

# IHE Bachelor Performance Report

## Wingate University

2006 - 2007

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### 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 elementary 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 undergraduate 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. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Metro College in Suburban Charlotte. Enrollments in the Metro College have steadily increased, and during the 2006-2007 year, several new degrees and licensure programs have been added. Wingate's School of Pharmacy, established in 2002, will welcome its fifth cohort this summer; Wingate awarded its first Doctor of Pharmacy degrees May. 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 professional organizations and projects reflects our 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 clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and 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 professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching program, candidates receive the extensive nurturing, mentoring, and coaching needed to become an effective facilitators of learning. University supervisors are full-time education faculty 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. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve 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 serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), 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 add-on licensure and Academically/Intellectually Gifted Education.. Graduate programs include the Master of Arts in Education (K-6) for individuals who already hold elementary school licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education (as add-ons to any master's level licensure).

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Direct and Ongoing Involvement with/Service to Public Schools**

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Future Teachers Scholarship Program: Wingate University, UNCC, CCCC, and Johnson C. Smith University; and Union County Public Schools</p>	<p>Need for highly qualified teachers to serve in low-performing/high need schools.</p>	<p>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.</p>	<p>Wingate’s two recipients have completed their second year of successful teaching at Monroe Middle and Monroe High Schools.</p>
<p>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),</p>	<p>Need for improved instruction in area schools through professional development for area teachers in technology, its incorporation into instruction, and the primary resources available through the Library of Congress and American Memory.</p>	<p>Wingate’s Thayer School of Education and the Ethel K. Smith Library, in partnership with Fayetteville Technical Community College, have offered the Congressional Scholars Program to K-12 teachers from schools in the western half of the 8th Congressional District with funding for the program provided by the office of Congressman Robin Hayes.</p>	<p>Congressman Hayes’ 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 95 teachers plus the teachers in Fayetteville, and indirectly served over 300 more through the mentoring component of the</p>

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Montgomery, Stanly, and Cabarrus Counties		<p>Participants in this program attend a summer institute that introduces them to program resources, and then they receive regular instruction and support from Wingate and FTCC faculty in completion of a semester-long project integrating technology resources (including Power Point and Library 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>program, in which participants serve as mentors in technology and instruction to teachers in their home schools. Copies of the final projects for participants and mentored individuals are on file in Wingate University's Ethel K. Smith Library. Participants evaluate the effectiveness of the program; evaluations have been overwhelmingly positive. Wingate's assessment documents are kept on file at Wingate. The program will not continue for the 2007-2008 academic year. The future status of the program is uncertain.</p>

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Union County LEA - Quality Leadership Council	Need for collaboration and partnership among the LEA, the university, and business/industry interests for the improvement of instruction in local schools	Representatives from the Union County LEA, Wingate University, and business/industry serve on the Quality Leadership Council. This group meets regularly to develop and implement strategies to improve instruction in area schools. A major annual initiative of this group is to offer extensive professional development workshops to all teachers in the county.	A large proportion of Union County's teachers have participated in QLC's applied Professional development programs
Union County Middle Schools - New Century Scholars	Need to increase graduation rates and to promote college attendance for at-risk students	New Century Scholars is an initiative of the Job-ready Partnership, a cooperative effort of business and educational interests including the Quality Leadership Council (on which university representatives serve), business/community leaders, and South Piedmont Community colleges) to provide extensive mentoring and support for selected at-risk middle school students throughout their secondary years. Upon graduation, the students receive two years full tuition at a SPCC. New Century Scholars targets 10 students at each of Union County Public	The program began with the Fall 2001 school year and will present its first scholarships in 2007 as the first class of student graduates. In 2007, when the first scholarships are awarded, approximately 360 students will be involved in the New Century Scholars program.

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		Schools middle schools	
Union County - Teacher Education Committee	Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools	Public School teachers and administrators serve as voting members of Wingate's Teacher Education Committee and serve on its subcommittees. This year public schools were represented by central office personnel and by teachers and administrators from Benton Heights and Shiloh Elementaries, Monroe Middle Schools, and Monroe and Porter Ridge Middle Schools.	Public school personnel have been significantly involved in the decisions of the committee.

## **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 are personally and actively involved in field experiences, practica, and student teaching experiences, making multiple classroom visits to schools in a wide geographical region, including this year Union, Charlotte-Mecklenburg, Anson, Richmond, and Moore Counties. Teacher candidates in Reading Foundations and Content Area Reading, and other classes tutor and coach k-12 students and assist with instruction at area elementary, middle and high schools. All participants in Foundations of Education serve as volunteers at school/community events in area schools and agencies, and each candidate in K-8 Social Studies methods leads students in a Service Learning project.. Some of the schools and agencies served this year included Wingate, Marshville, Union and Unionville Elementary; Monroe and East Union Middle; and Monroe and Forrest Hills High, and the area Special Olympics.. The student educators' group (SNCAE) coordinated a book fair that benefited a local elementary school, and coordinated a literacy project at Wingate Elementary wherein candidates served as readers in the after school program. A professor in reading education shared bilingual and themed books with a teacher at Marshville Elementary. Faculty members from Sports Sciences worked on a staff development activity for Martin Luther King Middle School, and brought local teachers to campus for a professional development seminar. Faculty from our Music Department presented numerous clinics, conducted performances, and served as adjudicators on many occasions for public school competitions. Music faculty members visited 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 conducted the Union County All-County Band.. 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. The Theater Department collaborates with local school districts to present quality children's productions at the Batte Center on Wingate's campus.

## **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 twelve 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 several candidates in other licensure areas. 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. Four 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. Each year, students who received their undergraduate degrees from Wingate 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 consulting with administrators and 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 60% 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 and with the Charlotte Area Educational Consortium to help lateral entry teachers obtain the course they need for licensure. 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, three lateral entry teachers attended PRAXIS II preparation workshops conducted

by an education professor; individual assistance was provided to four others. Faculty mentored and supervised lateral entry teachers in Charlotte-Mecklenburg (three schools), Union County (three schools), and Richmond County (one school). 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. The Physical Education department now offer a Master of Arts in Education Degree in Physical Education program to serve the professional growth needs of area Physical Education teachers. 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, continued 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. Over the program's five year grant period, Wingate faculty provided direct professional development to about 100 area teachers, and assisted them in mentoring more than 100 others. This year career teachers served as adjunct faculty in Elementary Music Methods, Secondary English and Social Studies, and Educational Trends and Issues. Teacher Education 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 involvement with the Quality Leadership Council. Career teachers are provided professional leadership opportunities through the appointment to the Teacher Education Committee and the Graduate Advisory Board, assignment as mentors for student teachers, and active involvement in the development and revision of candidate and program assessment documents and rubrics, 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. Teacher Education and Arts and Sciences 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.

## **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 inservice 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 agreed to serve in Union County's low-performing schools; two candidates completed degree requirements and are employed by Monroe Middle and Monroe High. Teachers at low-performing and priority high schools in Union, Charlotte-Mecklenburg, Cabarrus, 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 provided books for Wingate Elementary School's library and conducted a literacy project, in which candidates read to K-6 students in their after-school program. In order to better prepare our graduates to serve the needs of low-performing schools, 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 local elementaries, and serve as volunteers in classrooms and school/community events at low-performing and priority schools. Children's literature classes prepared take-home literature bags for students and their families at several local schools Elementary education candidates conducted service learning projects with local K-5 and 6-8 schools, including East Union and Monroe Middle Schools. Education candidates in Adaptive Physical Education work with students in the Special Population Class at Marshville Elementary School. A Wingate representative serves on the Quality Leadership Council which collaborates with other agencies to provide mentoring for at-risk middle school students.

## **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. An AIG licensure program (an add-on to any teaching licensure) has been established at Wingate and classes have been offered since last summer. 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 continued to be high.. 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 by 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" schools for tutoring, service, literacy awareness, and fundraising activities.

#### **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 institutional and program assessment and improvement through participation in the university's curriculum reform initiative and through the implementation of the Quality Enhancement Plan. The School and University have continued to develop a Diversity Plan for recruitment and retention of a diverse faculty and student body, and as a result have recently hired a new Dean of Education from an underrepresented minority group and have been in negotiations with minority candidates to fill an open education faculty position. The School of Education is continuing to update its electronic database for storage and management of candidate information and assessment. Our assessment system and related documents for Teacher Education candidates undergo continuous refinement. To enhance candidates' technological competence, all technology portfolios and many student teaching and masters program portfolios are electronically submitted. In addition, each program within Wingate University has designated a course in which the requirements for technology knowledge and skills are presented and tested. A major initiative this year was the implementation of the new programs in Educational Leadership and Physical Education. At this time, the school is involved in the transition of records and administration of the graduate programs from the main Wingate campus to the Metro College satellite campus, where most classes in these programs are offered.

#### **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. Wingate's library provides a database with a practice test for Praxis I that is available to all students. 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 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 score analysis and remediation 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 in 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, when possible, assigned to academic advisors who are on the teacher education faculty. 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. 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. This year Wingate submitted a proposal for a Teaching Fellows program; though our proposal was not accepted, the university is working to incorporate some of the policies outlined in the proposal into our existing teacher education programs.

**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 presents to incoming students teacher recruitment videos which feature and are targeted to minority students. The School continues to collaborate with other university departments to develop the 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. Minority education majors serve as student workers in the Education Office, officers in SNCAE, and Wingate 101 peer mentors. 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. The Academic Resource Center refers to Education Department advisors upperclass students who are good candidates for teacher licensure and through these efforts several minority students have elected to pursue alternative licensure and are now working in North Carolina schools;. In addition, minority teachers are included in recently developed promotional videos and printed recruitment material for teacher education programs at the undergraduate and graduate levels. The School of Education has recently hired a new Dean from an underrepresented minority and is in negotiations with a minority candidate to fill an open faculty position.

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

Articulation agreements for clinical experiences with area LEA's are being updated.

## 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	20	White, Not Hispanic Origin	61
	Other	0	Other	0
	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>63</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
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		
<b>Total</b>	<b>0</b>	<b>0</b>
<b>Comment or Explanation</b>		
<p>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.</p>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,202
MEAN SAT-Math	575
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
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	3.38
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	8		
Middle Grades (6-9)		2		
Secondary (9-12)		9		
Special Subject Areas (K-12)		8		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>27</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	19	95
Institution Summary	19	95

**E. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	6	19	1		
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						
Summer is counted as a semester for graduate students.						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	30	90	50
Bachelor	State	3,909	94	68

**G. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Union County Public Schools	250
Stanly County Schools	68
Anson County Schools	64
Charlotte-Mecklenburg Schools	49
Cabarrus County Schools	19
Richmond County Schools	14
Rowan-Salisbury Schools	14
Gaston County Schools	13
Randolph County Schools	12
Lincoln County Schools	9

**H. 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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.67	3.44	3.75
preparation to effectively manage the classroom.	3.44	3.33	3.33
preparation to use technology to enhance learning.	3.11	3.22	3.17
preparation to address the needs of diverse learners.	3.33	3.22	3.33
preparation to deliver curriculum content through a variety of instructional approaches.	3.44	3.22	3.50
Number of Surveys Received	9	9	12
Number of Surveys Mailed	24	24	24

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	7	5