



**Thayer School of Education
Title II Institutional Report Card (2008-2009)**

Section I. Pass rates.

TESTS	INSTITUTION NUMBER ATTEMPTING	INSTITUTION NUMBER PASSED	INSTITUTION PASS RATE	STATE PASS RATE
PPST/CBT (PRAXIS I)	17	17	100%	Unavailable
SPECIALITY AREA (PRAXIS II)	17	17	100%	100%

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 2008-2009, including all areas of specialization.

1. Total number of students enrolled during 2008-2009: 98

(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 2008-2009? 36

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

5 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.

4 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 2008-2009:
9

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):
4.0

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?
X Yes No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state?

_____ Yes X 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.). In recent years additional programs have been added: MAED in Physical Education (2006), MAED and Add-on licensure in Education Leadership (2006), AIG Add-on licensure (2006), and EdD in Education Leadership (2008).

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 twelve education majors and fourteen 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), Reading (K-12)/Elementary Education and AIG (K-12) Add-on licensure. Wingate's School of Graduate and Adult Education offers the following graduate programs: MAED and MAT in Elementary Education, MAED in Physical Education (2006), MAED and Add-on licensure in Education Leadership (2006), AIG Add-on licensure (2006), and EdD in Education Leadership (2008). 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.