

IHE Bachelor Performance Report

Wingate University

2005 - 2006

Overview of the Institution

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. In recent years the university has addressed the changing demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College in Suburban Charlotte. In 1995 the institution attained university status. In 2002, Wingate established its School of Pharmacy, which welcomed its first cohort in 2003. Wingate University now attracts students from throughout the United States and a dozen foreign countries and is known as the premier small private university in North Carolina.

Special Characteristics

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 summer research grants and university honors projects. 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 in-service 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.

Program Areas and Levels Offered

Wingate's Thayer School of Education offers ten education majors and eleven licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and Reading (K-12)/Elementary Education. The graduate program offers the Master of Arts in Education degree for individuals who already hold elementary school licensure and the Master of Arts in Teaching degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).

Wingate University collaborates with LEAs and the public schools through service on boards and committees, cooperative projects, and faculty exchanges. Teacher Education Faculty and Committee members serve on the Quality Leadership Council and the Job Ready Program, partnerships between Union County Schools and area businesses to organize and align student learning efforts. Faculty members serve on the Union County LEA's Academic Achievement for All Task Force and the Alliance Strategic Planning Force. Public school administrators and teachers (Union County LEA; Shiloh, Union, and Benton Heights Elementary Schools; Piedmont and Parkwood Middle Schools; and Forest Hills High School) serve on Wingate's Teacher Education Committee. Local administrators and teachers serve on Wingate's Student Teacher of the Year Selection Committee. Public school teachers (Union, Unionville, New Salem, Walter Bickett, Shiloh, and Marshville Elementary Schools, Piedmont Middle School and Forest Hills High School) evaluate student teaching and graduate program portfolios. Public school educators (Idlewild Elementary (CMS), and Union Elementary, Monroe and Weddington Middle Schools, and Forest Hills High School) served as guest speakers in various education classes. Public school personnel serve as adjunct professors at Wingate for education classes, which this year included English Methods, Music Methods, Curriculum Trends and Issues, and Physical Education Methods. Wingate continues its partnership with Anson County Schools and Wadesboro Elementary on a three-year IMPACT technology grant. Wingate University partners with Fayetteville Technical Community College to offer the Congressional Scholars Program, a program for K-12 teachers' professional development and instructional improvement; Wingate's program serves schools in Union, Charlotte-Mecklenburg, Anson, Cabarrus, Stanly, Richmond, and Montgomery Counties and Kannapolis City LEAs. Wingate, along with Johnson C. Smith and UNCC, partnered with Union County Public Schools in the Future Teacher Scholarship program, an initiative to raise the quality of teaching in low-performing schools; Wingate graduated two scholarship recipients from this program who began teaching at Monroe Middle and Monroe High in 2005-2006. Faculty collaborated with Wingate Elementary in Project Build-Up, a program emphasizing personal and social responsibility. A Physical education faculty member serves as consultant for area schools in Union and Warren Counties for playground inspections and safety issues. The Theater Department collaborates with the Union County School District to present quality children's productions at the Batte Center on Wingate's campus. An education faculty member and a graduate student continued to collaborate in a research study on professional issues with career teachers at Wingate Elementary.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Future Teachers Scholarship Program: Wingate University, UNCC, and Johnson C. Smith University; and Union County Public Schools	Need for highly qualified teachers to serve in low-performing/high need schools.	Union County Schools collaborated with Wingate, UNCC, Johnson C. Smith to identify two talented and promising teacher education candidates (“best and brightest”) at each institution to receive full scholarships for the final two years of their teacher education program in exchange for their commitment to teach for at least three years in low performing/high priority schools.	Wingate’s two recipients graduated Summa Cum Laude and are employed by Monroe Middle and Monroe High Schools and are having successful years.
Congressional Scholars Program – Wingate University and Fayetteville Technical Community and 8th Congressional District (Rep. Robin Hayes) – Includes schools in Mecklenburg (partial), Union (partial), Anson, Richmond, Scotland, Hoke, Cumberland (partial), Montgomery, Stanly, and Cabarrus Counties	Need for improved instruction in area schools through professional development for area teachers in technology and its incorporation into instruction.	Wingate’s Thayer School of Education and the Ethel K. Smith Library, in partnership with Fayetteville Technical Community College, offer the Congressional Scholars Program to K-12 teachers from schools in the 8th Congressional District with funding for the program provided by the office of Congressman Robin Hayes. Participants in this program attend a summer institute that introduces them to program resources, and then they receive regular instruction and support from	Congressman Hayes’s office first provided funding for the program for the 2002-2003 academic year. The program has continued each year. Since the program’s inception, the program has directly served approximately 160 teachers, and indirectly served over 160 more through the mentoring component of the program, in which participants serve as mentors in technology and instruction to teachers in their home schools. Copies of the final projects for participants

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		<p>Wingate and FTCC faculty in completion of a semester-long project integrating technology resources (including Power Point and Library of Congress resources) into classroom instruction; participants then continue their professional development the following semester by serving as technology and curriculum mentors in their local schools. Twenty teachers from across the congressional district are selected to participate at each institution (40 participants each year). At Wingate, two professors from the School of Education and two library personnel provide the instruction and assistance in the program. Participants receive license renewal credit and a laptop computer for the successful completion of the program.</p>	<p>and mentored individuals are on file in Wingate University's Ethel K. Smith Library. Participants evaluate the effectiveness of the program; evaluations have been overwhelming positive. Assessment documents are kept on file at Wingate and FTCC and are reported to the Congressional Office. The program has been renewed for the 2006-2007 academic year and Wingate will soon host the new participants in the summer institute.</p>

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

Wingate University faculty serve public schools in substantive ways. Teacher education faculty served on teams for evaluating programs and promoting student literacy and self-concept. Teacher education faculty coordinate field experience and student teacher placement in area schools. Teacher candidates in Reading Foundations tutor students and assist with instruction at Area Schools including Walter Bickett and Benton Heights Elementary Schools. Education Department advisees and Education Foundations students served as reading tutors at Walter Bickett and Unionville Elementary Schools and as volunteers at school/community events area schools throughout Union County. The faculty advisor for the student educators' group (SNCAE) coordinated a book fair that benefited a local elementary school, and coordinated a literacy project at Wingate Elementary wherein 15 candidates served as readers in the after school program. A professor in reading education shared bilingual books with a teacher at Unionville Elementary. Faculty members from Sports Sciences worked on a staff development activity for Martin Luther King Middle School. Sports Sciences professors have also served as mentors every Friday during Spring semester at the local Challenge Course for groups of students who were bussed to Wingate University from MLK Middle School. These faculty members also worked with special needs students at Marshville Elementary. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions. Music faculty members were in approximately 35 public schools during the school year, and 15 schools participated in the Wingate Middle School Choral Celebration held on campus. The Director of Bands helped to organize the band at the new Porter Ridge High School; conducted the Union County All-County Band; and hosted, operated, and administered an event to raise money for the Piedmont High School Women's Ensemble trip to Carnegie Hall. Mathematics faculty hosted and served as judges in the annual Math Contest for area high schools. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest and which hosted middle and high school students and teachers from across the region. Science faculty hosted local AP chemistry students for laboratory classes and conducted science demonstrations at local schools. A teacher education faculty member serves as the DPI's on-call representative for playground inspection and safety issues.

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

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Faculty members provide continuing support for graduates, particularly those who accept teaching positions in area schools; support activities include conducting visits to recent graduates teaching in area schools to determine needs of first through third year teachers and to generate feedback on our preparation; providing feedback regarding specific instructional concerns; and providing research, professional development, and resource assistance, support and mentoring. Education faculty are available to help beginning teachers obtain initial and continuing licensure. This year 18 elementary education candidates seeking traditional initial licensure attended PRAXIS II preparation workshops conducted on

Wingate's campus by an education professor, and individual preparation assistance was provided to two candidates. Wingate education faculty are available to assist new teachers with specific professional development projects. Beginning teachers are invited along with veteran educators to make presentations at seminars and meetings of educational organizations with which faculty are involved. Three beginning teachers shared their first-year experiences with student teachers in the Student Teaching Seminar and Wingate's SNCAE (Student Educators). Education professionals, including beginning teachers who have recently completed Wingate's program, evaluate student teaching portfolios. Education faculty continue to collaborate with local principals on how the university and public schools can better serve beginning teachers and ensure their retention. Professional development activities offered to career teachers are also open to beginning teachers. The physical education department offered a workshop for new teachers in which veteran teachers and student teachers provided guidance and mentoring. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to support beginning teachers. Remodeling and updating of the Curriculum Materials Center included significant input from beginning teachers regarding materials that would best serve their needs. Within the past year, students who received their undergraduate degree in elementary education have returned to begin graduate study in our programs.

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

Wingate University's School of Education provides continuing support for lateral entry teachers who accept teaching positions in area schools. Support activities include conducting classroom visits to determine needs of lateral entry teachers; providing feedback on professional and instructional concerns; and providing research, professional development, and resource assistance. The Master of Arts in Teaching degree program is specifically designed to serve alternative/lateral entry teachers. Courses are offered at satellite campuses evenings and summers in a two-year rotating sequence. This year over 50 students enrolled in M.A.T. courses and of those about 70-75% were employed as lateral entry teachers in area schools. Graduate faculty use feedback from course evaluations and surveys of program completers and their employers for program improvement. Lateral entry teachers may complete prerequisites through our traditional undergraduate course offerings or through our Continuing Education program at the Metro College. The Dean of Education and at least one other faculty member provides analysis of transcripts and program advising for lateral entry candidates and collaborates regularly with the director of the Charlotte Area Alternative Licensing Center. Wingate continues to expand its schedule of late afternoon/evening and summer classes to accommodate the needs of teachers. The Thayer School of Education Faculty revised the schedule of graduate course offerings with a listing of guaranteed courses through the summer of 2009. This year, two area lateral entry teachers attended PRAXIS II preparation workshops conducted by an education professor; individual assistance was provided to three others. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg (three schools), Union County (five schools), Rowan-Salisbury (one school), and McDowell County (one school). This year an education faculty member and an M.A.T. candidate collaborated on a research study on teacher professionalism. Professional development opportunities such as Project Wild, Project Learning Tree, and the Congressional Scholars Program are also made available to lateral entry teachers.

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

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Wingate's M.A.Ed. Program continues to serve the professional development needs of career teachers for advanced degrees and continuing education credits, and the program graduated 5 candidates this year. The Physical Education department has obtained approval from SACS and NCDPI to offer a Master of Arts in Education Degree in Physical Education program to serve the needs of area teachers for professional growth. Wingate University provided professional development opportunities, including programs such as Project Wild and Project Learning Tree. Wingate's Thayer School of Education and the Ethel K. Smith Library, in partnership with Fayetteville Technical Community College, continue to offer the Congressional Scholars Program to K-12 teachers from schools in the 8th Congressional District. Participants in this program receive regular instruction and support from Wingate and FTCC in completion of a year-long project integrating technology resources into classroom instruction, and continue their professional development by serving as technology and curriculum mentors in their local schools. The program has been continued for the 2006-2007 academic year, and Wingate will again host new participants in the summer institute. Faculty assist teachers working toward National Board Certification by reviewing materials and product drafts and providing feedback. Staff development is offered to career educators through Wingate's partnership with Union County Public Schools through the Quality Leadership Council. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center are available to all Union County teachers. Education faculty are active as leaders and presenters in organizations such as Delta Kappa Gamma International Society, an honorary association of women educators which includes public school teachers and administrators. Faculty members network with area educators through membership in Phi Delta Kappa, an international professional organization which provides information, services, and resources for public educators, and Kappa Delta Pi, an honor society for educators which promotes professional development and excellence in the field. Faculty contribute to the professional development of career teachers by serving as presenters at the various local, state, regional, and national professional associations of public educators. This year presentations to K-12 educators included: Union County Reading Association; North Carolina Council of Teachers of Mathematics; North Carolina Science Teachers Association; North Carolina Art Education Association; South Carolina Council for Teachers of Mathematics; the Southeast Regional Conference of the Teachers of English as a Second/Other Language (TESOL); and National Council of Teachers of Mathematics. Wingate's Physical Education Department hosted Phi Epsilon Kappa, the physical education professional fraternity.

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

Wingate University faculty and candidates assist priority and at-risk schools through collaborative projects and initiatives,, preservice and in-service staff development for teachers, and providing services to at-risk students. In effort to serve low-performing schools by providing quality teachers, Wingate partnered with Union County Public Schools to offer the Future Teacher Scholarship to two bright and promising candidates who agree to serve in Union

County's low-performing schools; two candidates completed degree requirements and have been employed by Monroe Middle and Monroe High. An Education faculty member serves on Union County's Academic Achievement for All Task Force which examines ways to close the achievement gap between schools in the district. Since many of our area priority schools have a large Hispanic population, Wingate continues its efforts to establish an ESL licensure program; the Southern Association of Colleges and Schools has approved our request in this area. An education faculty member is a trained literacy tutor for ESL students at Walter Bickett Elementary. Teachers at low-performing and priority high schools in Union, Cabarrus, Charlotte-Mecklenburg, Richmond and Anson counties received staff development to improve instructional, technology, and leadership skills through the Congressional Scholars program. The Student North Carolina Association of Educators (SNCAE), our student professional education organization, annually adopts low-performing schools and conducts service projects to benefit the schools. This year, SNCAE conducted a book fair which raised literacy awareness and funds for Marshville Elementary School's library and a holiday school supplies drive for needy students, and conducted a literacy project, in which candidates read to K-6 students and donated books to their classroom libraries. English Education majors conducted a similar program, visiting and donating books to Wingate Elementary School. In order to better prepare our graduates to serve the needs of low-performing schools, teacher education faculty field placements include at least one low-performing, priority, or at-risk placement among the candidate's range of experiences. Education majors tutor low performing and limited English students at Wingate Elementary. Children's literature classes prepared take-home literature bags for students and their families at several local schools including. Elementary education candidates conducted service learning projects with local K-6 classrooms, including Union and Marshville Elementary Schools. Education candidates in Adaptive Physical Education work with students in the Special Population Class at Marshville Elementary School, and Athletic Training candidates serve as mentors and tutors at Wingate Elementary.

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

Wingate University has made substantial efforts in response to SBE's directive to transfer licensure of AIG programs from LEA's to IHE'S. Education faculty members attended the AIG Coordinator's Institute and the state conference hosted jointly by the NC Association for the Gifted and Talented and Partners for the Advancement of Gifted Education, and the Dean and faculty members met with AIG consultant to discuss implementation of a program at Wingate. These efforts have resulted in three meetings being held on the Wingate Campus under the title of "Gifted Licensure Symposium." Another priority of the SBE was the recruitment and retention of teachers. Wingate collaborated with South Piedmont Community College to develop a 2+2 articulation agreement making it easier for community college students to transfer to the Teacher Education Program at Wingate. Wingate also offered courses targeted to teacher assistants who wish to receive licensure. Other efforts to recruit and retain teachers are connected with our work with lateral entry teachers. Initiatives are described more fully in Section D, and included training, support, and mentoring through targeted observations and feedback regarding specific instructional concerns and research and resource assistance. Our M.A.T. Program fulfills the demand for well-prepared alternative entry teachers and enrollment has increased rapidly; twelve students graduated from the program this year. Additionally, Wingate assists lateral entry teachers in obtaining the courses they need through flexible course scheduling, through our

participation in a regional consortium of higher education institutions (the CAEC), and through collaboration with the area Alternative Licensing Center. This year several lateral entry teachers participated in PRAXIS II Preparation workshops and several individual preparation sessions. Wingate continued efforts to close the achievement gap through committee work (Union County's Academic Achievement for All Task Force) and through working with local low-performing or priority schools, particularly those with a large minority population. Specific activities are detailed in other sections of this report. Highlights of those activities include our candidates and student educators association "adopting" Monroe Middle School, Union Elementary, and Benton Heights Elementary for service, literacy awareness, and fundraising activities; tutoring students at Wingate Elementary; Wingate's library staff collaborated with Wingate Elementary through Project Build-Up and the Bulldog Buddies programs. Since many of our area priority schools have a large Hispanic population, Wingate will soon establish an ESL licensure program in order to better serve local needs; an education faculty member has received licensure in ESL and Wingate has obtained approval from SACS to have this add-on licensure program and plans to file for initial ESL program approval with NCDPI in 2006-2007. Recently, a proposal has been submitted to Dr. Kathy Sullivan of the Human Resource Management Division of the North Carolina Department of Public Instruction to offer the add-on licensure program in AIG.

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

This year, the school continued its emphasis on program evaluation and improvement through the refinement and implementation of a Quality Enhancement Plan for the university's Reaffirmation of Accreditation by the Southern Association of Colleges and Schools. A major initiative had been the development of a Diversity Plan for recruitment and retention of a diverse faculty and student body for the institution as a whole and for stronger preparation of teacher candidates in the School of Education. Additionally, our recent NCATE and DPI visits in the Fall of 2003 has resulted in numerous program improvements. The School of Education is continuing to expand its electronic database for storage and management of candidate information and assessment. Our assessment system and related documents for Teacher Education candidates have been better articulated and refined, field experience requirements for various classes have been revised to better reflect standards, particularly in the areas of diversity and family and community involvement. To enhance candidates' technological competence, technology portfolios are now submitted electronically, and electronic submission of student teaching portfolios has begun. In addition, each area within Wingate University has designated a course in which the requirements for technology knowledge and skills are presented and tested. Education 400, the Student Teaching Seminar, has been designated as the School of Education course to meet these requirements. In response to various requests from NCDPI and LEAs, the Thayer School of Education at Wingate has submitted a proposal to the Human Resource Management of NCDPI to develop and offer a Master's Program in Educational Leadership.

Supplemental Information (Optional)

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

Wingate University closely scrutinizes test scores/reports of its candidates. Freshman students who initially declare education as their major are provided information on Praxis I requirements during their first semester. Freshmen and sophomores are presented testing requirements and options in the Foundations of Education and Educational Psychology classes. Students are referred to ETS's test preparation website during academic advisement and upon request, and students may borrow additional study materials from the School of Education office. Students who do not pass the PRAXIS I receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need, to provide remediation in these areas, to make students cognizant of campus resources, tutoring, and study group options. The Academic Resource Center offers tutoring services to all Wingate students in reading, writing, math, and any other requested areas, and aids those with specific disabilities in arranging a nonstandard administration of the exam. The School of Education works closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing PRAXIS I and to provide early intervention. Praxis I preparation is now being offered as part of the ARC's tutoring program. The ARC has submitted a formal request for the university to obtain PLATO software for use in remediation and PRAXIS I preparation. The School of Education has arranged with the bookstore to stock PRAXIS study guides. The School of Education reports testing results and state policy, score, or criterion changes to the Teacher Education Committee. Faculty assist candidates with preparation for PRAXIS II content and specialty area tests; this year a Teacher Education faculty member provided PRAXIS II preparation sessions and individual preparation assistance to elementary education student teachers and to local lateral entry teachers. After students take the PRAXIS II, scores are monitored closely, and students are questioned regarding areas in which they were best or least prepared; education faculty use that information to make adjustments to course syllabi. To help ensure that candidates meet PRAXIS II requirements for licensure, the syllabus for ED 400 (Student Teaching Seminar) requires that all student teachers provide evidence that they have taken required PRAXIS II tests prior to graduation. Those who do not pass receive individual assistance and are encouraged to retake the test at the next administration after remediation.

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

The School of Education's efforts to attract and retain quality teacher education candidates are ongoing as faculty participate admission open houses and scholarship interviews. The School of Education follows up with prospective education majors identified by the Offices of Career Services, Advising, or Admissions. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Each semester, Education faculty members and candidates meet prospective students in the Majors Marketplace, where they present information regarding program areas and answer students' questions. Education faculty members follow up with personal contacts to interested students. Entering freshmen declaring an education

major are assigned to academic advisors who are on the teacher education faculty. Wingate's efforts to attract the "best and brightest" to the education profession by partnering with Union County Public Schools to offer the Future Teacher Scholarship culminated last year in the graduation of two bright and promising scholarship recipients who have been employed by local low-performing schools in Union County. Monroe Middle and Monroe High. An active university student organization, SNCAE (Student North Carolina Association of Educators), involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities to attend sessions and network with education professionals from across the state; eight education students attended the conference this year. SNCAE has monthly meetings focusing on a variety of topics related to teaching, and this fall hosted a booth at the Organizational Fair during freshman orientation. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The office at the Wingate University Metro College, our satellite campus near Charlotte, publicizes our programs and distributes recruitment materials. Local schools have been a source of long-range recruitment; education faculty have spoken to elementary, middle, and high school students about teaching as a career choice. Several faculty members are officers and members of Delta Kappa Gamma, an education sorority, which sponsors an annual scholarship for students who major in education as well as an annual brunch to which prospective education majors from area high schools are invited. An education faculty member served on a speaker's panel at a recruitment seminar which provided college admission information to low-income middle and high school students and parents.

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

Wingate University has established an Office of Multicultural Affairs to better address the needs and concerns of minority students. The director of this program is a minority alumnus who is pursuing the Master of Arts in Teaching degree. Prospective education majors identified by the Office of Multicultural Affairs, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted by the School of Education to follow up on their interest. The full range of materials, opportunities, and services of the Thayer School of Education are provided to all interested students. The SNCAE has obtained teacher recruitment videos which feature and are targeted to minority students; plans are underway to present these videos at area schools this fall. We believe our efforts to recruit minorities will be greatly enhanced through the initiatives outlined in our recently developed Diversity Plan, which includes such efforts as partnering with other area institutions to offer recruitment fairs, and increased visibility in area high school with a high concentration of minority students. The Quality Leadership Council offers the New Century Scholars Program, which identifies promising low SES middle school students and provides mentoring and support throughout middle and high school and provides support for their entry into college; several Education faculty are scheduled to receive training to work with students in this program. Minority education majors serve as Wingate 101 peer mentors and work closely with minority prospective education majors and undecided majors to encourage them to pursue licensure. Minority education professionals, including Wingate Education alumni, increase the visibility of minorities in the profession and serve as role models

for prospective candidates for licensure by serving as field experience hosts and guest speakers. Wingate's ongoing involvement in ESL initiatives serves as encouragement for Hispanic students and other language minorities to seek professional licensure. The Academic Resource Center refers to Education Department advisors upper class students who are good candidates for teacher licensure and our now working in North Carolina schools; through these efforts several minority students have elected to pursue alternative licensure. In addition, the School Education provided the names of minority teachers to be included in promotional videos and printed recruitment material for teacher education programs. By partnering with a predominantly African-American institution and with a public university, Wingate seeks diverse applicants for the Future Teacher Scholarship which attracts the "best and brightest" from across the country to prepare for a teaching career and serve minority students in Union County Schools. An education faculty member served on a speaker's panel at a recruitment seminar which provided college admission information to low-income middle and high school students and parents.

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

None

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	49
	Other	0	Other	0
	Total	18	Total	51
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	1	Total	2
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation		
The lateral entry teachers we currently serve are students in our graduate (MAT) program in elementary education. Typically, they begin our program before obtaining a lateral entry position. For this reason, all our current lateral entry teachers were issued a program of study prior to lateral entry status, and we did not have any program plan requests from already-employed lateral entry teachers during this time period.		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.43
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	18	15	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	3	0	0
Special Subject Areas (K-12)	7	7	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	28	25	0	0
Comment or Explanation				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	14	100
Institution Summary	14	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	8	15	3		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						
Summer is counted as a semester for graduate students.						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	27	81	63
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Union County Public Schools	227
Anson County Schools	64
Stanly County Schools	63
Charlotte-Mecklenburg Schools	42
Cabarrus County Schools	15
Richmond County Schools	13
Rowan-Salisbury Schools	13
Gaston County Schools	12
Forsyth County Schools	10
Randolph County Schools	10

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.64	3.25	3.62
preparation to effectively manage the classroom.	3.42	2.92	3.62
preparation to use technology to enhance learning.	3.42	3.08	3.38
preparation to address the needs of diverse learners.	3.42	2.92	3.38
preparation to deliver curriculum content through a variety of instructional approaches.	3.58	3.25	3.54
Number of Surveys Received	12	12	13
Number of Surveys Mailed	17	17	17

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	3	4