

# IHE Master's Performance Report

Wingate University

2012 - 2013

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## Overview of Master's Program

Since its founding in 1896, Wingate University has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate University expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (MA.Ed.) degree allows individuals who already hold 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 University complemented its traditional programs with the addition of the Master of Arts in Teaching (MAT). The MAT program allows individuals who hold baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the MA.Ed. and the MAT 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 MAEd. program consists of 30 semester hours in core and content-related experiences, focusing also on assessment and evaluation. Each course includes integral field experiences involving the planning, implementation, and evaluation of instruction. The MA.Ed. program successfully underwent revisioning during the 2010 - 2011 academic year. New courses emphasize problem-solving techniques and inquiry methods with intense interest in the most current research trends and methods as well as implementation of most recent technology. An optional special topics course has been approved to allow candidates to further research or engage in professional development projects.

The MAT 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 University'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 MAT degree include the same core, content, and evaluation/assessment components of the MA.Ed., plus twelve additional hours of coursework in content areas, and the completion of a 3-6 semester 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 University'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 MAT candidate completes a supervised practicum in a K-6 school setting which is tailored 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 MAT practicum candidates in year-round and summer programs and in high priority schools who often hire them upon licensure. The programs offer flexibility in admissions and program progression. 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 years to as many as six years. As resources and personnel allow, courses are offered more frequently, particularly as candidates express demand for a particular offering. The new MAT is now structured so that candidates take 6 initial courses and then complete their practicum. This enables them to apply for licensure. There are 5 additional courses to be taken after that – with successful completion students earn a master's degree. Students may substitute comparable coursework from other institutions for up to six hours of program credit. Wingate University refers students to published course listings from area institutions as this material becomes available to Wingate University staff members. 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.

The MA.Ed and MAT programs both address, through required courses, the expectations for teacher education programs outlined in Senate Bill 724 and House Bill 23. Specifically listed below are the expectations with the Wingate course that address these expectations.

HB 23 (a) All Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students: **ED 531: Research in Educational Trends, Issues, and Best Practice; ED 532: Curriculum Decision Making; ED 544: Teaching Inquiry, Scientific Literacy, and Healthful Living**

SB 724 (b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics: **ED 502: Literacy in the 21<sup>st</sup> Century; ED 540: Communication Skills within the English Language Arts Curriculum; ED 542: Teaching and Learning Through a Problem-Solving Approach**

SB 724 (c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations: **ED 502: Literacy in the 21<sup>st</sup> Century; ED 540: Communication Skills within the English Language Arts Curriculum; ED 542: Teaching and Learning Through a Problem-Solving Approach.**

Current Wingate students are required to take the Praxis II 5015 for licensure. Students admitted for the fall of 2013 will be a new cohort and will be taking the MTEL. This change has been well-publicized in the Graduate Education Newsletter which is published every 2 weeks. Professors who are teaching **ED 501 and ED 502 are**

**charged with including expectations for the MTEL test. These will be the first courses that this new group of students takes.**

SB 724 (d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments with the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement: **ED 531: Research in Educational Trends, Issues, and Best Practice; ED 532: Curriculum Decision-Making; ED 535: Action Research; ED 552: Assessment and Instructional Intervention.**

SB 724 (e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum: **ED 532: Curriculum Decision Making; ED 546: Integrating Global Social Studies and Humanities; ED 560: Developing and Demonstrating Teacher Leadership.**

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other		Other	
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>23</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</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)	2	1
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>		
Comment or Explanation:		

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

<b>Masters</b>	
MEAN GPA	3.12
MEAN MAT New Rubric	396
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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

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

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

Specialty Area/Professional Knowledge	2011 - 2012 Program Completers Licensure Pass Rate	
	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.**

<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>
Masters-Upgrade/Add-On						
Masters-First Awarded						
G 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>
Masters-Upgrade/Add-On						
Masters-First Awarded			2	1		5
G Licensure Only						
Comment or Explanation: This represents MAT and MA.ed students						

**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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.