

**WINGATE UNIVERSITY
SCHOOL OF GRADUATE & CONTINUING
EDUCATION**



**Ed. S. and Ed.D. Handbook
Educational Leadership
2011-2012**

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March 2011

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Wingate University further complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A copy of the Act and the University's policy regarding Student Educational Records and Information is available upon request at the Office of the Dean of Students and at the Office of the Registrar. Information on crime statistics and graduation rates is available upon request in the Office of Admissions.

Note: The information contained in this handbook is accurate as of the date of publication; however, the university reserves the right to make changes in the program of study, financial policies, and regulations at any time deemed appropriate by the university.

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INTRODUCTION AND WELCOME

Welcome to the Wingate University School of Graduate and Adult Education! The purpose of this handbook is to provide our doctoral students with basic information regarding the Ed.S. and Ed.D. programs at Wingate. Please review this information carefully and address your questions to your academic advisor. The staff has prepared this publication to assist you in planning your program; however, policies are subject change. We encourage you to check the Wingate Graduate website at www.wingate.edu/matthews for additional information and to maintain communication with your advisor.

Conceptual Framework

The professional education programs at the Wingate University School of Graduate and Adult Education are guided by the conceptual framework of **The Effective Facilitator of Learning** which is conceived in the context of a well-rounded liberal arts education and reflects the components of **Ethics, Professional Knowledge, Applied Teaching, Creative and Informed Decisions, and Service**. The graduate education program in educational leadership is based on a mission to prepare, sustain, effective **Executive Leaders for the 21st century**. The mission and conceptual framework of Wingate University's Ed.D. program are based on three relevant roles of an effective educational administrator: **Leader, Master Teacher, and Researcher**.

Wingate's doctoral program is based on the following elements outlining its conceptual framework:

The "Effective Facilitator of Learning"

Formal knowledge and skills acquired as a part of campus and field-based courses are necessary, but not sufficient to deal with the complexities and fast paced changes found in education. "The Effective Facilitator of Learning" framework is essential because educators continually make collective and individual decisions about their work in order to best help learners develop as active, knowledgeable citizens of a changing and complex global society.

Educators understand learning and development

Wingate University doctoral candidates are dedicated to creating just and democratic environments that support the learning and development of all students and clients. By treating all students and clients equitably,

educational leaders adjust their practice to account for individual differences.

Educators possess discipline-specific knowledge and pedagogical understanding.

The Wingate University doctoral program requires that students develop a rich understanding of the subject(s) specific to their school assignments, and that they receive extensive information about and experience with subject-specific pedagogical strategies that promote students understanding.

Educators manage and monitor learning environments.

Wingate University doctoral candidates learn how to create, enrich, maintain, and alter education settings in order to best provide learning opportunities for all learners. Graduates are expected to choose and utilize multiple assessment approaches – from standardized assessments to alternative assessments – to monitor learner growth and development.

Educators are members of multiple learning communities

Wingate University doctoral candidates learn that they are members of multiple communities from highly specialized, content specific professional societies to the community that brings together parents and policy makers working collaboratively on the evaluation and improvement of the educational settings for all learners.

About Wingate University

Since its founding in 1896, Wingate University has incorporated the values of personal faith, practical knowledge and service into its educational programs. Wingate has been nationally recognized as among the best comprehensive colleges in the South, according to *U.S. News & World Report's America's Best Colleges*. Wingate University began as a boarding school with 61 students to offer complete literacy education from first grade through high school. Trustees named the new school after a successful president of Wake Forest University, Washington Manley Wingate. As public schools expanded in the Piedmont, Wingate concentrated on high school education and, in 1923, offered the first two years of college education. During the Depression era, many two-year church-related colleges around the country struggled or closed for lack of funds. In 1930 the Baptist State Convention of North Carolina had to temporarily withdraw its financial support of Wingate. Two years later, Wingate's administration building burned to the ground. Yet, despite these hard times, Wingate found a way to remain open as supporters rallied to provide the resources needed to keep education alive. Wingate became one of the few, if not the only, two-year church-related colleges in the nation whose doors remained open in the aftermath of the

Depression. This instinct to survive and excel has transformed Wingate over the years from a Junior College to a thriving four-year university. Today, Wingate is among the most successful schools in the country in the number of academic All-Americans. Wingate student-athletes compete in 19 NCAA Division II sports. More than 90 percent of the university's faculty members hold terminal degrees in their fields of study. Classes are small, with an average of 20 students, and are taught by professors, not by graduate students. The academic experience at Wingate is a supportive, intimate learning experience that challenges students to excel. Undergraduate enrollment continues to increase with more than 1,600 students. Some will study pre-professional programs to prepare for the fields of law, pharmacy and medicine. A comprehensive curriculum offers 32 different majors as well as graduate programs in business, education and physician assistant studies. In the early 1990's, Wingate University extended its reach into the Charlotte area to serve the educational needs of adults. One of the first institutions in the area to offer the MBA program, Wingate developed a unique one-semester preparatory course for adults with non-business degree backgrounds which continues to draw a variety of adult professionals. All undergraduate degree completion and graduate-level programs, including the master's and doctorate degrees in education are offered evenings at Wingate University School of Graduate and Adult Education in Matthews. For more information about Wingate University visit www.wingate.edu/matthews or call 704-849-2132.

Accreditation

Wingate University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Wingate University is accredited by SACS to award the bachelor's, master's, doctorate and professional degrees. Questions about the status of the university's accreditation may be may be obtained from the Commission on Colleges by calling 404-679-4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA 30033 or by contacting Wingate professor, Dr. Robert Doak at 704-233-8080.

In July, 2008, the North Carolina Department of Public Instruction granted authorization to Wingate University to begin the Ed.D. program in Educational Leadership.

ADMISSIONS POLICIES AND REQUIREMENTS

1. Students must submit:

- Wingate University School of Graduate and Adult Education On-line Application for Admissions to the Doctoral Program
- Two (2) copies of official transcripts from each institution attended (post high school)
- Official Graduate Record Exam (GRE) scores or Miller's Analogy Test (MAT) within the last 5 years
- TOEFL for International students whose first language is not English
- Application fee of \$50
- Brief vitae (not to exceed 2 pages)
- Three (3) letters of professional recommendation describing applicant's leadership skills

One letter must come from a university/college faculty member. If the most recent contact with a university faculty/college faculty is more than five years, the third letter of recommendation can be that of a senior management level in administration.

Two letters must come from supervisory or administrative personnel who have had direct experience with the candidate

- One (1) page letter of intent stating personal professional goals

2. Finalists will be invited to the campus to participate in the following:

- On-campus oral interview with faculty committee
- Completion of a timed writing sample

Admissions Selection

In order to be considered for admission, all candidates must be licensed, practicing administrators. Candidates will be selected in a competitive admissions process. A committee of the Wingate Graduate Education faculty will review all applications and consider each application based on a variety of factors. These factors include, but are not limited to, a review of standardized test scores, letters of recommendation, professional work experience, grade point average, and performance in the on campus interview and on the writing sample.

DEGREE PROGRAM DESCRIPTION

Program Purpose

Our graduates will assume positions as principals, superintendents, and central office administrators. The program is directed to the preparation of practicing school leaders. It is important to emphasize that the Ed.D. in Educational Leadership at Wingate University leading to the superintendent certification will provide a means for candidates to gain content, knowledge, pedagogical and professional knowledge, skills and dispositions specified by the Educational Leadership Constituent Council as well as the North Carolina Standards for Superintendents.

Based upon the premises established above, the conceptual framework of Effective Facilitators of Learning for future school and school system leaders will be for individuals who understand that educational leaders need to transform teachers from being dispensers of knowledge to facilitators of learning communities that support active learning. We are striving to create graduates who are competent at facilitating the learning process in multiple settings.

Cohort Experience

The Wingate University program in Educational Leadership emphasizes the development of Effective Facilitators of Learning, a goal which demands collaborative decision-making in diverse settings. For this reason, the university has adopted a cohort model for the Ed.S. and Ed.D. programs. This organizational plan encourages students to develop skills within a comfortable learning community that offers support and encouragement. As students develop their knowledge, engage in research, participate in class discussions, they develop support systems and professional relationships which may be helpful throughout their professional careers.

Students may be admitted to the program during the fall and spring semesters of the program's first year.

Academic Advising

Each student will be assigned an Academic Advisor based on the student's stated interests and goals. Students are free at any time to select another advisor should they find one more appropriate to their interests. The advisor must have Graduate Faculty status in Wingate University.

Ed.S. and Ed.D. Requirements

Wingate University offers two advanced degrees designed to prepare leaders for North Carolina public school systems. The Wingate University Doctoral Program in Educational Leadership is a **63 credit hour** program. The Educational Specialist degree is a **33 credit hour program**. The program is experiential and requires application of knowledge and skills obtained through varied experiences. The program is based on clinical practice, problem solving, and promoting institutional effectiveness in schools, school districts, and educational service agencies.

Students interested in a continued pursuit of the Doctor of Education program will complete 51 semester hours and 12 semester hours of a culminating experience called the Doctoral Capstone Project. A Comprehensive Exam of Leadership Competencies will be required for approval to begin the problem-centered action research project.

Candidates must complete their Ed.D Doctoral degree within 5 years of initial enrollment. This ensures that a candidate's experience and research are timely and relevant. If a Capstone Project remains undefended after the given Capstone Year, candidate must apply for Extended Capstone Project Status. The Director of Graduate Studies and the Capstone Director will monitor the status of any project in this situation. The School reserves the right to reassign or realign any project which enters an extended status to ensure that the project and data remain timely and relevant.

Comparison of Ed.S. and Ed.D. Requirements

	Education Specialist	Education Doctorate
Credit hours required	33	63
Comprehensive Exam	Required for completion	Required for approval to begin action research project
Leadership Portfolio	Must be completed and evaluated in order to qualify for the comprehensive exam	Must be completed and evaluated in order to qualify for the comprehensive exam
Capstone Project	Not Required	Required for completion
Demonstration of Clinical Practice Competences	Required	Required

Licensure

The Ed. S. and Ed.D. programs in Educational Leadership will lead to North Carolina licensure for the superintendency. This program will be aligned with both national and state standards.

Sample Cohort Schedule

	Year 1	Year 2	Year 3
Fall	Ed Leadership EL7134 Ed Law, Policy & Ethics EL7127	Principals in the 21 st Century EL7151 Managing Human and Fiscal Resources EL7109	Comprehensive Exams Petitions for Ed.S. Due Research Design and Data Analysis ER7423 Doctoral Capstone Project Phase I ER7950
Spring	Curriculum and Instructional Leadership EL7067 Data Driven Leadership EL7211	Superintendents and Executive Leadership EL7512 Comprehensive Planning and Program Evaluation EL7156	Systematic Inquiry and Decision Analysis EL7061 Doctoral Capstone Project Phase II ER7950
Summer	Organizational Development and Change EL7189 Measurement Techniques in Education ER7311 Information Management Systems EL7010	Diversity and Global Development EL7095 Economics and Education EL7234 Communications and Community Relations EL7032 Complete Ed.S. degree requirements	Seminar in Professional Research and Publication ER7433 Doctoral Capstone Project Phase III ER7950

Note:

Each course includes the assignment of (a) a Leadership Portfolio Project which is specific to the content of the course as well as (b) a practicum component which requires the student to complete a clinical experience of **six to ten contact hours** in an organization or school site. The clinical practice can consist of, but is not limited to the following: interviews, review and analysis of documents, observations, data collection (i.e. surveys, questionnaires, and checklists), and shadowing/mentoring. The nature of the clinical practice will be determined by the instructor of the course.

DEGREE REQUIREMENTS

Coursework

Wingate University's coursework in Educational Leadership aligns with the National Standards for Educational Leadership (ISLLC) as well as North Carolina's 21st Century Standards for Executives.

Education Leadership Courses and Descriptions

Course	Title	Course Description	Hours
EL7134	Educational Leadership: Theory and Practice	This course reviews the implications of contemporary administration and organizational models on education policies and practices; advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by creating cultures of educational excellence and responding to diverse learners.	3
EL7127	Education Law, Policy and Ethics	This course develops a framework for analysis and decision making in education policy; analyzes selected issues; examines educational research methodologies; and provides a comprehensive review of legal structures governing the administration of public schools.	3
EL7211	Data Driven Leadership	This course examines federal, state, and local student data for school improvement planning and implementation, addresses accountability and impetus for data driven leadership.	3
EL7067	Curriculum and Instructional Leadership	This course examines the principles of curriculum development, central components of instructional leadership and problems, and trends impacting the governance of curriculum.	3
EL 7189	Organizational Development and Change	This course examines the operational structure of schools, critical approaches to effective communication, principles of change process, and diverse strategies for change agents.	3
ER7311	Measurement Techniques in Education	This course examines methods used to measure and evaluate student progress and how the information gathered can be used to make program decisions and improvements.	3
EL7151	Principals in the 21 st Century	This course examines the various roles and expectations of the principals in the	3

		21 st century, examines the evolving demands and expectations of school leaders in an era of internationalization and global education and accountability.	
EL7010	Information Management Systems	This course examines applications of modern technology for the purpose of strategic planning, curriculum design and delivery and assessment and accountability.	3
EL7512	Superintendents and Executive Leadership	This course examines the current status and evolved roles, responsibilities, alliances, and partnerships of superintendents; analysis of executive leadership and improved performance of key leadership roles in school districts; examines the creation of a culture that distributes and empowers leadership.	3
EL7061	Systematic Inquiry and Decision Analysis	This course will examine cycle metric principles and evaluate instruments, inventories, checklists, and rating scales related to systematic inquiry of program effectiveness.	3
EL7109	Managing Human and Fiscal Resources	This course examines business management functions as related to human resources, budgeting, educational efficiency, observations/evaluations of teachers and school personnel; examines relevant topics such as comprehensive human resources development plans, professional development models and motivation, climate and productivity.	3
EL7095	Diversity and Global Development	This course examines the fundamental dimensions of diversity globalization, and the internationalization of schools.	3
EL7156	Comprehensive Planning and Program Evaluation	This course focuses on concepts and strategies associated with effective planning in education and human services, examines how data can be used as input for a comprehensive plan.	3
EL7032	Communications and Community Relations	This course will examine principles and practices for improving school and community relationships with emphasis on the local school site.	3
EL7234	Economics and Education	This course investigates economic forces impacting public school finance.	3
ER7423	Research Design and Data Analysis	This course examines the utilization of essential research skills with an emphasis on qualitative and quantitative decision analysis; examines the knowledge and skills for action research.	3
ER7433	Seminar in Professional Research and Publication	This course prepares students for professional writing of research reports	3

		and academic documents for publication; students will examine relevant problems and issues with the expectation to develop an action plan for resolution; examines APA 6th edition guidelines for professional writing and publication. Prerequisite: ER 7423 Research Design and Data Analysis.	
ER7950	Doctoral Capstone Project	This is the culminating experience that involves a problem-centered action research project, experiential experience; requires a review committee, requires a formal report in various forms such as, improvement plan, action plan or consultation analysis and recommendation plan, grade issued in the following manner; PR (progress), CPR (conditional progress). Those receiving NR (No progress) and Cr with letter grade (credit and successful completion); receiving a NR will require repeating one semester of 6 credit hours and academic probation.	12

Leadership Portfolio

The Leadership Portfolio will be a compilation of activities completed in each course which demonstrate the student's experiences and professional reflections on various administrative roles and responsibilities. Each professor will be responsible for crafting and grading the specifics of the portfolio project for his/her course, but students will submit a final summative product at the end of the program. The Leadership Portfolio should be organized and submitted electronically via Taskstream (instructions Appendix A, Page 37)

Dispositions

Each doctoral student is required to participate in a dispositions assessment process which begins on acceptance into the program and continues through program completion. Assessment of appropriate dispositional behaviors is an expectation as accorded by the ISLLC (Interstate School Leaders Licensure Consortium) Standards. Growth in these areas is considered an essential component of the doctoral program.

Doctoral candidates are expected to show continuous growth in all areas which impact their professional bearing. These include, but are not limited to, the following: vision, relationships, ethics, conflict management and responsiveness. The dispositions are to be assessed based on the individual's status and growth and are not to be a reflection on or assessment of the courses or instructors. A separate

process is in place for this purpose. No grade or score from the dispositions assessment will affect the course grade, but assessment procedures must be current in order for academic grades to be posted.

Assessment Procedures

At the beginning of the doctoral program, the candidate will complete a dispositions self-assessment form, together with a reflection on the assessment and particularly on any items that s/he feels need further explanation. The candidate should develop an action plan for continued improvement on any item(s) noted as "3" or lower. Forms and directions will be provided. These documents are to be retained by the individual as a part of the portfolio. The candidate is encouraged to secure feedback and advice from advisors and colleagues in completing these documents and to be as objective and accurate as possible in recording this information.

At the midpoint of the program, or as soon thereafter as possible, each candidate will have the opportunity to discuss with a committee of faculty members the current status and progress of those areas identified in the dispositions document and in particular those which were previously identified in the action plan for positive change. This committee should be made up of faculty members who have been involved with the candidate in a least one doctoral class. The committee and candidate will discuss status, progress, and further needs and plans for growth in the area of dispositions during the remainder of the program. Documentation of the meeting and the outcomes should be filed with the portfolio and as a part of the candidate's administrative file.

Near the completion of the program, a meeting similar to that described for the midpoint will be held to finalize the dispositions component of the requirements for the doctoral degree. The committee will determine and make a recommendation as to whether the growth and the status of the candidate in the area of dispositions is satisfactory for degree consideration.

Practicum

For each course, students are expected to complete a clinical practice experience of six (6) to ten (10) contact hours in an organization or school site. The clinical practice can consist of, but is not limited to, the following: interviews, review and analysis of documents, observations, data collection (i.e. surveys, questionnaires, and checklists), and shadowing/mentoring. The nature of the clinical practice will be determined by the instructor of the course.

Comprehensive Exams

The comprehensive exams for the Wingate Ed.D program in Educational Leadership are designed to assess the student's knowledge and capacity to qualify for candidacy as a doctoral student. The comprehensive exam serves as a gateway to the capstone project. The exam serves to confirm the student's command of the field of Educational Leadership and to evaluate the mastery level and synthesis of subject matter presented in the previous semesters of the program. The exam will include an evaluation of the student's ability to apply knowledge and skills to practical settings. Questions posted will be considered as critical to an advanced understanding of the field of Educational Leadership specifically in relation to the preparation of executive public school leaders in accordance with the North Carolina and National Standards for the Superintendency of Schools. It is only when a student passes the comprehensive exam that work can begin on the capstone and is considered a doctoral degree candidate.

The comprehensive examination process for the doctoral program consists of two components -- the written presentation and the oral examination.

- **Written Component**

The students in the program that will take the comprehensive exam must be prepared to write and discuss the field of Educational Leadership at a professional level citing material from coursework, classic and current references.

The written examination will be composed and assessed by full time faculty from the Wingate School of Graduate and Adult Education. Faculty are free to construct these exams as they deem appropriate. A full faculty committee of the Graduate Education Committee will review and approve the examination questions before submission to the Director of Programs in Education, Wingate School of Graduate and Adult Education.

A student that fails the written examination is permitted to retake it once. The oral and written examination must be passed before a student's capstone project is approved.

Each student will receive four questions which cross content from the required coursework. Questions for this exam will be developed and graded by Wingate faculty under the supervision of the Director of Graduate Studies. If a student receives an unsatisfactory evaluation on any given question, he/she will have the opportunity to address the area defined by the question as determined by the faculty member who wrote the question.

The comprehensive exam will be graded by at least two faculty members and returned in approximately two weeks from the date it was submitted. The readers will independently evaluate each question essay response and assign one of the ratings below:

- 4 Pass, substantially exceeds department expectations for doctoral comprehensive exams
- 3 Pass, meets department expectations for doctoral preliminary exams
- 2 Fail, does not meet department expectations for doctoral preliminary exams
- 1 Fail, falls substantially below department expectations for doctoral comprehensive exams

- Oral Component

The oral presentation of the comprehensive examination for the Wingate Ed.D in Educational Leadership consists of a review of the student's leadership portfolio and disposition information regarding the competencies for the executive in school leadership. Students in the program at the completion of their coursework will have developed a leadership portfolio that contains samples of leadership projects completed in each class. Students will also have compiled two previous assessments on their disposition and development in relation to the North Carolina Competencies for Executive Leadership in Schools. The oral section of the comprehensive examination process will focus upon these two areas. The student will review with and respond to questions regarding this work by the full time faculty of the Ed.D Educational Leadership of Wingate University. A specific time will be set aside for each student that qualifies for this component. Scheduling for this will begin in the semester the student is in research phase of doctoral work. Students will meet with full faculty during this

portion of the examination process. One to one and one-half-hour per session should be planned for this event per student.

- **Doctoral Candidacy**

Students are granted doctoral candidacy upon successful completion of the comprehensive exam and successful completion of Research Design and Data Analysis, ER7423. Candidacy is granted for one academic/calendar year. Students are expected to successfully complete the capstone during this time period.

Capstone Project

The Doctoral Capstone Project is a problem-centered action-research project that provides an opportunity for Ed.D students to utilize and demonstrate the performance competencies they have discussed throughout the program in organizational communications, comprehensive planning, professional understanding of educational leadership research development, data driven leadership, and institutional effectiveness. The Doctorate Capstone Project requires the application of learned content and skills in order to resolve problems and to confront issues that are impacting the effectiveness of a school, school district, or educational service agency.

After the successful completion of the Comprehensive Exam, students will be eligible to start the year-long problem-centered action research project. Students will not select their own topics for study but will choose from the Graduate School's problem-centered research project list. Because the University's intent for this project is to have students address critical issues that confront North Carolina school districts, the list of project topics will be generated from the formal assistance requests of school districts, schools and educational service agencies throughout the nation as well as the input of the Wingate Graduate Advisory Council. The process of creating the project list will be conducted yearly by the director of the program to ensure that timely and relevant issues are made available for advanced study.

Once a topic is selected, students will develop a plan of action and present a formal proposal of work for the capstone project to a panel consisting of two professors from the graduate education program, a representative from the LEA where the project will be based, and a member of the Wingate Graduate Advisory Council. This team may approve the plan as presented or advise the student to revise the plan.

The capstone project will be monitored and evaluated by an established Review Committee of Institutional Effectiveness. The review committee must consist of three members with the option of a fourth member. The

student will select a chair from the faculty who will serve as an advisor and mentor in the process of resolving the identified problem. In addition, the student in conjunction with the chair will identify a LEA/agency coordinator who will serve on the committee. The third person on the committee will be a faculty member. The optional fourth person will be a member of the Committee of Institutional Effectiveness. Final approval for the composition of the committee shall be obtained from the Director of Graduate Studies. Formal review committee approval must be gained before securing signatures on the Doctoral Capstone Contract. All research involving human subjects must adhere to Wingate University's policy 2.16.1 Guidelines for Research Involving Human and Animal Subjects.

To complete the requirements of the project, students will be required to organize a plan of action to strategically pursue and resolve an identified problem with the incorporation of data collection, analysis and synthesis, and application of learned content and skills. Students will register for three (3) semesters of four (4) hours each of the Doctoral Capstone Project. In addition, there must be sustained and informed contact throughout the experience with the student's advisor. Interactions will include written communications, oral communications, site visits, data collection, meetings, team building, conferences, workshops, and market analysis. A contact hours report and narrative will be included in the appendix of the final product.

Students will have multiple roles such as researcher, analyst, advisor, consultant, manager, and program developer. Selected problem centered action-research projects will require team building and collaborations. Students will interact with individuals in an identified organization or department to ensure an understanding of the problem and a desired solution. Individuals from the organization will comment on accuracy, professionalism, communication, strategic planning, and capstone product for the organization's purposes and goals.

The Doctorate Capstone Project requires a minimum of 800 documented contact hours for the year-long problem-centered experience, will be approximately 60 pages and will include the contextual analysis of the problem, data analysis, program components and recommendations, implementation strategy, financial forecasts, an evaluation plan, conclusions, references, and appendices. The capstone report must

follow the guidelines of the APA 6th edition. The ***Doctoral Capstone Guide*** will provide more detail for writing the report. Anticipated effort distributions, timelines, report outlines and deliverable descriptions and schedules will be mutually agreed upon by the student's Review Committee of Institutional Effectiveness and the educational service agency, school district, or school.

UNIVERSITY POLICIES AND PROCEDURES

Academic Honesty and Honor Code

Students will adhere to the Wingate Honesty and Honor Code which are available on-line at www.wingate.edu.

Academic Violations of the Honor Code

All students will familiarize themselves with academic violations of the honor code. A description of these violations is available on-line at www.wingate.edu.

Adding/Dropping Courses

Students may drop individual courses at their discretion up to one week after the mid-semester date. These students will receive a "W" on their transcripts provided they secure approval of the instructor and the Registrar. Withdrawal from the program for the semester is initiated with the Graduate Education Program Office at the Matthews Campus. Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog.

Attendance

Class activities have been carefully crafted to provide students with opportunities to discuss the most relevant research on topics related to the administration of public school systems. It is essential, therefore, that students make a commitment to be present for each and every class. Students are expected to contact their instructors when they must miss class, and each professor may develop his/her own guidelines on the effect of absences of the final grade for the course. Missing one class in the program is equivalent to missing two classes in a traditional program. In-class participation is also an important part of each course's requirements.

Diversity

The education programs at Wingate University are designed to develop Effective Facilitators of Learning who appreciate and advocate diversity in schools and society; master a broad general and professional knowledge base including knowledge of diverse cultures and characteristics and needs of diverse learners; and effectively design and deliver curriculum and create effective learning environments to address the needs of all children. In this program, we will incorporate the concepts of diverse backgrounds, individual differences, accessibility, integration, cultural relevance and mutual respect, where appropriate, as they are important concepts essential to all avenues of learning.

Email

All students are issued a Wingate.edu email account upon entering the institution. Wingate University faculty and staff members use this account to communicate urgent and important campus information. Students are required to utilize this account.

Ethel K. Smith Library

The Ethel K. Smith Library, located on the University campus, maintains a collection to support the curricula of the undergraduate and graduate programs. The facility houses more than 100,000 monograph volumes. The Library provides an online catalog, accessible from remote locations, offers a number of online reference databases, maintains an extensive ERIC Documents collection, and is a recognized depository for North Carolina State Documents. The Ethel K. Smith Library is staffed with highly trained, professional librarians available to assist students in their research endeavors via the employment of the many resources of a modern University library. The Library's subscription to NCLive, a virtual library made available by the North Carolina State Library, along with additional database subscriptions provide students access to a variety of scholarly journal and newspaper titles which supplement the print holdings. All online database materials can be accessed from remote locations (via passwords). Additionally, the Library's InterLibrary Loan Department enables students to research materials comparable to those of major state universities. A variety of study options are available in the Library: individual carrels in the Quiet Room, numerous group study spaces, and general areas for individual or group work. The building also includes an electronic instruction lab equipped with computers for interactive teaching. For those who bring their laptops to the Library, Wireless LAN access and wet carrels are available in several areas of the facility. Professional librarians instruct incoming students in the most effective and efficient research applications available in today's academic library. The computer commons in the Reference Department is specifically designed for the purpose of Bibliographic Instruction. The goal of Bibliographic Instruction is to foster lifelong learning opportunities through information literacy and to cultivate a basic, interdisciplinary, transferable skill set regarding applied research. For more information on the Ethel K. Smith Library, please visit: <http://library.wingate.edu>. Regular Library Hours are: Monday-Thursday 7:30am-11:15pm Friday 7:30am-5:00pm Saturday 10:00am-4:00pm Sunday 2:00pm-10:00pm Check the website for hours during holidays, breaks, and exams (hours are extended).

Financial Responsibilities

Tuition is due before the first day of class. If you are unsure of the amount owed, please call the Business Office at 704-233-8217. If you have student loans, please have all documentation completed before classes begin.

The University offers the Wingate University Payment Plan. With the plan, you may divide your tuition balance into four equal payments per semester. There is an enrollment fee of \$60 per year or \$40 per semester, but no interest is charged. Wingate accepts Visa, MasterCard and Discover cards. If you are interested in the payment plan or would like to make a payment by phone using your credit or debit card, please call 704-233-8217. If your employer offers a tuition reimbursement program, your tuition may be deferred to the end of the semester provided we have received a copy of your employer's Tuition Reimbursement Policy.

Financial aid questions and requests for additional information should be addressed to university personnel at 704-233-8209.

Grading System:

Distinguished Category (Grade of A- 90% to 100%): Reserved for exceptional students. The student is superior in all areas of writing, presentations, and participation. Required research and assignments are superior in both content and writing with outstanding observations and explanations, use of complex, strong vocabulary, appropriate use of APA form and style. Student demonstrates scholarly demeanor and interest in learning beyond the standard expectation. All papers are turned in on time and the student actively participates in all activities. This level of performance will demonstrate very few errors with proper grammar, spelling and punctuation; clear focus and use of historic present tense and appropriate tone; depth and complexity of ideas, details, reflection, analysis, and thought, use of references indicating substantial research; use of a variety of sentence length and structure (follows APA form and style).

Acceptable Category (Grade of B – 80% to 89%): Acceptable in all areas producing the expected reports, writings, and presentations. The majority of the assignments are turned in on time. This level of performance will show some errors in grammar, spelling, and punctuation; grammatical errors do not interfere with communications; focused on a purpose—suitable tone and use of historic present; depth of ideas supported by relevant details; use of references indicates ample research; logical organization; controlled and varied sentence structure—acceptable and effective language.

Unacceptable Cautionary Performance Category (Grade of C=70% to 79%-unacceptable for graduate credit): Can include the following: lack of active participation, student does not demonstrate adequate knowledge of the subject matter at the time of final grading. Assignments are not turned in on time. This level of performance will show an attempt to establish and maintain purpose and communicate with the audience; unelaborated idea development and repetitious details; use of few references; use of non-current literature; lapses in focus and coherence; use of simplistic, imprecise, and awkward sentence structure and language. A grade of C automatically places a student on probation.

Below Competency (unacceptable for graduate credit): A grade of "D" is unacceptable for graduate credit - student is to be withdrawn from the program; a grade of "F" is a failing grade - student is to be withdrawn from the program.

Graduate Rights and Responsibilities

The Wingate University Graduate Students' Rights to Privacy. The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, was passed and put into effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to know what material is maintained in those records. A copy of the Family Educational Rights and Privacy Act of 1974 is on file in the Dean of Students Office in the Dickson-Palmer Center. FERPA is designed to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A student has the right:

- to inspect and review, under supervision, information contained in his/her educational records,
- to challenge the contents of the educational record,
- to request a hearing if the outcome of a challenge is unsatisfactory,
- to submit an explanatory statement for inclusion in the educational record, if the outcome of the hearing is unsatisfactory, and
- to prevent disclosure, with certain exceptions, of personally identifiable information from the educational record.

Records and Informed Consent and Student Rights to Inspect and Review.

A student or former student may inspect and review his/her grade transcript, student personal record, and any other personally identifiable records maintained by Wingate University (collectively referred to as *education records*), with the exception that information which is not considered to be education records. Included in the list on non-educational records are (i) financial records of parents or any information in those records; (ii) confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975; (iii) medical records that are maintained by medical or mental health personnel solely for the purpose of treating the student. (The student may, however, have a physician or medical professional review the information in his/her medical record if there is reason to believe it may contain inaccurate, misleading or inappropriate information); (iv) records created by and kept by a law enforcement unit of the University, if made and kept for the purpose of law enforcement; and (v) records made by a faculty member, administrator, or ancillary personnel and kept in that person's sole possession in a way that the records are not accessible or revealed to anyone else.

A student may direct any request for review of an education record to the University Registrar or to the University's Vice President for Academic Affairs. Once a student has been allowed to inspect and review an education record, he or she may also request that the University official who is responsible for maintaining a particular record respond to his or her request for explanation and interpretation of the record.

A student may choose to waive his or her right to access confidential recommendations that are written to support an application for admission or financial aid, an application for an honor or recognition, a transfer or application to another institution, an application for employment, or similar application, provided that (i) the student either selects the persons to submit recommendations or, upon request, is notified of the names of all persons making such recommendations; and (ii) the recommendations are used specifically and solely for the purpose for which they were specifically intended. A student may not be required to waive right of access, under any condition.

If a student believes that inaccurate, misleading, or inappropriate information is included in his or her educational records, Wingate University will permit the student to insert into the record a written explanation concerning the content of such record. The University also will provide a means of correction or deletion of any information that is in fact inaccurate, misleading or inappropriate. (The student is expressly not

permitted to challenge grades through this means, unless he or she wishes to challenge the accuracy of institutional records which record the grade.)

Initially, any challenge to a student record should be directed to the Vice President for Academic Affairs. The Vice President for Academic Affairs will seek informal resolution of the matter. If either the Vice President for Academic Affairs or the student requests it in writing, the Student Development Committee of the Wingate University Assembly shall conduct a formal hearing concerning any challenges to the student's records as being inaccurate, misleading or inappropriate. Such a hearing shall be conducted and decided in writing within three weeks of the request. During the hearing, the student shall have a full and fair opportunity to present evidence relevant to the issues. If for any reason, the Student Development Committee shall be unable to convene a special committee to hear the matter, a group comprised of persons identified by the Student Development Committee who do not have a direct interest in the outcome of the matter may be assembled to hear the matter.

Grievance Policy and Procedures

Grade Appeal Procedure: A student who believes that his or her final grade in a course has been assigned incorrectly may appeal that grade through the following procedure. The process of appeal must be initiated by the student before midterm of the first regular semester following the semester or summer term for which the grade was awarded.

1. The first level of appeal for a student who is dissatisfied with a grade he or she has received is to the professor who assigned the grade. In a direct, personal interview the student should explain the basis for his or her dissatisfaction and the professor should explain the basis for the grade. If the professor is no longer employed at Wingate University, the student may proceed directly to step 2.

2. If, after the interview described in step 1, a student is still dissatisfied with the grade assigned, that student should submit to the Director of Graduate Studies a written statement containing the reasons for his or her dissatisfaction and the specific remedy he or she regards as fair and reasonable. The burden of proof is on the student to show that the grade awarded was arbitrary and capricious, irrational, made in bad faith, or contrary to constitution or statute. When, in the opinion of the Director, the student fails to show reasonable cause for further investigation, the Director may deny the appeal without further action. If the Director is the professor concerned, the appeal shall be taken to the Assistant Vice-President of the Matthews Campus.

3. When, in the opinion of the Director, a student's appeal raises reasonable doubt as to whether the grade was correctly assigned, the Director shall seek to mediate the dispute between the student and the professor. The process shall include several meetings: one between the student and the Director; one between the professor and the Director; and a final meeting with the Director, the student and the professor all in attendance. If the professor refuses to accept mediation or if the mediation effort is unsuccessful, the Director shall request that the case be submitted to the Academic Appeals Committee of the School of Graduate and Adult Education. The School of Graduate and Adult Education upon receiving a grade appeal, shall carry out a thorough investigation in such manner as it may deem appropriate. The committee shall submit to the Assistant Vice-President of the Matthews Campus its findings in the case, including its recommendations concerning the appropriateness of a grade change. If the committee recommends a change, it shall recommend the specific letter grade that should be awarded in the case. Upon recommendation of the Academic Appeals Committee, the Assistant Vice-President of the Matthews Campus shall have the authority to change the grade on the student's permanent academic record. The decision of the Assistant Vice-President of the Matthews Campus shall be final. The Assistant Vice-President of the Matthews Campus will inform the student, the Director, and the professor involved of the result of the grade appeal.

4. If the grade appeal involves a charge of unethical conduct, the student shall submit the appeal directly to the Assistant Vice-President of the Matthews Campus. If the Assistant Vice-President of the Matthews Campus finds insufficient evidence to support a charge of unethical conduct, the student may still appeal the grade following the procedures described above. If the Assistant Vice-President of the Matthews Campus finds that the conduct of the faculty member was unethical and that the conduct affected the student's grade, the Assistant Vice-President of the Matthews Campus shall take such steps as he or she may deem appropriate to determine an accurate and fair final grade for the course. The Assistant Vice-President of the Matthews Campus shall have the authority to change the grade on the student's permanent academic record to conform to this determination.

Harassment Policy

The official policy of the University states that the academic and work environment of students, faculty and employees will be free of any intimidation or harassment by a member of the Wingate University community. Harassment of any kind will not be tolerated. Prohibited conduct includes but is not limited to physical or mental abuse, racial, ethnic, sexual or age-related insults, jokes or slurs and harassment concerning an individual's physical or mental disability. Sexual harassment includes but is not limited to verbal or physical sexual advances, unwelcome contact and sexually discriminatory remarks that are offensive or objectionable to an individual, that cause an individual discomfort or humiliation, or that interfere with an individual's academic or work performance. Such conduct is strictly prohibited. Furthermore, suggesting to a student, employee or faculty member that a sexual favor or tolerance of illicit conduct might enhance that individual's academic or employment standing at the University, or might ensure graduation, job security or academic or job advancement is also forbidden. (A copy of the Sexual Misconduct Policy is on file in the Dean of Student Affairs office.) Any student, faculty member or employee who believes that he/she has been subjected to any form of harassment should report the conduct immediately. If the alleged harasser is a student the conduct should be reported to the Dean of Student Affairs or his or her designee; if the alleged harasser is a faculty member the conduct should be reported to the alleged harasser's department chairperson; if the alleged harasser is an employee the conduct should be reported to the alleged harasser's direct supervisor. In instances where a dean, administrator or supervisor is the alleged harasser the conduct should be reported to that individual's immediate supervisor. Complaints involving harassment by students will be handled in accordance with the provisions under the sanctions for non-academic violations of the honor code. Complaints involving harassment by faculty members, administrators or employees will be handled in accordance with the procedures set forth in the faculty/staff guide. Efforts will be made to keep all complaints and related information confidential and such information will be discussed with other individuals on a need-to-know basis only.

Inclement Weather

The university maintains the regular schedule of classes throughout the semester. Classes are not normally canceled due to inclement weather (i.e., snow, sleet) and students are responsible for all the work of any class meeting missed for any reason. Students are encouraged to contact the weather information hotline at 704.845.4111 or check the website for specific up-to-date information. Students may also want to contact professors directly for class information.

Incomplete Grades

A student may petition a faculty member for an extended amount of time to complete a course in which the student is regularly enrolled. The following circumstances apply:

- The student must demonstrate that extenuating circumstances exist that prevent completion of the course(s) according to the university calendar. In this case, the faculty member may assign a grade of "I" showing that some requirement of the course is not yet complete
- It is the student's responsibility to initiate steps with the professor to change this grade.
- A grade of "I" which has not been completed within 30 calendar of the next regular semester will automatically become an "F".
- A faculty member may submit a written request on behalf of the student to the Office of the Vice president for Academic Affairs to extend the deadline. When doing so, the faculty member will impose a new deadline.

Late Assignment Policy

Punctuality is not only an important characteristic of a successful graduate student; it is also a critical characteristic of an effective leader. A late assignment may result in the reduction of the student's grade. Please refer to the syllabus for each course.

Maintaining a GPA

Doctoral students must maintain a 3.0 grade-point average. All courses completed for the Ed.D Program in Educational Leadership must be completed with an "A" or "B". Courses that have resulted in a "C" are unacceptable for graduation and as such need to be retaken. Upon receiving a "C" for a course, the student is placed upon academic probation. A repeat grade of "C" in the course will result in the student being dropped from the program. Courses with a grade of "D" or below will result in students being withdrawn from the program.

Monitoring Progress

The Wingate graduate faculty will meet each spring to review the progress of all students in the program. Successful progress in the program as outlined by the university as well as individual performance in classes will be considered. A letter of review will be filed in the Matthews Campus Office and will be sent to the student with any concerns regarding the program noted.

Refunds

75% refund if a student officially drops a course prior to the second class session.

50% refund if a student officially drops a course prior to the third class session.

25% refund if a student officially drops a course prior the fourth class session.

There is NO tuition refund if a student officially drops a course after the fourth class session.

Residency Requirement

A minimum of six credit hours must be maintained throughout the program to satisfy residency requirements unless an exemption due to special circumstances has been approved by the Director of Graduate Studies.

Standards for Written Assignments

All papers must be submitted electronically in Microsoft Word version 2000 or higher, free of spelling and grammar errors, and adhere to APA standards as established in the 6th edition. Furthermore, written assignments will be evaluated according to the following criteria:

- *Organization*: Evidence of a logical and meaningful consistency in the structure of the response to the assignment, evidence of planned presentation having a clear flow from the beginning, through the middle, to the conclusion.
- *Completeness*: Evidence of having covered all parts of the assignment.
- *Content*: Evidence of having developed the response from significant concepts and insights gained from the readings drawing upon relevant theories and literature, and citing sources in APA form and style as necessary and appropriate.
- *Relevance*: Maintenance of pointed and clear relationships in response to the assignment, avoidance of digression from the main points of the assignment, avoidance of boilerplate or filler material, and avoidance of redundant matter and educational jargon.
- *Cogency*: Depth and breadth of insight, reasoning, and understanding exhibited in the response through the integration of thought and argument.

Statement on Disabilities

If academic assistance, support, or modifications are needed due to a disability, please note the University's policy (as stated by Wingate's Disability Services Office): "Reasonable accommodations will be made for

students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office in the Academic Resource Center, campus phone extension 8269.” It is the student’s responsibility to register in a timeline manner if modifications are needed to provide the necessary assistance. Students with disabilities are encouraged to speak with the Director of Graduate Education Programs after class to discuss their needs in receiving equal access.

Student Grievances and Appeals

Student grievances and appeals regarding matters other than admission and grades are decided upon by the Teacher Education Committee at Wingate University. Any grievances and appeals must be made in writing and submitted to the Director of Graduate Studies at least one month before a decision on the matter may be expected. The student will be informed in writing of the committee’s decision.

Student Progress

If a student’s progress falls behind the suggested timeline, it is advised that he/she meet with his/her advisor to seek a plan of action.

Technology

The education programs at Wingate University are designed to develop Effective Facilitators of Learning by: demonstrating a sound understanding of technology operations, concepts, and resources and of the social, ethical, legal and human issues surrounding them; applying technological knowledge and skills to plan, design, and assess effective learning environments including those supported by technology; and increasing productivity and professional practice. Students will also use the Internet to locate websites, locate appropriate activities, locate research articles, perform statistical analyses, and submit assignments to the professor via e-mail. These assignments are designed to prepare graduate students for successful professional productivity, information access, and communication among educators.

Temporary Leave of Absence To be granted a temporary leave of absence, a student must submit documentation from a qualified professional to the Office of Student Success. The Dean of Students will recommend to the Vice President for Academic Affairs whether a leave of absence or withdrawal is appropriate. For students who are granted a leave of absence for medical reasons, the Office of Student Affairs will require documentation from a health-care provider indicating the student

is prepared to return to Wingate. A temporary leave of absence provides the student with the right to return to the University (in the semester following the leave of absence) without re-application. Students who are granted a TLA are subject to all University refund/repayment policies (as outlined on page 28).

Termination from the Program

Students may be dismissed from the program if (a) they receive more than one grade below a B in any coursework, (b) they are found to be in violation of the university's honor code, (c) they fail to maintain continuous enrollment unless a Leave of Absence has been approved by the Director of Graduate Education. A capstone project should not be in progress longer than five years after a student has been approved to begin the project.

Textbooks

Each semester, the campus bookstore will have a list of required and recommended textbooks for courses. This information is also noted in the course syllabi.

Transcripts

The official academic record for each student is maintained in the Office of the Registrar. A student has access to the record during normal office hours. A student may receive copies of the official transcript by making a written request by signing a release form in the Office of the Registrar. Unofficial transcripts can be printed by the student using WinLink, the web-based student information system. Transcripts will not be released if the student's account with the University is delinquent.

Transferring Course Credit

A student may be permitted to transfer credit from another accredited graduate school. Wingate University will consider transfer of up to nine semester hours of appropriate graduate course credit, provided the credit was gained during the seven-year period preceding admission and each course has a grade of "B" or better. An appeal for transfer of credit may be made to the Director of Graduate Studies. Consideration for hours earned as a part of another accredited university Ed.S. or Ed.D. program may be considered as grounds for an appeal for transfer of credit.

Any student seeking transfer credit must initiate this action with the Academic Advisor and/or the Director of the Graduate Education Programs by completing the course form for transfer credit and providing a course description and course syllabi for the course taken at another university. This should be done before proceeding with his/her course of study. Transcripts will be required for review as well. Requests for

transfer for credit must be done in consideration of the 21st Century Standards for School Executives. The Graduate Education Program Admission Committee will evaluate the information and determine approval.

Since our graduate programs are portfolio based, it should be noted that if a course transferred does not have a portfolio requirement, it will be necessary that the student complete a portfolio entry that is in keeping with that required in the comparable Wingate University course as a component for completion and credit. The student will work with the Instructor of the course to satisfy this requirement and must be completed during the semester their cohort takes the course. The content of transfer courses will be subject to evaluation in the comprehensive exam.

Requests for transfer credit are considered very seriously. The Review Committee looks carefully at previous coursework in context of the cohort experience of the Ed.D Program at Wingate. The Review Committee also takes into consideration that given the early stage of the Ed.D program overall, course continuity is a critical factor in the decision process.

Withdrawals

Students may withdraw from individual courses at their discretion up to one week after the mid-semester date. These students will receive a “W” on their transcripts provided they secure approval of the instructor and the Registrar. Withdrawal from the program for the semester is initiated with the Graduate Education Program Office at the Matthews Campus. Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog as outlined on page 28.

Wingate University

School of Graduate and Adult Education Faculty

Cynthia Compton (2010) Assistant Professor of Education
B.A. North Carolina State University, M.A. Butler University, Ph.D University of Virginia

Ellen Flamer (2007) Internship Supervisor
B.S., West Chester University; Master of Human Development and Learning, UNCC; Administrative Certification, UNCC

Linda Fritz (2007) Internship Supervisor
B.S., M.Ed., Western Carolina University; K-12 Reading Certification, Western Carolina University; Curriculum Specialist, Administration Certification, UNCC

Sarah Harrison-Burns (1989) Professor of Education
B.S., Mississippi University for Women; M.Ed, Ed.S., Ph.D., University of Southern Mississippi

Michael Judd (2008) Dean School of Sport Sciences
A.A.Pierce College; B.A. San Diego State University; M.A. San Diego State University; Ph.D University of Southern California

Rebekah D. Kelleher (2000) Assistant Professor of Education
B.A., M.Ed., Nicholls State University; Ed.S., Ed.D., Georgia Southern University

Carolyn J. Nave (2002) Associate Professor of Education
B.S., Austin Peay State College; M.A., Ed.D., East Tennessee State University

Tom Pierce (2007) Internship Supervisor/Coordinator
A.A., Lees-McRae Junior College; B.A., Emory and Henry College; M.Ed., UNCC; Principal License, UNCC; ASG (Sixth Year) Curriculum Instructional Specialist, AP (Sixth Year) Principal License

Bill W. Stegall (2008) Assistant Professor of Education
A.A. Wingate college; A.B., M.ED., PhD., University of North Carolina at Chapel Hill

Rick Watkins (2009) Assistant Professor of Education
B.A., University of North Carolina at Wilmington; M.A., University of North Carolina at Pembroke; Ed.S., Ed.D, Nova Southeastern University

Amy E. White (2007) Associate Professor of Education
B.A., Abilene Christian University; M.Ed., Ph.D, University of North Texas

Lloyd G. Wimberley, Jr. (2006) Director, Graduate Programs in Education and Associate Professor of Education
B.S., M.A.T., University of Louisville; Ed.D., University of North Carolina Chapel Hill

School of Graduate and Adult Education Administration

Greg Clemmer (2006) Assistant Vice President Matthews Campus
A.A., Wingate University; B.A. University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte; Ed.S., Appalachian State University

Sarah Harrison-Burns (1989) AIG Program Coordinator
 Professor of Education
B.S., Mississippi University for Women; M.Ed, Ed.S., Ph.D., University of Southern Mississippi

Theresa Hopkins (2011) Graduate Education Academic Counselor
B.A. Music Education Greensboro College; MA Education UNC Charlotte

Michael Judd (2008) Dean Sport Sciences/MASA/MAPE Program Coordinator
A.A.Pierce College; B.A. San Diego State University; M.A. San Diego State University; Ph.D University of Southern California

Rebekah D. Kelleher (2000) MAED Program Coordinator
 Assistant Professor of Education
B.A., M.Ed., Nicholls State University; Ed.S., Ed.D., Georgia Southern University

Linda Morris (2007) Administrative Assistant, Graduate Education Programs

Tom Pierce (2007) Internship Supervisor/Coordinator
A.A., Lees-McRae Junior College; B.A., Emory and Henry College; M.Ed., UNCC; Principal License, UNCC; ASG (Sixth Year) Curriculum Instructional Specialist, AP (Sixth Year) Principal License

Amy White (2007) Associate Professor/MAT Program Coordinator
B.A., Abilene Christian University; M.Ed., Ph.D. University of North Texas

Lloyd G. Wimberley, Jr. (2006) Director Graduate Education Programs, Associate Professor
B.S., M.A.T., University of Louisville; Ed.D., University of North Carolina at Chapel Hill

Appendix A

Wingate University Taskstream Orientation Ed.D Program

1. Your program portfolio will be done, this semester, in the TaskStream webfolio system.
2. This system will allow you to use the pre-created Wingate University template to upload your portfolio documents that you are creating throughout your program.
3. Each course in your electronic portfolio, will have a pre-determined slot to upload both your reflection (DAF) and the project that you will need to show mastery of the course goals.

Finding your way:

1. Go to www.taskstream.com
2. Click “subscribe/ renew today “
3. Click “create new taskstream subscription”
4. Click “I am a participant in a College/ University.....”
5. Follow instructions – need credit card, or you can fill out most of the form and call them for instructions on using a check (takes longer)
6. Use self enroll codes to enroll in your specific program.
7. Once you're enrolled, you go to create your webfolio. Use your first/ last name as the title; you'll be able to choose “use a template from my learning community” and the template will be there for you....all you do is upload!
8. Once your portfolio is complete, you will submit it to the Leadership Portfolio Submission Area (DRF). Do not “share” your portfolio for grading. This feature will email your portfolio to someone (fine if you want feedback). **When you submit it through the DRF**, then it will be graded and returned to you electronically.

Some hints for you:

- 1.
2. remember when creating your documents, that not all professors and outside readers have all file formats. Please save your final version of documents as either **RTF, PDF or Word 2003**. Otherwise, you may have to revise after you've turned it in so the people assigned to grade you can open all your files!
3. If you use images, use common extension like JPEG to save scans, photos, etc. PDF also works well.

4. Remember to constantly back up the documents and scans you are planning to upload....computer crashes will not be a reason for failure to turn in your portfolio on time.

Creating your Portfolio

1. To begin, TaskStream calls it a “webfolio”, so you’ll go to the area where you create a new webfolio or webpage.
2. Then you’ll use a custom template (designed by your learning community)
3. From the pull-down menu, you’ll select “Ed.D Leadership Portfolio”
4. There is a pre-loaded background theme for Wingate University
5. Then, you will see (**if you choose left navigation**) all the pre-loaded categories on the right to guide you!
6. After you tab to “edit content”, you’ll have the opportunity to click on a guide on folio creation...that’s very useful
7. In order to have your portfolio graded, you must send it in for evaluation....**you do NOT “share your work” at the end.** You can do that if you want feedback along the way, but in the end, you’ll upload your entire folio into our DRF (that’s the special area in TaskStream I’ll create for you. The rubric, everything is in the DRF...
8. Go to the HOME tab, click on your program and follow instructions on left to submit your portfolio for grading.
9. If you do NOT keep hitting “confirm or submit”, etc until you get the confirmation page you have not finished submitting.

Each semester a “self enroll” code will be issued. This will be needed to enroll in the correct program to access the templates. You will be given this code the semester you need it.

Reflection Format for the Ed.D. Leadership Portfolio

For each course you completed, you were asked to submit a formal portfolio assignment. For your leadership portfolio, you will utilize a word processing software to create your reflections, and then upload them, along with your projects into the TaskStream electronic portfolio system. Throughout your written reflections, it is necessary to illustrate and clarify how these projects best demonstrate your mastery of course and programmatic goals.

- 1) Description (what took place) – This section is **descriptive and informational** in nature (the “what”, who, where, when and why/how) and consists of your clear recall and articulation of both the process you undertook to complete the course and the project itself. It sets the foundation for the remainder of the reflection. In this section you will address such topics as:
 - a. General description of the project; major goals of the project in relation to the course itself
 - b. Your thought process as you developed the project, how you developed your ideas and how they changed over time
 - c. Any other ideas which will help the reader understand the project and the manner in which it was developed
- 2) Analysis (Evaluation of the process and product) This section is analytical, synthetic and evaluative in nature (the “so what”) and consists of your analysis of the strengths and limitations of your project, synthesis with other learnings, and self-evaluation of the product and process. It should clearly focus on and amplify ideas in the Description section. In this section you will address such topics as:
 - a. Effectiveness and limitations of the project; how well it addressed the goals of the course, etc.
 - b. How this project helped you connect ideas from this course and incorporate other ideas from other sources (outside reading, experiences, other classes, etc)
 - c. How the process and/or product could have been improved and what you might have done to improve it
 - d. How the project increased your understanding of programmatic goals
 - e. Any other insights which will help the reader understand the strengths and limitations of the project and/or process and/or its connections and integration, including any formal and informal evaluation you received from others.
- 3) Future Impact (Application/Implications of the process and product) – This section is applicative/prescriptive in nature (the “now what”) and consists of personal implications of what you have learned from the project and specific applications of what you have learned from the course. It should clearly focus on the insights in the analysis section. In this section you will address such topics as:
 - a. How you have grown professionally from this experience
 - b. How the insights you have gained will be applied to your future professional and leadership decisions and practices; *specific* aspects of your attitudes and practices that have changed/will change as result of your insights

- c. Any other examples, explanation, or elaboration that will help you reader understand how this experience impacts you and will be applied the professional, leadership setting

*For more on Reflection and the DAF process, see Bullock & Hawk on developing a portfolio