# IHE Master's Performance Report

**Wingate University**

**2006 - 2007**

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## Overview of Master's Program

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 Features of Master's Program

Several features distinguish Wingate's graduate education programs. Our programs emphasize the role of reflection in learning and professional growth. A uniform model for reflection has been adopted and reflective components are essential in each course. Reflection is also crucial in the development of the program portfolio. A second distinguishing feature of our programs is the emphasis on practical application to particular instructional settings. Applied course components require collaboration with area teachers in observing, planning, and conducting instructional and

professional growth activities. Each M.A.T. candidate completes a supervised practicum in a K-6 school setting, individually designed to meet the particular needs and experience of the candidate. For example, candidates already serving as lateral entry teachers may complete a short, principal-supervised internship, while candidates with no classroom experience complete a longer, more closely supervised practicum. Close relationships with local K-6 schools allow for flexibility in practicum assignments, such as the placement of M.A.T. practicum candidates in year-round and summer programs, and in high priority schools who hire them upon licensure. The programs offer flexibility in admissions and program progression. Unlike cohort programs, admission to Wingate's programs is on a rolling basis, and courses are designed so that they do not have to be taken in a particular sequence. An established course rotation ensures that each required course is offered at least once over a two-year span, so that candidates may complete the program in as few as two and as many as six years. As resources and personnel allow, courses are offered more frequently, particularly as candidates express demand for a particular offering. Additionally, students may substitute comparable coursework at other institutions for up to six hours program credit. Wingate refers students to published course listings from area institutions as this material becomes available to us. The program is responsive to the needs of candidates, particularly as they meet the demands of the K-6 classroom with increased emphasis on teaching literacy skills and accountability. In response to candidates' and employers' demands for greater preparation in literacy instruction and assessment, the general assessment course once required was replaced by adding a new course on Reading Foundations, Assessment, and Diagnosis and by placing greater emphasis on specific assessment strategies in various content courses. In response to needs for flexibility in completion of requirements, candidates may now register for additional semesters to complete portfolio requirements. An optional special topics course has been approved to allow candidates to further research or engage in professional development projects.

## II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|---|---|---|---|---|
| | **Male** | | **Female** | |
| Graduate First License | 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** |
| Graduate | 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** |
| 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** | |
| Graduate First License | 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 | 1 |
| | Hispanic | 0 | Hispanic | 2 |
| | White, Not Hispanic Origin | 5 | White, Not Hispanic Origin | 36 |
| | Other | 0 | Other | 0 |
| | **Total** | **5** | **Total** | **39** |
| Graduate | 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 | 7 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 9 | White, Not Hispanic Origin | 32 |
| | Other | 0 | Other | 0 |
| | **Total** | **9** | **Total** | **39** |
| 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 | 0 | 0 |
| Comment or Explanation | | |
| | | |

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

| Masters | |
|---|---|
| MEAN GPA | 3.2 |
| MEAN MAT New Rubric | 400 |
| MEAN MAT Traditional | 44 |
| MEAN GRE New Rubric | N/A |
| MEAN GRE Traditional | 1,117 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | N/A |
| NUMBER EMPLOYED IN NC SCHOOLS | N/A |
| Comment or Explanation | |
| | |

## D. Program Completers (reported by IHE).

| Program Area | Graduate First Awarded | | Graduate | | Graduate Licensure Only | |
|---|---|---|---|---|---|---|
| **PC** Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license | **PC** | **LC** | **PC** | **LC** | **PC** | **LC** |
| Prekindergarten (B-K) | | | | | | |
| Elementary (K-6) | | 7 | | 9 | | |
| Middle Grades (6-9) | | | | | | |
| Secondary (9-12) | | | | | | |
| Special Subject Areas (K-12) | | | | | | |
| Exceptional Children (K-12) | | | | | | |
| Vocational Education (7-12) | | | | | | |
| Special Service Personnel | | | | | | |
| Total | 0 | 7 | 0 | 9 | 0 | 0 |
| Comment or Explanation | | | | | | |
| | | | | | | |

## E. Scores of program completers on professional and content area examinations.

| | 2005 - 2006 Program Completers Licensure Pass Rate | |
|---|---|---|
| **Specialty Area/Professional Knowledge** | **Number Taking Test** | **Percent Passing** |
| Elementary Education | 5 | 100 |
| Institution Summary | 5 | 100 |
| * To protect confidentiality of student records, pass rates based on fewer than five 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** |
| Masters-Upgrade/Add-0n | | | | | | |
| Masters-First Awarded | | | | | | |
| G Licensure Only | | | | | | |
| **Part Time** | | | | | | |
| | **3 or fewer semesters** | **4 semesters** | **5 semesters** | **6 semesters** | **7 semesters** | **8 semesters** |
| Masters-Upgrade/Add-0n | | 1 | 3 | 1 | 2 | 3 |
| Masters-First Awarded | | | 3 | 1 | 1 | 2 |
| G Licensure Only | | | | | | |
| Comment or Explanation | | | | | | |

**G. 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 |
|---|---|---|
| quality of teacher education program. | 2.80 | * |
| connect subject matter and learner's needs. | 3.00 | * |
| implement research-based approaches. | 3.00 | * |
| assume leadership roles. | 3.20 | * |
| facilitate learning for diverse students. | 2.60 | * |
| engage in continuous professional development. | 2.40 | * |
| | | |
| Number of Surveys Received | 5 | 3 |
| Number of Surveys Mailed | 14 | 14 |
| * Less than five responses received. They will be added to next year's responses. | | |