licensure Program
for School Administration K-12**

This program is administered by:

The Lloyd and Georgia Thayer School of Education
Wingate University Metro College
110 Matthews Station Street
Matthews, NC 28105
Tel: (704)849-2132
Fax: (704) 849-2468

The Add-On Licensure Program for School Administration K-12 is designed to provide those students holding a Master's Degree in Education and a class "M" or equivalent licensure an opportunity to become licensed to work as principals in North Carolina. The emphasis of the program is to provide the necessary coursework for candidates to be successful instructional leaders in K-12 school settings. This program will equip the students in the Add-On Program with the essential skills needed in today's ever changing school environment. The Add-On Program incorporates training that emphasizes the important roles of Leader, Master Teacher, and Researcher. Successful candidates will be able to successfully provide leadership that is effective, efficient, and relevant to the increasing demands placed upon the building principal.

Admission Requirements.....

In order to be considered for admission to the Add-On Administrative Licensure Program, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a graduate degree in education or related field and Class "M" or equivalent licensure to teach in the public schools.
- Have a 3.00 ("B") GPA or higher in previous graduate education program.
- Provide two recommendations from administrative or supervisory personnel.
- Provide an essay or statement of intent for the MAEd in Education Leadership program.

- Submit two 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 Admissions Committee
- Submit an application fee of \$30.00 payable to Wingate University.

Program Requirements

Content-Related Experiences (19 semester hours)

- EDLD 600: Introduction to Educational Leadership
- EDLD 610: The Principalship
- EDLD 620: School Finance and Budget
- EDLD 630: School Law
- EDLD 694: Internship I (Summer only)
- EDLD 695: Internship II (Academic year only)
- EDLD 696: Internship III (Academic year only)
- EDLD 699: Exit Exam

Portfolio Completion (0 semester hours)

- EDLD 697: Portfolio Completion* (Pass/Fail - no credit)

Candidates in the Add-On Licensure Program for School Administration K-12 will also take the School Leaders Assessment by PRAXIS exam.

Total..... 19 semester hours

*EDLD 697 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 EDLD 697 must be repeated, with an administration fee of \$50. EDLD 697 may be taken up to three (3) times.

Program Completion

Students in the Add-On Licensure Program for School Administration K-12 will be required to complete a minimum of 19 semester hours in accordance with the prescribed program with an overall grade point average of 3.00 ("B") or higher and no grade below a "B". Students will complete 400 hours of internship work in appropriate/approved educational placements. Students will develop a leadership portfolio reflecting related coursework and practice. The portfolio will be submitted and approved prior to matriculation. Students will be required to take and pass the School Leaders Assessment by PRAXIS.

The Add-On Licensure Program for Academically and Intellectually Gifted K-12

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 program for Add-On Licensure Program for Academically and Intellectually Gifted will be available to practicing teachers holding a bachelor's degree and at least a North Carolina "A"/entry level teaching license in any teaching field. The AIG licensure will also be offered to students in our existing programs (both undergraduate and graduate) who wish to pursue AIG licensure simultaneously and in addition to a degree program that leads to another teaching license.

Admission Requirements.....

In order to be considered for admission to the Add-On Academically and Intellectually Gifted K-12 Licensure Program, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a North Carolina "A"/entry level teaching license in any teaching field.
- Have a 3.00 ("B") GPA or higher in previous graduate education program.
- Provide two recommendations from administrative or supervisory personnel.
- Submit two 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 Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

Program Requirements

Content-Related Experiences (12 semester hours)

- ED 591: Introduction to Gifted Education
- ED 592: Social and Emotional Needs of the Gifted/Talented
- ED 593: Methods and Materials in Gifted Education
- ED 594: Curriculum Development for the Gifted

Portfolio Completion (0 semester hours)

- ED 597: Portfolio Completion* (Pass/Fail - no credit)

Total..... 12 semester hours

*ED 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 ED 597 must be repeated, with an administration fee of \$50. ED 597 may be taken up to three (3) times.

Program Completion

Students in the Add-On Licensure Program for Academically and Intellectually Gifted K-12 will be required to complete a minimum of 12 semester hours in accordance with the prescribed program with an overall grade point average of 3.00 ("B") or higher and no grade below a "C". Completion of the AIG licensure program will lead to a North Carolina "M" level licensure in teaching (K-12).

Common Elements of the Programs

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). 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 and at least one graduate faculty member 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 by completing the course form for transfer credit and providing a course description of the course taken at an accredited college or university 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 six 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 will with at least one other graduate faculty member make the decision to accept or reject the request. 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

Business (BUS)

BUS 602: Legal Environment of Business

To examine the legal environment and how business operates within it. Topics to be covered include: Elements of law and judicial process, civil and criminal procedure, constitutional principles, agency law, government regulations, torts, product liability, property law, contracts, sales and secured transactions, negotiable instruments, credit, bankruptcy, labor and employment law, and employment discrimination.

Credit: 3 hours

Education (ED).....

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 591: Introduction to Gifted Education

Introductory course in the education of gifted, talented, and creative students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed.

Credit: 3 hours

Education 592: Social and Emotional Needs of the Gifted/Talented

This course will focus on both theoretical and practical knowledge to understand and support the social and emotional needs of gifted youth. Students in this course review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children and will learn to recognize signs of stress and distress, and explore ways to deal with perfectionism and other issues related to special populations. Content covered includes: understanding social and emotional components of giftedness; guidance concerns; social, emotional, developmental and educational characteristics of gifted students; self-concept and adjustment concerns; and the affective needs of special gifted populations.

Credit: 3 hours

Education 593: Methods and Materials in Gifted Education

This course focuses on the understanding and use of instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds who are expressing their gifts in various talent domains. It includes information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

Credit: 3 hours

Education 594: Curriculum Development for the Gifted

This course focuses on ways to use assessment data to extend basic differentiation of curriculum elements (content, process, product, and learning environment) and integrative methods to design appropriate learning experiences to improve student achievement and growth.

Credit: 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

Educational Leadership (EDLD).....**Educational Leadership 600: Introduction to Educational Leadership**

This course serves as an introduction to the various aspects of becoming an instructional leader within the school. Special attention will be given to the processes of decision making and creating school-level vision and change. An overview of leadership styles/models will be included. (Field experience required: 25 hrs.)

Credit: 3 hours

Educational Leadership 610: The Principalship

This course will address the competencies related to informed and reflective practices that are needed to help the student become an "Effective Facilitator of Learning." Further, the program in Educational Leadership is centered around the roles of the principal as Leader, Master Teacher, and Researcher. This course serves as an overview of the various roles of the principal and the principal's relationships with students, teachers/staff, other administrators, parents, and the community at large.

(Field experience required: 25 hrs.)

Credit: 3 hours

Educational Leadership 620: School Finance and Budgeting

Students will learn fundamental concepts and practices related to school finance, funding, and budgeting. Students will actively engage in the process of managing school finances through classroom simulations and field experience assignments. Focus will include system- and school-level budgeting, department and program budgeting, and the managing of grants and other special funding. (Field experience required: 25 hrs.)

Credit: 3 hours

Educational Leadership 630: School Law

This course will provide a thorough overview of public school law, including the laws that apply to special education programming and students. Case studies will help students gain an understanding of how to interpret law in specific situations, including school discipline and personnel decisions.

Credit: 3 hours

Educational Leadership 634: Measurement and Assessment

This course will focus on the collection, analysis, interpretation, and use of quantitative data for research purposes. Specifically, students will look at aggregated and disaggregated standardized test score data, survey data, and other quantitative data for the purposes of program evaluation and developing school improvement strategies.

Credit: 3 hours

Educational Leadership 640: Supervision of Instruction

Students will learn how to provide substantial and productive feedback to teachers regarding their classroom practice. Various models of supervision will be examined, with specific training in the use of the Teacher Performance Appraisal Instrument (TPAI) as a system for supervision. Other emerging instructional assessment models will be explored. (Field experience required: 25 hrs.)

Credit: 3 hours

Educational Leadership 694: Internship I

This internship will occur at approximately the midpoint of the student's program, and will occur during summer session. A minimum of 75 hours will be served in an administrative role in a public school during summer months. This internship is jointly supervised by the building principal(s) and a Thayer School of Education faculty member. Attendance at three seminar meetings required.

Credit: 1 hour

Educational Leadership 695: Internship II

As part of the capstone experience, this course will consist of a minimum of 200 hours service in an administrative role in a public school during either a fall or spring semester (and therefore a component of the K-12 academic year). This internship is jointly supervised by the building principal(s) and a Thayer School of Education faculty member. Attendance at six seminar meetings required.

Credit: 3 hours

Educational Leadership 696: Internship III

As part of the capstone experience, this course will consist of a minimum of 200 hours service in an administrative role in a public school during either a fall or spring semester (and therefore a component of the K-12 academic year). This internship is jointly supervised by the building principal(s) and a Thayer School of Education faculty member. May be taken concurrently with EDLD 695 for an overall internship experience of 400 hours total. If not taken concurrently with EDLD 695, attendance at six seminar meetings will be required.

Credit: 3 hours

Educational Leadership 697: Leadership 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 (usually Internship II and/or III), 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. Must pass in order to qualify for graduation. May be taken up to three times.

Credit: 0 Semester hours

Educational Leadership 699: Exit Exam

This course is used to show successful completion of the School Leaders Licensure Assessment (SLLA) on the student transcript. Enrollment is usually concurrent with the final semester of coursework (usually Internship II and/or III), in which case, no additional tuition will be assessed. If this course is taken in a separate semester after all other coursework is completed, and administrative fee will be assessed. Grades on a Pass/Fail basis. Must pass in order to qualify for graduation. May be taken up to three times.

Credit: 0 Semester hours

Sport Administration (MASA).....**MASA 620: Sport Administration Internship**

This internship will occur approximately at the midpoint of the student's program. A minimum of 75 hours will earn one (1) credit hour and will be supervised by Sports Sciences personnel and the internship site supervisor. The internship can be taken in three one-hour segments.

Credit: 1-3 hours.

MASA 625: Portfolio Completion

MASA 625 will be taken at the same time as the final courses in the program at no additional charge. If the portfolio is not complete simultaneously with the final course, the MASA 625 must be repeated with an administration fee of \$50. MASA 625 may be taken up to three times.

Credit: 0 Semester hours

Physical Education (PE).....**PE 531: Sport and Exercise Psychology**

Theories and psychological principles that may influence sport involvement and performance. Emphasis is on practical application of psychology in order to improve quality of performance and meaningfulness of participation in exercise.

Credit: 3 hours

PE 533: Human Motor Control/Learning in Physical Education and Sport

A lecture/discussion course on current theory and research in human motor-skill acquisition and performance. Emphasis is on experiments in which children/adults perform real-world and physical activity/sport-related tasks.

Credit: 3 hours

PE 541: Analysis/Supervision of Teaching in Physical Education and Sport

Analyze systems used in evaluating student behavior, teacher/coach behavior and student-teacher/coach interaction. Overview strategies for planning and implementing effective teaching and supervising in sport/physical education settings. Course will provide reflective teaching and mentoring tools necessary for supervising pre-service, student teachers, and novice coaches.

Credit: 3 hours

PE 543: Advanced Foundations of Teaching and Coaching

Overview all aspects of teaching and practicing motor skills along with the setting of practice conditions. Course will also include a brief overview of mental skill and physical training methods.

Credit: 3 hours

PE 551: Nutrition and Exercise Fitness

Overview of the principles of sound nutrition for the exercising student/athlete and focuses on the physiological responses to exercise with an emphasis on physical training and other factors that affect physical performance/wellness of youth.

Credit: 3 hours

PE 571: Historical and Socio-cultural Aspects of Physical Education/Sport

A two-part class, first, the history of ideas that have defined physical education from ancient times to present. Second an investigation of the role sport and physical activity play in society and includes discussion of social behavior in sport with emphasis on its relationship to the cultural perspectives of socialization with regard to women, minorities, and special populations.

Credit: 3 hours

PE 591: Organization & Administration of Physical Education and Athletics

Administrative process in physical education and athletics from elementary school through college.

Credit: 3 hours

PE 600: Issues in Sport and Physical Education

Overview of all aspects and issues documented in current sport and physical education literature. This is a capstone course and is designed to be reading and writing intensive. The course also serves as the culmination point for degree completion portfolio project. (*Must be taken during the final 9 hours of the program)

Credit: 3 hours

PE 625: Portfolio Completion

Physical Education 625 will be taken at the same time as the final courses in the program at no additional charge. If the portfolio is not complete simultaneously with the final course, the Physical Education 625 must be repeated with an administration fee of \$50. Physical Education 625 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 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., University of North Carolina at Greensboro

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

Lloyd G. Wimberley, Jr. (2006) Director of Graduate Programs in Education

B.S., M.A.T., University of Louisville; Ed.D., University of North Carolina

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

Sports Sciences Department Faculty

H. Thomas Appenzeller (1989) Associate Professor of Sport Sciences

B.S., Presbyterian College; M.S., University of Massachusetts at Amherst; M.Ed., Ed.D., University of North Carolina Greensboro

Christi S. DeWaele (2006) Assistant Professor of Sport Sciences

B.A., University of North Carolina Greensboro; M.S., Florida State University; PhD., University of Nevada Las Vegas

Abigail Dondanville (2001) Assistant Professor of Sport Sciences

B.A., St. Andrews Presbyterian College; M.S., Indiana State University; Ed.D., University of North Carolina Greensboro

Traci Gearhart (2002) Assistant Professor of Sport Sciences

B.S., Slippery Rock University; M.S., PhD., University of Florida

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

B.S., M.S., Marshall University; Ed.D., University of North Carolina Greensboro

Daniel McLaughlin (2006) Assistant Professor of Sport Sciences

B.S., M.A., Mankato State University; PhD., University of North Carolina Greensboro

Lauren Merkle (2000) Associate Professor of Sport Sciences

B.A., Purdue University; M.A., University of Maryland; Ed.D., University of Houston

Adjunct Faculty

Bill W. Stegall (2002)

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

Staff

Wingate Campus:

Marsha R. Luke, Administrative Assistant to the Dean

Cathy N. Smith, Secretary

Metro Campus:

Greg Clemmer, Dean of Metro College

Lloyd G. Wimberley, Jr., Director of Graduate Programs in Education

Janice Robinson, Assistant to the Dean of the Metro College

Robin Jensen, Administrative Assistant

APPENDIX A

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

Conceptual Framework

The model presented on page 40 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.

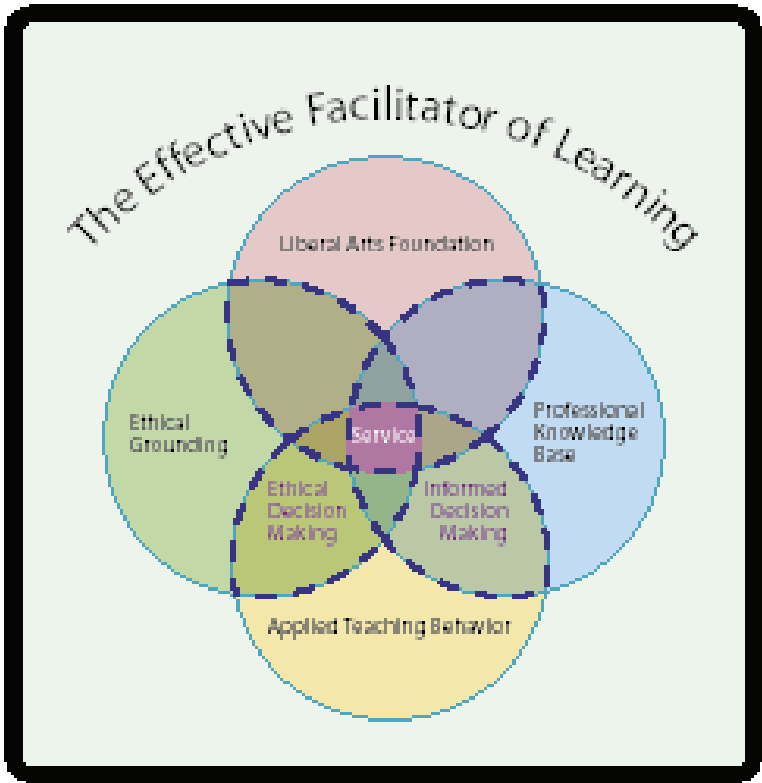
For admission to the Master of Arts Degree in Elementary Education, the student must possess an undergraduate major in education with Class A licensure to teach in the public schools.

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 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>	Exceptional (Pass with Distinction)	Satisfactory (Pass)	Unsatisfactory (Fail)
<i>Descriptions</i>	<p>_____ Consistently describes relevant experiences with clarity and detail</p> <p>_____ Carefully selected work samples amplify reflections</p> <p>_____ Thorough and deep analysis of experiences</p>	<p>_____ Describes relevant experiences with adequate clarity and detail</p> <p>_____ Representative work samples provided</p> <p>_____ Adequate analysis of experiences</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> <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>_____ Very well-organized; user-friendly</p> <p>_____ Models a refined ability to communicate effectively in an academic setting</p>	<p>_____ Applies experiences to future teacher behavior</p> <p>_____ Generally well organized</p> <p>_____ Communication is generally effective and appropriate to academic setting</p>	<p>_____ Application lacks insight or is superficial in nature</p> <p>_____ Lacking in organization</p> <p>_____ Communication skills are poor or inappropriate to academic setting</p>
<i>Organization</i>			
<i>Communication</i>			
Overall Rating:	Pass with Distinction	Pass	Fail
<i>Comments:</i>			

APPENDIX C

M.A.Ed in Educational Leadership and Add-on Licensure in School Administration K-12 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 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 three weeks prior to the end of the semester in which the student expects to complete the program.

MAEd in Educational Leadership/Add-on School Administration Portfolio Grading Rubric

MAEd in Education Leadership/Add-on School Administration Program Portfolio Grading Rubric
 Student _____ Semester _____

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

APPENDIX D



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)	27	27	100%	100%
SPECIALITY AREA (PRAXIS II)	14	14	100%	96%

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 2004-2005, including all areas of specialization.

1. Total number of students enrolled during 2004-2005: 85

(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 2004-2005? 27

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

4 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.

1 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 2004-2005 5

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5.4

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. Since its founding in 1896, Wingate has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.).

The M.A.T. program allowed individuals who held baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the M.A.Ed. and the M.A.T are practitioner degrees, and the goal of both is to prepare teachers to provide quality instruction in K-6 classrooms. The graduate 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. 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. The M.A. Ed. program consists of 30 semester hours in core and content-related experiences and in assessment and evaluation. Each course includes integral field experiences involving the planning, implementation, and evaluation of instruction. The M.A.T program consists of 39-42 semester hours leading to the Master of Arts in Teaching degree, with licensure in Elementary Education (K-6). Prior to acceptance in the degree program, candidates undergo evaluation of recent experiences and transcript analysis to ensure that the student has met the liberal arts component consistent with Wingate's conceptual framework. Students are notified of prerequisite coursework necessary for formal admission. Progression in the program is limited until prerequisites are met. Requirements for the M.A.T. degree include the same core, content, and evaluation/assessment components as the M.A. Ed., plus 6 additional hours of coursework in content areas, and the completion of a 3-6 hour internship, which is individually designed to match the needs and experience of the candidate. Before licensure can occur, students must meet minimum score requirements on the required PRAXIS tests.

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), History and 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.

Notes
