

Wingate University is operated on a nondiscriminatory basis. Wingate University complies with federal law, including the provisions of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Wingate University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability or military service in its administration of education policies, programs, activities or services; admissions and housing policies; scholarship and loan programs; or employment; except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to the Office of Business Affairs.

Information on crime statistics and graduation rates is available upon request in the Office of Admissions.

The information contained in this catalog is correct and reflects policy and states progress requirements for graduation effective as of the date of publication. The University reserves the right to make changes in its educational and financial policies as the Wingate University Board of Trustees may deem consonant with sound academic and fiscal practice. The University further reserves the right to ask a student to withdraw at any time

## **About Wingate University**

Wingate University is a four-year liberal arts university of more than 2,000 students with a personal touch that promotes active learning. Since its founding by North Carolina Baptists in 1896, Wingate University has continued to emphasize its core values of Knowledge, Faith, and Service.

The academic experience at Wingate University offers a supportive and intimate learning environment that challenges students to excel. Classes are small, with an average of 20 students and are taught by professors, not by graduate assistants. Undergraduate students may choose from 40 majors, 39 minors and 7 pre-professional programs in the arts and sciences, business, education and sport sciences.

Exceptional graduate programs are offered in business, education and the sport sciences. These advanced programs are taught at the Wingate University School of Graduate and Adult Education in downtown Matthews. In addition, Wingate's School of Pharmacy, located on the main campus, is one of the most progressive programs in the country.

Wingate University's beautiful 400-acre main campus is located off Highway 74 in the town of Wingate, N.C. about 45 minutes from Charlotte. As one of the few universities in the state with a four-year residency requirement, Wingate's close-knit campus offers the ideal environment for involvement in student activities.

The international study/travel program, W'International, enables students to travel internationally with costs offset by the university. During university-sponsored ten-day trips, students have traveled to over 30 countries on five continents throughout the world.

Wingate University is among the most successful schools in the country in the number of Academic All-Americans and offers 17 NCAA Division II teams. Nearly half of the students at Wingate University participate in intercollegiate or intramural sports.

For more information about Wingate University, visit [www.wingate.edu](http://www.wingate.edu). For information about Graduate Education programs, visit [www.educationgraduate.wingate.edu](http://www.educationgraduate.wingate.edu).

## **A Message from the Dean**

Welcome to Wingate University School of Graduate and Adult Education – the first step in a new and exciting adventure of learning, growth, change, and opportunity.

We are pleased that you have an interest in Wingate University Graduate Programs in Education. Our goal is to equip our students with the best available skills needed for success as a leader in today's schools. Relevance and application will be a hallmark of our program. Our program staff prides itself in developing relationships necessary to maximize students' success.

Wingate University Metro Campus is located in downtown Matthews, North Carolina. Our goal is to meet the increasing demand for affordable and flexible higher education options in the Charlotte area. We're a one-stop shop with evening classes at a cost at better value than most comparable public institutions.

We look forward to taking you in the direction you want to go. . . .

Greg Clemmer, Dean  
Wingate University School of Graduate and Adult Education

## Contents

Correspondence and Contact Directory .....	6
The University .....	7
Statement of Purpose .....	7
Educational Objectives .....	7
Accreditation of Master's Programs in Education .....	8
<b>GRADUATE EDUCATION GENERAL INFORMATION .....</b>	<b>9</b>
Academic Calendar .....	10
Financial Information .....	11
<i>Tuition</i> .....	<i>11</i>
<i>Fees</i> .....	<i>11</i>
<i>Refunds</i> .....	<i>11</i>
<i>Financial Planning</i> .....	<i>11</i>
Graduate Education Programs Licensure .....	11
<b>The Doctor of Education in Educational Leadership Program .....</b>	<b>12</b>
Program Purpose .....	12
Cohort Experience .....	12
Academic Advising .....	12
Ed.D. and Ed.S. Requirements .....	12
Admissions Policies and Requirements .....	13
Admissions Selection .....	13
<b>The Master of Arts in Education in Elementary Education (K-6) .....</b>	<b>14</b>
Admission Requirements .....	14
Program Requirements .....	14
Program Completion .....	15
<b>The Master of Arts in Teaching in Elementary Education (K-6) .....</b>	<b>16</b>
Admission Requirements .....	16
MAT Pre-Requisites/Co-Requisites .....	16
Program Requirements .....	17
Program Completion .....	17
Practicum .....	17
<b>The Master of Arts in Education in Educational Leadership .....</b>	<b>18</b>
Admission Requirements .....	18
Program Requirements .....	19
Program Completion .....	19
<b>The Master of Arts in Education in Physical Education .....</b>	<b>20</b>
Admission Requirements .....	20
Program Requirements .....	21
Program Completion .....	21
<b>The Master of Arts in Education in Sport Administration .....</b>	<b>22</b>
Admission Requirements .....	22
Program Requirements .....	22
Program Completion .....	23
<b>The Add-On Licensure Program for Academic and Intellectually Gifted K-12 .....</b>	<b>24</b>
Admission Requirements .....	24
Program Requirements .....	24
Program Completion .....	24
<b>The Add-On Licensure Program for School Administration K-12 .....</b>	<b>25</b>
Admission Requirements .....	25
Program Requirements .....	25
Program Completion .....	26

<b>Common Elements of the Programs .....</b>	<b>27</b>
Admission .....	27
Advising .....	27
AIG .....	28
Attendance .....	28
Computing Facilities .....	28
Copying/Printing .....	28
Directed Study .....	28
Exit Exam .....	29
Email .....	29
Grading Policy .....	29
Graduate Education Programs Advisory Council .....	30
Graduation Procedures .....	30
Graduate Record Examination .....	30
Honor Code .....	30
Incomplete .....	31
Internship Journal .....	31
Library Resources .....	32
Licensure .....	32
MAT – Miller Analogies Test .....	32
Practicum .....	33
Program Development .....	33
Program Evaluation and Review .....	33
Program Portfolio .....	34
Registration .....	34
Residency Requirement .....	35
Textbooks .....	36
Transcripts .....	36
Transfer Credit .....	36
Tuition/Fees .....	37
Unique Features of the Programs .....	37
Withdrawal .....	37
Refunds .....	37
<b>Course Descriptions .....</b>	<b>38</b>
Education ( MAT, MAED, AIG ) .....	38
Educational Leadership (EDLD) .....	41
Sport Administration (MASA) .....	42
Physical Education (MAPE) .....	45
<b>Graduate Education Faculty and Administration .....</b>	<b>46</b>
Wingate University School of Graduate and Adult Education Faculty .....	46
Charles A. Cannon College of Arts and Sciences Faculty .....	46
School of Sport Sciences Faculty .....	46
School of Graduate and Adult Education Administration .....	47
<b>Appendix</b>	
Thayer School of Education Title II Institutional Report Card (2008-2009) .....	48
Effective Facilitator of Learning Conceptual Framework .....	51
M.A.T. and M.A.Ed. Program Portfolio* .....	52
M.A.Ed in Educational Leadership and	
Add-on Licensure in School Administration K-12 Program Portfolio* .....	54

## Correspondence

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## Contact Directory

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MAEd in Physical Education	Dr. Michael R. Judd	m.judd@wingate.edu
MAEd in Sport Administration	Dr. Michael R. Judd	m.judd@wingate.edu
MAEd in Educational Leadership	Dr. Lloyd Wimberley	lwimberley@wingate.edu
Add-On Licensure in School Admin.	Dr. Lloyd Wimberley	lwimberley@wingate.edu
Add-On Licensure in AIG	Dr. Sarah Harrison-Burns	shburns@wingate.edu
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Internship Supervisor/ Coordinator	Tom Pierce, Metro Ellen Flamer Linda Fritz Melvin Denton (Cabarrus/Kannapolis)	704-307-3160 704-535-4344 704-283-1845 704-788-1600
Library/Archives/Reference	Staff	704-233-8096 704-233-8089
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Practicum (MAT students only)	Dr. Sarah Harrison-Burns	704-233-8217 Fax: 704-233-8273
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Student Grades/Email Accounts	Ann Deese	704-233-8151

## The University

Wingate University, founded in 1896, is a four-year liberal arts university, offering baccalaureate degrees in more than 40 majors and master's degrees in both the School of Business and the School of Graduate and Adult Education. Approximately 2000 students attend the University. The 400-acre main campus is located close to the southeastern corner of metropolitan Charlotte, North Carolina in Wingate, North Carolina. Wingate University's School of Graduate and Adult Education, located in downtown Matthews, North Carolina, is home to the graduate education programs.

### Statement of Purpose

The central mission of Wingate University 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 .

## Educational Objectives

### Goals/Objectives

(a) Graduates should present a portfolio which is representative of the experiences and activities completed during work toward the master's degree. In an initial conference with a graduate level advisor and after the candidate has been officially admitted to the program, the goals of the program should be presented and the candidate should set personal goals for the portfolio.

The final portfolio should be evaluated by representatives of the University graduate faculty and peers of the candidate who have already achieved the master's degree or national board certification.

(b) Graduates should be able to go "beyond the classroom" in their preparation for teaching, administration or leadership learning activities. The master teacher/leader should be able to use external resources and design:

- Activities to meet the individual needs of diverse learners
- Diagnostic procedures to determine the strengths and weaknesses of learners
- Remedial and enrichment activities for the learners
- Technology projects
- Assessment and evaluation procedures
- Action research projects
- Integrated learning activities

(c) Graduates should be able to assume leadership roles in their schools and school districts.

The master teacher/leader should be able to use the "multiplier-effect" and present workshops for peers within and outside the school.

The master teacher/leader should be able to "make a case" for technology and materials in the learning environment.

The master teacher/leader should be able to mentor a new teacher and/or teach a "methods" course within a given content area.

The master teacher/leader should be able to assume the role of "team leader" in school (related) projects.

(d) Graduates should have the knowledge and techniques to address the following advanced competencies:

- Understanding and ability to serve as an instructional leader
- Leadership for professional learning communities
- Current trends and issues in education
- Curriculum
- Strategies and Techniques
- Classroom organizational schemes to enhance learning

- Diagnostic, remedial, enrichment, and intervention strategies
- Strategies that provide for individual differences
- Skills in using technology to enhance instruction & Strategic Planning
- Assessment and evaluation techniques
- Research procedures

A Master Teacher/Leader should be able to mentor new personnel and/or have expertise in a content area.

A Master Teacher/Leader will be “beyond the classroom” in their preparation for teaching, leadership and learning.

A Master Teacher/Leader will assume the role of “team leader” in school /organization projects.

### **Accreditation of Master’s Programs in Education**

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master’s, or doctorate degrees (see [www.sacscoc.org](http://www.sacscoc.org)). Questions about the status of the University’s accreditation 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.

Other accrediting agencies are the:

- North Carolina Department of Public Instruction
- National Council for Accreditation of Teacher Education

# GRADUATE EDUCATION GENERAL INFORMATION

This graduate handbook/catalog contains detailed information pertinent to the graduate degree programs in education at Wingate University School of Graduate and Adult Education and should be read and followed in conjunction with the Wingate University undergraduate catalog.

The information contained in this catalog is accurate as of the date of publication. However, Wingate University reserves the right to make changes in the graduate programs’ academic and financial policies, in student requirements, and in regulations at any time without prior notice. The University further reserves the right to ask a student to withdraw at any time.

**Each student is responsible for learning and meeting the degree requirements for graduation. Neither the student’s advisor nor the Registrar is responsible for insuring that the student meets degree requirements.**

## Graduate Education Programs

- Doctorate in Educational Leadership (EdD)
- Education Specialist in Educational Leadership (EdS)
- Master of Arts in Education in Elementary Education K-6 (MAED)
- Master of Arts in Teaching in Elementary Education K-6 (MAT)
- Master of Arts in Education in Physical Education (MAPE)
- Master of Arts in Education in Educational Leadership (MAEDLD)
- Add-On Licensure Program in School Administration K-12 (PRIN)
- Add-On Licensure Program for the Academically and Intellectually Gifted K-12 (AIG)

### ***These programs are administered by:***

Lloyd G. Wimberley, Jr., Ed.D.

Director, Graduate Education Programs

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## Academic Calendar

### FALL 2009

August	3	Interns may begin accumulating hours
	24	CLASSES BEGIN
	28	Deadline to apply for December 2009 graduation
September	3	Praxis SLS Presentation/Program Portfolio Presentation
	12	Praxis - SLS Exam
October	TBA	Cabarrus – Masters Cohort - Advisories
	12-13	Fall Recess (no classes)
	15	Practicum Application Deadline for Spring 2010
	29	Last day to drop a course and receive a “W” *
November	25-26	Thanksgiving Recess (No classes)
December	1	Praxis SLS Presentation/Program Portfolio Presentation
	3	Internship Journals Due
	7, 8, 9, 10	Final Examinations
	14	Program Portfolio Due

### SPRING 2010

January	4	CLASSES BEGIN
	9	Praxis – SLS Exam
	11	Deadline to apply for May 2010 or August 2010 Graduation
	18	Martin Luther King, Jr. - Holiday (no classes)
February	11	Last day to drop a course and receive partial refund
March	TBA	PRAXIS preparation, Program Portfolio Preparation
	1-4	Spring Recess (No classes)
	15	Practicum Application Deadline for Fall 2010
	18	Last day to drop a course and receive a “W” *
April	2-5	Easter Break
	15	Internship Journals Due
	20,21,22,26	Final Examinations
	30	Program Portfolio Due
May	1	Interns May Begin Accumulating Hours for Summer 2010
	9	Commencement

### SUMMER 2010

May	24	Memorial Day Holiday
	25	Classes Begin – Summer Session I
June	3	Praxis SLS Presentation/Program Portfolio Presentation
	12	Praxis SLS Exam
	22,23,24,25	Final Examinations
July	5	Classes Begin – Summer Session II
	29	Internship Journals Due
August	2,3,4,5	Final Examinations
	9	Program Portfolio Due

\*Last day to withdraw without academic penalty

## Financial Information

### Tuition

\$215 per semester hour; \$645 per three-hour course

### Fees

Application Fee (non-refundable)	\$30
Graduation Fee (Cap and gown not included)	\$125
Audit Fee, per course	\$260
Credit by Examination Fee (Prerequisites only)	\$260
Returned Check Fee	\$25
ED 597 (if taken after all other components)	\$50
Practicum Fee (MAT candidates)	\$265
Licensure	\$55
Program Portfolio Requirement (for Transfer Credit only)	\$100

### 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 to the fourth class session.
- There is **NO** tuition refund if a student officially drops a course after the fourth class session.
- There is **NO** tuition refund for the summer sessions

### Financial Planning

Wingate University participates in all federal and state financial aid programs. Information about financial planning may be obtained from the Office of Financial Planning (704-233-8209). Wingate University cooperates with students and employers in tuition-reimbursement programs. Also, monthly payment plans for fall/spring semester tuition may be arranged through the University's Business Office (704-233-8217).

### Graduate Education Programs Licensure

After the completion of all program requirements and obtaining satisfactory Praxis II scores (for MAT- Elementary Education: Curriculum, Instruction and Assessment and Elementary Education: Content Area Exercises or the School Leadership Series Exam for the EDLD students.) Students must complete a licensure application (NCDPI Form A) and submit a \$55 check or money order made out to NCDPI Licensure Division and include a copy of the Praxis II score sheet/SLS Praxis score report indicating a passing score in the licensure area(s). The licensure application with the required documents must be mailed to the Dean of the Thayer School of Education: Dr. Sarah Harrison-Burns, Wingate University, Campus Box 3065, Wingate NC 28174.

### Application Deadlines

December 1 for Fall Completers  
 May 1 for Spring Completers  
 August 1 for Summer Completers

# The Doctor of Education in Educational Leadership Program

## **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 School of Graduate and Adult Education 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 and are able to facilitate 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 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 for the fall semester of each year.

## **Academic Advising**

Each student will be assigned an Academic Advisor based on the students' 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.D. and Ed.S. 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 school, 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.

## **Admissions Policies and Requirements**

Students must submit:

1. Wingate University School of Graduate and Adult Education On-Line Application for Admissions to the Doctoral Program.
2. Two (2) copies of official transcripts from each institution attended (post high school)
3. Official Graduate Record Exam (GRE) scores or Miller Analogy Test (MAT) within the last 5 years.
4. TOEFL for International students whose first language is not English
5. Application fee of \$50
6. Brief vitae (not to exceed 2 pages)
7. Three (3) letters of professional recommendation describing applicant's leadership skills. One letter must come from a university/college faculty member. Two letters must come from supervisory or administrative personnel who have had direct experience with the candidate.
8. One (1) page letter of intent stating personal professional goals.

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

1. On-campus oral interview with faculty committee
2. 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 will consider each application based on a variety of factors. These factors include, but are not limited to, a review of standardized test score, letters of recommendation, professional work experience, grade point average, and performance in the on campus interview and on the writing sample.

For additional information please visit our website at: [www.educationgraduate.wingate.edu/doctorate.asp](http://www.educationgraduate.wingate.edu/doctorate.asp)

# The Master of Arts in Education Program in Elementary Education (K-6)

The Master of Arts in Education program was established in June 1985. In 1999, Wingate University worked with elementary school teachers and a principal to redesign the master's program. The Master of Arts in Education is designed for the student who has an undergraduate degree in education or license to teach in the public schools. The emphasis for the master's has shifted from a set of independent courses with their individual set of procedures and products to a program that involves students in producing a professional portfolio. The portfolio consists of related research materials designed to enhance the decision-making and leadership abilities of the graduates. The students who complete the program will be prepared to assume major roles in curriculum and instruction planning, implementation and evaluation for all students. In developing the professional portfolio their technology skills will be enhanced. The program consists of 30 semester hours leading to the Master of Arts in Education degree with graduate-level ("M") licensure in Elementary Education (K-6). The focus of the graduate program is on a model of **"an effective facilitator of learning."** (See Appendix A for a presentation of the model.)

## Admission Requirements

In order to be considered for admission to the Master of Arts Program in Elementary Education (K-6), an applicant must:

- Hold a bachelor's degree from an accredited college or university.
- Submit a complete Graduate School application form.
- Have an undergraduate major in education or Class "A" licensure to teach in the public schools. Licensure must be appropriate for the proposed area of graduate study.
- Have a 3.00 ("B") GPA or higher during the last two years of undergraduate work or a 3.00 GPA or higher in the education major.
- Submit official satisfactory scores on the Miller Analogies test (MAT) or the Graduate Record Examination (GRE). If the student fails to meet the minimum score (set by the graduate faculty in education), provisional admission will be considered. Wingate University is an official site for the administration of the MAT.
- Provide two recommendations from administrative or supervisory personnel (forms provided online).
- Submit official transcripts of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

## Program Requirements

### Introduction (3 semester hours)

Education 548: Educational Change - Trends and Issues

### Core Experiences (12 semester hours)

Education 530: Investigating Developmental Patterns and Learning Styles of Learners

Education 532: Curriculum Decision Making

Education 534: Understanding and Using Research Methods and Techniques

Education 536: Models of Teaching/Learning: Attaining a Repertoire

### Content-Related Experiences (12 semester hours)

Education 540: Communication Skills within the English Language Arts Curriculum

Education 542: Teaching and Learning through a Problem Solving Approach

Education 544: Instructional Strategies within the Natural Science Curriculum

Education 546: Application of Social Studies in the Real World

### Assessment and Evaluation (3 semester hours)

Education 551: Reading Foundations, Assessment, and Diagnosis in the (K-6) Elementary School

### Program Portfolio (0 semester hours)

Education 597: Program Portfolio\*

*\*ED 597 will be taken at the same time as the final course in the program at no additional charge.*

*If the portfolio is not completed simultaneously with the final course, then ED 597 must be repeated, with an administration fee of \$50. ED 597 may be taken up to three (3) times and must be electronically submitted.*

**Total: ..... 30 semester hours**

## Program Completion

Candidates for the Master of Arts in Education Degree must complete a minimum of 30 semester hours of course work in accordance with the prescribed program of study with an overall grade-point average of 3.00 ("B") or higher. (See Grading Policy for information on "C" grades and Academic Probation). This program leads to the Master of Arts in Education degree with graduate level Class "M" licensure in Elementary Education (K-6). A professional portfolio that reflects related research materials from the course work must be submitted and approved in order to complete the degree program. (See Appendix B).

Students have up to six years from the date of official acceptance to complete the program.

# The Master of Arts in Teaching Program in Elementary Education (K-6)

In 1996, the graduate program in education was extended to include a Master of Arts in Teaching Degree at Wingate University. The program consists of 39-42 semester hours leading to the Master of Arts in Teaching Degree with Class "M" licensure in Elementary Education (K-6). It is designed especially for college graduates with degrees in areas other than education who wish to pursue a career in teaching. Before licensure can occur, students must meet the minimum score requirements for North Carolina on the required Praxis tests and furnish an official copy of test scores to the School of Graduate and Adult Education and complete all course work including practicum and portfolio. The graduate program focuses on a model of “**an effective facilitator of learning.**” (See Appendix A for a presentation of the model.)

## Admission Requirements

In order to be considered for admission to the Master of Arts in Teaching Program in Elementary Education (K-6), an applicant must:

- Hold a bachelor’s degree from an accredited college or university.
- Submit a complete Graduate School Application form.
- Submit official transcripts of all previous academic work beyond high school. It is the applicant’s responsibility to have all transcripts sent directly from each institution attended.
- Have a cumulative GPA of 2.50 or higher on a 4.00 scale on all post-secondary academic course work.
- Provide two recommendations from administrative or supervisory personnel (forms provided online).
- Submit official satisfactory scores on either the Miller Analogies Test or the Graduate Record Examination. If a student fails to meet the minimum score (set by the graduate faculty in education), provisional admission will be considered. Wingate University is an official site for the administration of the MAT.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

## MAT Pre-Requisites/Co-Requisites

The MAT program requires an extensive liberal arts background. Additionally, the completion of certain courses is required for licensure. Prerequisites will be verified at the initial transcript audit; any not satisfied must be completed before and/or during the degree program. All of the prerequisites must be completed before the last semester of the program. The minimum prerequisites include the following courses:

English .....	6 hrs.
Literature.....	3 hrs.
World History.....	3 hrs.
American History.....	3 hrs.
North Carolina History .....	3 hrs.
One laboratory science course .....	3-4 hrs.
University level mathematics.....	3 hrs.
General Psychology .....	3 hrs.
Public Speaking .....	3 hrs.

*The Office of the Director, Graduate Education Programs may specify other requisites to meet University or Licensure Requirements.*

## Program Requirements

Education 530: Investigating Developmental Patterns and Learning Styles of Learners .....	3 hrs
Education 532: Curriculum Decision Making .....	3 hrs
Education 534: Understanding and Using Research Methods and Techniques .....	3 hrs

Education 536: Models of Teaching/Learning: Attaining a Repertoire .....	3 hrs
Education 540: Communication Skills within the English Lang Arts Curriculum .....	3 hrs
Education 542: Teaching and Learning through a Problem Solving Approach .....	3 hrs
Education 544: Instructional Strategies within the Natural Science Curriculum .....	3 hrs
Education 546: Application of Social Studies in the Real World .....	3 hrs
Education 548: Educational Change - Trends and Issues .....	3 hrs
Education 551: Reading Foundations, Assessment, and Diagnosis in the (K-6) Elem School .....	3 hrs
Education 565: The Arts in the K-6 Curriculum .....	3 hrs
Education 575: Health, Safety, and Phys Ed in the Elementary School Curriculum .....	3 hrs
Education 595: Practicum .....	3-6 hrs
Education 597: Program Portfolio .....	0 hrs

*Note: ED 597 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then ED 597 must be repeated with an administration fee of \$50. ED 597 may be taken up to three (3) times and must be electronically submitted.*

**Total: .....39-42 semester hours**

## Program Completion

Candidates for the Master of Arts in Teaching Degree must complete a minimum of 39-42 semester hours of course work (PLUS any specified co-requisites), including the Practicum, in accordance with the prescribed program of study with an overall grade-point average of 3.00 (“B”) or higher. (See Grading Policy for information on “C” grades and Academic Probation) A professional portfolio that reflects representative experiences and activities in all course work must be submitted and approved in order to complete the program. (See Appendix C).

Students are required to take and pass the PRAXIS II exams:

- Elementary Education: Curriculum, Instruction and Assessment
- Elementary Education: Content Area Exercises.

Students are allowed up to six years from the date of official acceptance to complete the program.

For Licensure, students are required to take and pass the following PRAXIS II exams:

- Elementary Education: Curriculum, Instruction, and Assessment
- Elementary Education: Content Area Exercises

## Practicum

Candidates for the Master of Arts in Teaching Degree must complete Education 595, a supervised Practicum experience in an assigned K-6 classroom (analogous to student teaching in traditional undergraduate teacher education program). The practicum is designed to provide an in-depth internship to graduate students who have minimal to moderate teaching experiences but do not hold a teaching license. The student teaching practicum is a state requirement for initial licensure in North Carolina. Students will have scheduled meetings with their Professor. Other than ED 597 (Portfolio completion) ALL other degree requirements must be completed PRIOR to the practicum experience. The length of the practicum varies from 7 to 15 weeks in an accredited public school classroom, and is based on documented state approved teaching experiences. Candidates who request a 7-week placement must have at least two years of experience in the public school classroom or a lateral entry position as a K-6 classroom teacher. Candidates who request a 10-week placement must have at least one year of experience in the public school classroom or documented exceptionalities in teacher education as observed by the university supervisor and cooperating teacher/mentor. A 15-week practicum is reserved for students who have no documented teaching experience. A practicum in a private school must be regionally accredited by SACS, the cooperating teacher/mentor must hold a valid North Carolina teaching license in elementary education, and approval must be granted by the Teacher Education Committee. Students with questions about approval of a practicum in a private or parochial school should contact the Director, Graduate Education Programs at LEAST 6 months PRIOR to the intended practicum date. This practicum allows the graduate student to complete the licensure process. A practicum fee will be assessed during the semester when taken. All MAT students must successfully complete the practicum before the degree can be awarded (Specific details and expectations are outlined in the Practicum Handbook).

# The Master of Arts in Education in Educational Leadership

The Master of Arts in Education in Educational Leadership program was established in 2006. The MAEd in Educational Leadership will lead to North Carolina Class "M" license as a K-12 school principal. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. The MAEd in Educational Leadership will enable students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Sound organizational practices will be taught to enable students to develop and organize additional policies and procedures established to maintain safety and security while streamlining the academic environment. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning will be taught to students that complete the program. They will know how to involve community stakeholders for multiple constituencies and will be able to analyze emerging issues and trends affecting instructional programs. Students will be exposed to structured standards based on experiences in authentic settings. The internship will be centered around the application of knowledge and skills necessary for a successful educational leadership career. The program consists of 37 semester hours.

## Admission Requirements

In order to be considered for admission to the Master of Arts in Education in Educational Leadership (K-12) program, an applicant must:

- Hold a bachelor's degree from an accredited college or university.
- Submit a complete Graduate School application form.
- Have an undergraduate major in Education or class "A" licensure (or equivalent) to teach in public schools.
- Have a 3.00 ("B") GPA or higher during the last two years of undergraduate work or a 3.00 GPA or higher in the education major.
- Submit official satisfactory scores on the Miller Analogies test (MAT) or the Graduate Record Examination (GRE). If the student fails to meet the minimum score (set by the graduate faculty in education), provisional admission will be considered. Wingate University is an official site for the administration of the MAT.
- Provide two recommendations from administrative or supervisory personnel.
- Provide an essay or statement of intent for the MAEd in Educational Leadership program.
- Submit two official transcripts of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

## Program Requirements

The MAEd in Educational Leadership consists of 37 semester hours at the 500 and 600 level. Field experiences and internships totaling 475 hours are also expectations for successful completion of the MAEd in Educational Leadership program of study. The vision of principal as instructional leader incorporates all essential roles as leader, master teacher, and researcher. As such, the program will be organized around these courses:

### Core Experiences (12 semester hours)

ED 530: Investigating Developmental Patterns and Learning Styles of Learners  
 ED 532: Curriculum Decision Making  
 ED 534: Understanding and Using Research Methods and Techniques  
 ED 536: Models of Teaching/Learning: Attaining a Repertoire

### Content-Related Experiences (25 semester hours)

EDLD 600: Introduction to Educational Leadership  
 EDLD 610: The Principalship  
 EDLD 620: School Finance and Budget  
 EDLD 630: School Law  
 EDLD 634: Measurement and Assessment  
 EDLD 640: Supervision of Instruction  
 EDLD 694: Internship I (Summer only)  
 EDLD 695: Internship II (Academic year only)  
 EDLD 696: Internship III (Academic year only)  
 EDLD 699: Exit Exam—the *School Leadership Series* Exam (sls) by Praxis

### Program Portfolio (0 semester hours)

EDLD 697: Program Portfolio (Pass/Fail - no credit)

*Note: EDLD 697 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then EDLD 697 must be repeated with an administration fee of \$50. EDLD 697 may be taken up to three (3) times and must be electronically submitted.*

**Total..... 37 semester hours**

## Program Completion

Candidates for the Master of Arts in Educational Leadership Degree must complete 37 semester hours of coursework in accordance with the overall prescribed program of study with an overall grade-point average of 3.00 ("B") or higher and no grade below a "B" A leadership portfolio must be prepared, presented and approved reflecting the cumulative research and coursework experiences of the program. Candidates must also pass the School Leaders Assessment by PRAXIS- go to [www.ets.org/sls](http://www.ets.org/sls) to register.

Students are allowed up to six years from the date of official acceptance to complete the program.

# The Master of Arts in Education in Physical Education

The Master of Arts in Education in Physical Education was developed and established by the School of Sport Sciences at Wingate University in May, 2006. This program is designed for students who have earned an undergraduate degree in Physical Education Teacher Education (PETE) and have successfully completed a student teaching experience in physical education. The program consists of 36 semester hours leading to the Master of Arts in Education in Physical Education Degree with a graduate-level Class “M” licensure in Physical Education (K-12).

All courses include a research component that involves the teaching process and/or factors affecting the learning/teaching/education process. Students complete a portfolio as a culminating project consisting of related research materials designed to enhance the decision-making and leadership abilities of the graduates. The students who complete the program are prepared to assume a major role in formulating individual/group goals and planning approaches to meet them. Also, they will have an enhanced knowledge in the use of technology. Finally, the underpinning wellspring of the graduate program is the “Effective Facilitator of Learning Conceptual Model.” (See Appendix A in the Graduate Catalog).

## Admission Requirements

In order to be considered for admission to the Master of Arts in Education in Physical Education, an applicant must:

- Hold a bachelors degree in physical education from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have an undergraduate major in PETE and be eligible for licensure.
- Have a 2.5 GPA or higher during the last two years of undergraduate work and/or 2.5 or higher in the major.
- Submit official satisfactory scores on the Miller Analogies test (MAT) or the Graduate Record Examination (GRE). If the student fails to meet the minimum score, provisional admission will be considered. Wingate University is an official site for the administration of the MAT.
- Provide two recommendations from administrative or supervisory personnel.
- Submit official transcripts of all previous academic work beyond high school. It is the applicant’s responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

## Program Requirements

### Educational Courses (12 semester hours):

ED 530: Investigating Patterns and Learning Styles of Learners  
 ED 532: Curriculum Decision Making  
 ED 534: Understanding and Using Research Methods and Techniques  
 ED 548: Educational Change: Issues & Trends

### Physical Education Courses (24 semester hours):

PE 531: Sport and Exercise Psychology  
 PE 533: Human and Motor Control/Learning in Physical Education and Sport  
 PE 541: Analysis and Supervision of Teaching in Physical Education and Sport  
 PE 543: Advanced Foundations of Teaching and Coaching  
 PE 551: Nutrition and Exercise Fitness  
 PE 571: Historical and Socio-cultural Aspects of Physical Education and Sport  
 PE 591: Organization & Administration of Physical Education and Athletics  
 PE 600: Seminar: Issues in Physical Education and Sport (\*must be taken during the final 9 hours of the program)

### Program Portfolio (0 semester hours)

PE 625 : Program Portfolio (Pass/Fail - no credit)

*Note: PE 625 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then PE 625 must be repeated, with an administration fee of \$50. PE 625 may be taken up to three (3) times and must be electronically submitted.*

**Total Program Hours.....36 semester hours**

## Program Completion

Candidates for the Master of Arts in Education in Physical Education Teacher Education must complete a minimum of 36 hours of course work in accordance with the prescribed program of study with an overall grade point average of 3.0 (B) or higher and no grade below a “C”. A professional portfolio that reflects related research materials from the course work must be submitted and approved in order to complete the degree program. The program leads to the Master of Arts in Education Physical Education degree with a class “M” licensure in Physical Education K-12.

Students are allowed up to six years from the date of official acceptance to complete the program.

# The Master of Arts in Education in Sport Administration

The Master of Arts in Education in Sport Administration was developed and established by the School of Sport Sciences at Wingate University in May, 2006. This program is designed for students who have earned an undergraduate degree in any field and aspire to work as an athletic administrator either in the K-12 schools, college/university or other sport and recreational setting.

All courses include a research component that involves the administrative/leadership process. The student may choose either a thesis or professional practice option for six credit hours. The students who complete the Sport Administration program will be prepared to assume a major role in formulating individual and organizational goals and planning strategies to achieve them. Skills in marketing, financial and budgetary planning, managing risk will be taught. Also, they will have an enhanced knowledge in the use of technology.

## **Admission Requirements**

In order to be considered for admission to the Master of Arts in Education in Sport Administration, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a 2.5 GPA or higher during the last two years of undergraduate work and /or 2.5 or higher in the major.
- Submit official satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). If the student fails to meet the minimum score, provisional admission will be considered. Wingate University is an official site for the administration of the MAT.
- Provide two recommendations from administrative or supervisory personnel.
- Submit official transcripts of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

## **Program Requirements**

All students will complete the following:

### **Sport Administration Core (24 hours):**

ED 534: Understanding and Using Research Methods and Techniques  
 MASA 553: PR and Technology in Sport  
 MASA 555: Financial Aspects of Sport  
 MASA 557: Sport Marketing and Promotions  
 MASA 559: Sport Venue and Event Management  
 MASA 561: Sport Law and Ethics  
 PE 591: Organization and Administration of Physical Education and Athletics  
 PE 600: Seminar: Issues in Physical Education and Sport Administration

### **Restricted Electives (6 hours):**

*Choose two of the following:*

PE 571: Historical and Socio-cultural Aspects of Physical Education/Sport Administration  
 PE 531: Sport and Exercise Psychology  
 PE 541: Analysis and Supervision of Teaching in Physical Education and Sport  
 PE 543: Advanced Foundations of Teaching and Coaching  
 MASA 573: Management and Leadership in Sport Seminar  
 MASA 575: Special Topics in Physical Education and Sport

### **Professional Practice/Thesis (6 hours)**

All students will choose one of the following two options

#### **Option #1. Professional Practice**

MASA 620: Sport Administration Internship or Elective Course  
 MASA 630: Sport Administration Project  
 Students choosing this option will complete a research project.

#### **Option #2. Thesis**

MASA 625: Program Portfolio (Pass/Fail – no credit)  
 MASA 631: Sport Administration Thesis

*Note: MASA 625 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then MASA 625 must be repeated, with an administration fee of \$50. MASA 625 may be taken up to three (3) times and must be electronically submitted.*

**Total.....36 semester hours**

## **Program Completion**

Candidates for the Master of Arts in Education in Sport Administration must complete a minimum of 36 semester hours of course work in accordance with the prescribed program of study with an overall grade point average of 3.00 (B) or higher and no grade below a "C."

Students are allowed up to six years from the date of official acceptance to complete the program.

## The Add-On Licensure Program for Academic and Intellectually Gifted K-12

The program for Add-On Licensure Program for Academic and Intellectually Gifted will be available to practicing teachers holding a bachelor’s degree and at least a North Carolina “A”/entry level teaching license in any teaching field. The AIG licensure will also be offered to students in our existing programs (both undergraduate and graduate) who wish to pursue AIG licensure simultaneously and in addition to a degree program that leads to another teaching license.

### Admission Requirements

In order to be considered for admission to the Add-On Academically and Intellectually Gifted K-12 Licensure Program, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a North Carolina “A”/entry level teaching license in any teaching field.
- Have a 3.00 (“B”) GPA or higher in previous graduate education program.
- Provide two recommendations from administrative or supervisory personnel.
- Submit official transcripts of all previous academic work beyond high school. It is the applicant’s responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

### Program Requirements

#### Content-Related Experiences (12 semester hours)

- ED 591: Introduction to Gifted Education
- ED 592: Social and Emotional Needs of the Gifted/Talented
- ED 593: Methods and Materials in Gifted Education
- ED 594: Curriculum Development for the Gifted

**Total..... 12 semester hours**

### Program Completion

Students in the Add-On Licensure Program for Academically and Intellectually Gifted K-12 will be required to complete a minimum of 12 semester hours in accordance with the prescribed program with an overall grade point average of 3.00 (“B”) or higher and no grade below a “C”. Completion of the AIG licensure program will lead to a North Carolina “M” level licensure in teaching (K-12).

## The Add-On Licensure Program for School Administration K-12

The Add-On Licensure Program for School Administration K-12 is designed to provide those students holding a Master’s Degree in Education and a class “M” or equivalent licensure an opportunity to become licensed to work as principals in North Carolina. The emphasis of the program is to provide the necessary coursework for candidates to be successful instructional leaders in K-12 school settings. This program will equip the students in the Add-On Program with the essential skills needed in today’s ever changing school environment. The Add-On Program incorporates training that emphasizes the important roles of Leader, Master Teacher, and Researcher. Successful candidates will be able to successfully provide leadership that is effective, efficient, and relevant to the increasing demands placed upon the building principal.

### Admission Requirements

In order to be considered for admission to the Add-On Administrative Licensure Program, an applicant must:

- Hold a bachelor degree from an accredited college or university.
- Submit a completed Wingate University Graduate School application form.
- Have a graduate degree in education or related field and Class “M” or equivalent licensure to teach in the public schools.
- Have a 3.00 (“B”) GPA or higher in previous graduate education program.
- Provide two recommendations from administrative or supervisory personnel.
- Provide an essay or statement of intent for the MAEd in Educational Leadership program.
- Submit two official transcripts of all previous academic work beyond high school. It is the applicant’s responsibility to have all transcripts sent directly from each institution attended.
- Acceptance by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.

### Program Requirements

#### Content-Related Experiences (19 semester hours)

- EDLD 600: Introduction to Educational Leadership
- EDLD 610: The Principalship
- EDLD 620: School Finance and Budget
- EDLD 630: School Law
- EDLD 694: Internship I (Summer only)
- EDLD 695: Internship II (Academic year only)
- EDLD 696: Internship III (Academic year only)
- EDLD 699: Exit Exam – the *School Leadership Series* exam (sls) by Praxis

*Note: Candidates with a Class “M” license in Counseling, Social Work, etc., (non-classroom) are required to take two additional courses unless they have teaching experience: ED 532: Curriculum Decision Making , and EDLD 640: Supervision of Instruction*

#### Program Portfolio (0 semester hours)

EDLD 697: Program Portfolio \* (Pass/Fail - no credit)  
*Note: EDLD 697 will be taken at the same time as the final course in the program at no additional charge. If the portfolio is not completed simultaneously with the final course, then EDLD 697 must be repeated, with an administration fee of \$50. EDLD 697 may be taken up to three (3) times and must be electronically submitted.*

**Total .....19 semester hours**

## **Program Completion**

Students in the Add-On Licensure Program for School Administration K-12 will be required to complete a minimum of 19 semester hours in accordance with the prescribed program with an overall grade point average of 3.00 (“B”) or higher and no grade below a “B”. Students will complete 475 hours of internship work in appropriate/ approved educational placements. Students will develop a leadership portfolio reflecting related coursework and practice. The portfolio will be submitted and approved prior to matriculation. Students will be required to take and pass the *School Leaders Assessment* by PRAXIS. Go to [www.ets.org/sls](http://www.ets.org/sls) to register. Candidates with a Class “M” license in Counseling, Social Work etc., who do not have a teaching license must also complete the following courses to satisfy the requirements of the program: ED 532: Curriculum Decision Making and EDLD 640: Supervision of Instruction. Completion of the School Administration K-12 licensure program will lead to a North Carolina Class “M” level licensure.

## **Common Elements of the Programs**

### **Access to Student Educational Records (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, regulates the use and disclosure of personal and academic information in educational records and permits a student to inspect the information maintained in those records. A copy of the Family Educational Rights and Privacy Act of 1974 is on file in the Office of the Dean of Students in the Dickson-Palmer Student Center. It can also be found at <http://uscode.house.gov> (search for 20 USC 1232g). A full statement pertaining to the University’s compliance with the Buckley Amendment is available on the University website at [www.wingate.edu/acad/registrar/registrar.aspx](http://www.wingate.edu/acad/registrar/registrar.aspx).

### **Admission**

Wingate University School of Graduate and Adult Education has rolling admissions for three semesters—Fall semester, Spring semester, and Summer semester- which has two session(s).

A student is admitted with full acceptance if he/she has submitted and satisfactorily met the requirements for admission to the program to which they have applied.

Admission can be granted with provisional status by the Graduate Education Program Admission Committee if the application materials are not complete. However, the missing information must be completed within the first six hours of the program.

A student provisionally admitted is missing one or more of the requirements for admission. If admitted to the program on provisional status, the student must make no less than a “B” on the first six hours of coursework attempted and can only take up to six hours of coursework before completing the requirements. If the student admitted on provisional status makes less than a “B” on the first six hours of coursework, the student will not be able to register for courses the following semester. In order to continue in the program after that time, the student must submit a written request to the Director of Graduate Education Programs, who will present the matter to the Teacher Education Committee for consideration. The appeal must be received at least one month prior to the term for which the student wishes to enroll.

If a student is denied regular or provisional admission he/she may request special admissions consideration by the Teacher Education Committee. Requests for special admission consideration must be made in writing to the Director of Graduate Education Programs at least one month prior to the semester for which the student is seeking admission. The request, presented by the Director of Graduate Education Programs to the Committee for action, should contain information helpful to the committee in making its decision (for example: work experience, professional activities, etc.).

Students have up to six years to complete their program of study and earn their degree/certification.

### **Advising**

Wingate University School of Graduate and Adult Education is committed to providing academic advice and personal guidance for its students. Each student has an advisor who helps plan the student’s academic program and meets with throughout the program.

Upon receipt of the letter of acceptance in the EDLD and Add-On Licensure Program in School Administration K-12, students should contact the Director of Graduate Education Programs office to set up their initial advising conference. Students in the MAT, MAED, MEPE and MASA programs will need to contact the advisor identified in their acceptance letter to schedule their initial advisory meeting once they begin their classes. Initial conferences and program plans, where applicable, should be on file by the end of the semester they begin the program.

After the initial conference, graduate students are expected to meet periodically with their advisor to obtain assistance with scheduling, progress through the program and in the planning for the program portfolio and/or practicum experience. A minimum of three conferences for the program (i.e. initial, mid-program, and exit) is the expectation of Wingate University. It is the student’s responsibility to satisfy this requirement.

Wingate University values student input and uses that information as part of our ongoing evaluation and assessment of the program(s). Advisement conferences provide an opportunity for such an exchange of information.

## **AIG**

The program for Add-On Licensure for Academically and Intellectually Gifted is available to practicing teachers holding a bachelor's degree and at least a North Carolina Class "A"/entry level teaching license in any teaching field. The AIG licensure will also be offered to students in our existing programs (both undergraduate and graduate) who wish to pursue AIG licensure simultaneously and in addition to a degree program that leads to another teaching license. Completion of the AIG licensure program will lead to a North Carolina Class "M" level licensure in teaching (K-12).

## **Attendance**

Regular class attendance is a student's obligation and a student is responsible for all the work, including tests and written work, of all class meetings. Each faculty member defines his or her own absence policy and so informs students on the first day of classes. The School of Graduate and Adult Education maintains the regular schedule of classes throughout the semester. Classes are not usually canceled due to inclement weather and students are responsible for all the work of class meetings missed due to inclement weather.

## **Computing Facilities**

Wingate University maintains several computer labs for student use. Each computer is networked so students can access the Internet and e-mail as well as their own network drives. Two computer labs are located in Herbert Bridges Hall. One lab contains 27 computers and laser printers. Software includes Microsoft Office, SPSS, Visual Studio, MS Project, and C++. The second lab contains 20 computers available for self-study. This lab is also equipped with course-specific software. The computer lab in the Ethel K. Smith Library contains 10 computers, a flat bed scanner, a negative scanner, a CD-RW drive, and a high-speed color laser printer. A variety of software, including MS Office, Maple, and Hash Animation Master, is available in this lab. Ames Turnout, the student lounge, is equipped with six computers that students can use for Internet browsing and e-mail. Two specialized labs, both located in the Burnside-Dalton Fine Arts Center, serve students enrolled in art or foreign language programs. The graphic arts computer lab contains 10 computers with graphics tablets, a flat bed scanner, and a high-speed color laser printer. Software includes Adobe Photoshop, Illustrator, InDesign, and MS Office. The foreign language lab is equipped with 15 computers and also includes audio headsets, a laser printer, and a scanner. Software available in this lab includes MS Office as well as course-specific software such as Systeme-D and Atajo. Wingate University currently provides wireless internet access in the Ethel K. Smith Library and in the Ethel K. Cafe, the honors lounge and in the Alumni conference room and lounge area.

At the Metro Campus in Matthews, classes are taught in "Smart" classrooms that include wireless access, Microsoft Office Suite, overhead projectors, DVD/CD, and the Internet. The Metro Campus is also equipped with a networked computer lab and student resource center for student use, with each computer networked so students can access the Internet and e-mail as well as their own network devices.

## **Copying/Printing**

All copies of student work must be reviewed and approved by the Director of Graduate Education Programs in advance.

## **Directed Study**

In rare instances, it may be necessary for a student to take a catalog course on an individual basis. The Dean, School of Graduate and Adult Education and/or Director of Graduate Education Programs and the faculty member must approve such a request. Approval is granted only under certain conditions:

- The student must have a cumulative GPA of 3.0
- A student will not be allowed to take a directed study course in which a grade of "D" was previously earned.

## **Exit Exam**

EDLD / Add-On Licensure in School Administration K-12: A requirement of the K-12 Licensure Program includes a "P" (passing) score on the PRAXIS – School Leadership Series exam for the Educational Leadership students. The School Leadership Licensure Assessment is a standards-based test that possesses content-oriented validity. It measures not only understanding of a set of standards, but how the candidate incorporates these standards into developing a personal vision for a school and in carrying out job functions. A passing score in the state of North Carolina is 155. You can register for the PRAXIS by going to [www.ets.org/sls](http://www.ets.org/sls) (School Leadership Series). You can use the same website to get the School Leaders Licensure Assessment Study Kit. Wingate University's School of Graduate and Adult Education will also provide a review session for the exam.

## **Email**

All correspondence from Wingate University School of Graduate and Adult Education will be done through your Wingate email ONLY. To avoid any confusion the school will only use your Wingate email address to communicate information to you. It is your responsibility to access it.

## **Financial Planning**

Financial Aid Planning assistance is available in our Financial Planning office located on the Main Campus of Wingate University in Wingate, NC. Please contact them at: 704-233-8209 if you need assistance.

## **Grading Policy**

Grades at the graduate level are assigned on the following scale:

A	Superior Work
B	Average Work
C	Below Average Work
F	Failure
AU	Audit
W	Withdrawal
I	Incomplete

Grade Point Average (GPA) is determined using a 4.0 scale. Students may receive a "+/-" as an indicator of performance, but these are not calculated into the GPA.

Incompletes are only assigned in extenuating circumstances. Incomplete course work must be completed within 30 days of the next semester. Failure to resolve an incomplete will result in the grade of "F".

No more than one course with a grade of "C" will be applied toward graduation. Students have the option of repeating a course for which grades of "C" or lower are received. The maximum number repeats for a single course is two. The repeated grade supersedes the previous grade.

Any student who receives an "F" for course work will be subject to dismissal from the program.

Students are expected to maintain a 3.0 GPA in the Graduate Education Programs. Students who fall below 3.0 GPA are placed on academic probation. Students on probation are evaluated each semester by the Dean, School of Graduate and Adult Education and the Director of Graduate Education Programs. Maintaining a "B" or better in all subsequent course work ensures your continuation in the program. If the student on probation fails to meet the specified grade requirement, the student will not be permitted to register for classes for the next term. To continue in the program after that time, the student must submit a written appeal to the Director of Graduate Education Programs, who presents the matter to the Teacher Education Committee for decision. The appeal must be received at least one month prior to the term for which the student is seeking enrollment. A student may request special readmission consideration only one time.

The Teacher Education Committee has the authority to deny or approve a student's appeal for readmission. If the student is reinstated academically and meets specified grade requirements, the student will be removed from academic probation and permitted to continue in the program. Any course for which a student has received a "D" or "F" must be repeated, and such a course must be taken in the

Wingate University Graduate Program. A student may repeat a course on which a grade of “C” has been earned. Only the credit hours and grades for the repeated courses are used in determining the student’s overall GPA, although all grades are recorded on the transcript.

Reports of progress are kept by the University on all students. Updated grade reports are available online via IRISLink one week after exams have ended.

### **Graduate Education Programs Advisory Council**

Wingate University School of Graduate and Adult Education believes that community engagement in the development and implementation of its programs is important. The goals of the Wingate Graduate Education Advisory Council are to review, interact, and provide feedback to the Wingate Graduate Education Programs' plans and operations. The Wingate University Graduate Education Advisory Council is made up of community leaders, local education agency representatives, faculty and Wingate University Graduate Education students. This group meets on a quarterly basis to review and advise regarding progress made on the Wingate Graduate Education Program yearly goals.

### **Graduation Procedures**

Master’s degree candidates should complete a graduation application at least 10 days prior to the beginning of the semester in which the student will complete degree requirements. There is a Graduation fee included in the graduation application and they are available online and through the Graduate Education Programs Office at Metro Campus.

For more information, please visit the Commencement website: <http://www.wingate.edu/acad/registrar/Commencement/FAQs.aspx>.

Wingate University holds annual commencement in May where baccalaureate, master’s, and doctorate degree candidates receive degrees. Students who graduate at the end of summer or fall may receive their diploma by mail or in person from the Office of the Registrar. Summer and fall graduates have the option of participating in the commencement ceremony in May following their completion of the program. Should circumstances arise that prohibit the student from attending commencement, the student should submit a written request to be excused from the ceremony at least 30 days in advance to the Office of the Registrar, Campus Box 3031, Wingate University, Wingate, NC 28174.

### **Graduate Record Examination**

The Graduate Record Examination (GRE) is not administered on the Wingate University campus. However, approximately 20 colleges and universities in North Carolina and a number of other colleges and universities in South Carolina administer the exam. The Wingate University school code is 5908.

For registration information for the Graduate Record Examination, the student should call (704) 233-8249, or contact the Educational Testing Service (ETS) at 1-800-GRE-CALL or [www.gre.org](http://www.gre.org).

### **Honor Code**

**A Wingate University student shall at no time lie, cheat, steal, or plagiarize.**

A student who commits such an offense will be reported to the Dean, School of Graduate and Adult Education and the Vice President for Academic Affairs for appropriate action. Failure to report knowledge of an honor code violation will carry the same penalty as an offense.

Membership in the Wingate University community is a privilege conferred by reason of demonstrated merit and sustained by a continuing commitment to high standards of performance and conduct. The University expects that all members of the community will voluntarily conduct themselves in a manner reflecting respect for all other members of the community. It is the responsibility of all Wingate University faculty, staff, and students to report any suspected violators of the Honor Code.

The Honor Code states that:

- Wingate University students do not lie, cheat, steal, or plagiarize, nor do they tolerate in their company the presence of one who does.
- Wingate University students conduct themselves at all times in a manner that is conducive to the maintenance of a strong, positive environment for study and learning.
- Wingate University students obey the rules and regulations of the University as outlined in the online Student Handbook.

### **Incomplete**

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 days 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.

### **Internships**

The purpose of the Wingate University Educational Leadership Internship Program is to bridge the gap between theory and practice. The internship is a supervised experience in an organizational setting for graduate students interested in becoming principals. Each student will collaboratively plan experiences with a mentor and the internship supervisor that are aligned with the North Carolina Standards for Educational Leadership and consistent with the standards and skills specified by the Interstate School Leaders Licensure Consortium. The plan will be approved by the internship supervisor, mentor, and the Director of Graduate Education Programs. Guidelines for the internship experiences and internship worksheet and forms are included in the Internship Handbook.

The internship for K-12 Principal Licensure consists of field-based clinical experiences that take place in a school setting. The complete internship program requires 475 hours of guided leadership experiences supervised by an on-site principal/assistant principal and a Wingate University internship supervisor. The site-determined internship plan will be developed during the first semester of the Educational Leadership course (EDLD 694, EDLD 695 or EDLD 696).

EDLD 694 consists of 75 hours (summer only)

EDLD 695 consists of 200 hours (Fall or Spring semester only)

EDLD 696 consists of 200 hours (Fall or Spring semester only)

These internship experiences are determined cooperatively by the intern, the mentor, and the internship supervisor.

### **Internship Journal**

An Internship Journal will be compiled for each of the three internship courses. Interns will maintain a journal to document internship hours and internship experiences. The Internship Journal will be comprised of the following: Internship contract (summer), Internship contract 9 semester), Mentor contract, Internship Plan, Daily Log, Daily Log Cover Sheet, Reflection Log, Seminar Log, Coaching Log, and Evaluation Documents. A satisfactory assessment by the internship supervisor and the Director of Graduate Education Programs is required.

### **IRISLink Access**

IRISLink is the Wingate University computer system for our students to access their personal/academic information. You will be assigned a student ID number and an email address. You will receive a letter from the main campus regarding your personal log-in and password. If you do not receive this information, please contact Ann Deese at 704-233-8151 or [deese@wingate.edu](mailto:deese@wingate.edu).

## Library Resources

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, inter-disciplinary, transferable skill set regarding applied research.

For students attending our satellite campus, Library materials can be supplied through the Library's Bulldog Delivery system. Materials are delivered from the Library via professors or others traveling between campuses.

The Ethel K. Smith Library also houses the Ethel K. Cafe (coffee shop).

For more information on the Ethel K. Smith Library, please visit: <http://library.wingate.edu>.

## Licensure

The Dean of the Thayer School of Education is the licensing agent for the university. Students seeking licensure must submit documents and fees to the licensing agent once their coursework is complete and they have earned a successful score on the PRAXIS exam. All paperwork and fees should be sent to:

Dean of the Thayer School of Education  
Wingate University  
P.O. Box 3065  
Wingate, NC 28174

## MAT – Miller Analogies Test

**The MAT or the GRE should be taken prior to admission to the program.**

Wingate University is an official testing site for the Miller Analogies Test (MAT).

Testing information is posted at [www.educationgraduate.wingate.edu](http://www.educationgraduate.wingate.edu) For additional information, to receive a booklet containing test information, and/or to register for the test, contact the School of Graduate and Adult Education at 704-849-3400 or the Thayer School of Education at 704-233-8127.

The MAT is administered in the Bridges Building Computer Lab at Wingate University in Wingate, NC on the last Wednesday of every month during the school year.

The Wingate University **school code is 1376**.

## Non-Degree Seeking Students

It is recognized that for a variety of reasons, students may want to take graduate courses without actually seeking a degree. Such students must complete the standard application form and may take a maximum of six semester hours as a non-degree seeking student. Before continuing to take additional courses in the graduate program, the student must complete all other admission requirements and be

formally accepted into the program as a degree-seeking student.

An undergraduate student wishing to enroll in a graduate course must make a request in writing to the Director, Graduate Education Programs, who will with at least one other graduate faculty member make the decision to accept or reject the request. The written request must be received at least one month prior to the term for which the student is seeking enrollment.

## Practicum

Candidates for the Master of Arts in Teaching Degree must complete Education 595, a supervised Practicum experience in an assigned K-6 classroom (analogous to student teaching in traditional undergraduate teacher education program). The practicum is designed to provide an in-depth internship to graduate students who have minimal to moderate teaching experiences but do not hold a teaching license. The student teaching practicum is a state requirement for initial licensure in North Carolina. Students will have scheduled meetings with their Professor. Other than ED 597 (Portfolio completion) ALL other degree requirements must be completed PRIOR to the practicum experience. The length of the practicum varies from 7 to 15 weeks in an accredited public school classroom, and is based on documented state approved teaching experiences. Candidates who request a 7-week placement must have at least two years of experience in the public school classroom or a lateral entry position as a K-6 classroom teacher. Candidates who request a 10-week placement must have at least one year of experience in the public school classroom or documented exceptionalities in teacher education as observed by the university supervisor and cooperating teacher/mentor. A 15-week practicum is reserved for students who have no documented teaching experience. A practicum in a private school must be regionally accredited by SACS, the cooperating teacher/mentor must hold a valid North Carolina teaching license in elementary education, and approval must be granted by the Teacher Education Committee. Students with questions about approval of a practicum in a private or parochial school should contact the Director, Graduate Education Programs at LEAST 6 months PRIOR to the intended practicum date. This practicum allows the graduate student to complete the licensure process. A practicum fee will be assessed during the semester when taken. All MAT students must successfully complete the practicum before the degree can be awarded (Specific details and expectations are outlined in the Practicum Handbook).

## Program Development

The Teacher Education Committee has major responsibility for curriculum development and change in the graduate programs. Proposals for new or revised curricula and for changes in program requirements, etc. may be generated by the Teacher Education Committee and/or come to the Committee, through the Director of Graduate Education Programs from a department, graduate faculty, or Dean of the Thayer School of Education. Following approval of the Teacher Education Committee, proposals are then presented to the Committee on Academic Affairs. If the Committee on Academic Affairs approves a curriculum proposal, it is then put before the University Faculty Assembly for action. If approved by the Assembly, the proposal proceeds to the President and Board of Trustees for final approval. A decision by either the Director of Graduate Education Programs, Teacher Education Committee, the Committee on Academic Affairs, the Faculty Assembly, or the President and the Board of Trustees to reject a proposal will result in the defeat of the proposal.

## Program Evaluation and Review

All facets of the Graduate Programs in Education are either continuously or periodically evaluated in an effort to maintain high quality programs which meet the standards of excellence set forth by the University and appropriate accrediting agencies. Review and evaluation of the Graduate Programs in Education include the following:

- *Standardized Test Scores on the Miller Analogies Test or the Graduate Record Examination:* Required for consideration of admission to the programs. Individual test scores and progress of each student in the programs are assessed annually.
- *Review of Provisionally Accepted Students:* A careful semester-to-semester review is conducted of students admitted to the programs on a conditional basis. This review includes discussion between the student's advisor and the Director of Graduate Education Programs and is intended to aid in early identification of possible problems.

- *Course Evaluation:* Each time a graduate course is taught it is evaluated by students enrolled in the course. The standard University course evaluation form is used. The evaluations are shared with the Dean of the School of Graduate and Adult Education and the Director of the Graduate Education Programs as well as the professor teaching the course. Their major purposes are course and program evaluation and improvement.
- *Program Evaluation and Follow-Up of Graduates:* After graduation from the program and receiving the M.A. degree, graduates are sent a Program Evaluation and Follow-up of Graduates form on which they are asked to evaluate the program in terms of its value to them both personally and professionally. Graduates are also asked to evaluate the strengths and weaknesses of the Wingate University Graduate Education Programs.
- *Wingate University Graduate Alumni Program Evaluation:* Three years after receiving their Master's degree, Graduate alumni are mailed a Wingate University Graduate Alumni Program Evaluation form which they are asked to complete and return. Responses on this form are carefully reviewed by the Dean of the School of Graduate and Adult Education and the Director of the Graduate Education Programs as well as the graduate faculty in terms of their value in overall program improvement.
- *Input from Graduate Faculty and Teacher Education Committee:* Members of the Graduate Faculty and Teacher Education Committee have immediate and continuous input in the programs and numerous opportunities to evaluate and bring about change. Their involvement in the programs ranges from the development of course syllabi to the development of broad program policies.
- *Updated Course Syllabi:* All graduate course syllabi are updated annually to help improve course quality and insure that program objectives are met.

## Program Portfolio

- **EDLD/ Add-On Licensure Program in School Administration K-12 students:** A program portfolio in a showcase style is a purposeful collection of evidence with thoughtful reflections and is specifically designed for outside review. The purpose of the Program Portfolio is to document that each educational administrative leader can meet specific standards for leadership in schools based on their work in the Educational Leadership Program at Wingate University. The basic structure of the Portfolio will include an overall Description-Analysis-Planning (DAP) for the program experiences and outcomes. To meet the requirements for the program, each developer must also write a reflection for the course portfolio project. A DAP is required for every class. The Program Portfolio guide will be given to all students. The program portfolio will be submitted upon successful completion of all coursework requirements. Due dates are as follows:
  - **Fall and Spring semesters:** The Program Portfolio is always due at 6:00 pm on the Monday following the last exam date of the semester
  - **Summer Sessions:** Whether you finish your program in Summer Session I or Summer Session II, the Program Portfolio due date is 6:00 pm on the Monday following the last exam date of Summer Session II in August.
- **MAPE, MASA, MAED, and MAT students:** These programs also require a Program Portfolio. Information regarding the Program Portfolio will be provided once you begin classes. Due dates follow the same schedule listed above.

**Program portfolios must be electronically submitted.**

## Registration

Registration materials are provided to students once they are admitted into the program whether it is a fully admitted student or a provisionally admitted student. Currently enrolled students register for classes for the following semester mid-way through their current semester. Registration of students occurs during class time mid-semester each semester. Each student is given a schedule of courses and a registration form for their program. New students will register online before classes begin.

Students cannot be enrolled for more than 3 courses (9 credit hours) in the summer sessions unless

special permission is granted by the Director of Graduate Education Programs. Registration for graduate courses may be completed by mail, fax or in person through the Wingate University School of Graduate and Adult Education Administrative offices in Matthews.

A student may register to audit a course with the permission from both the Director of Graduate Education Programs and the course instructor. Non-degree students must complete an online application, submit transcripts and at least one recommendation before submitting a registration form.

Wingate University reserves the right to close registration when maximum enrollment for a course has been met and to cancel any course when circumstances warrant.

## Residency Requirement

Students gaining a Master of Arts in Education Degree from Wingate University must complete a minimum of 24 semester hours of graduate coursework at the University. Students gaining a Master of Arts in Teaching Degree from Wingate University must complete a minimum of 33 semester hours of graduate course work at the University. Students may satisfy the residency requirement by being continuously enrolled and completing nine semester hours of graduate coursework or by being intermittently enrolled and completing the required semester hours of graduate study at Wingate University.

For MAED, minimum enrollment is five semesters (With any/all summer sessions considered one semester) For MAT, minimum enrollment is six semesters (With any/all summer sessions considered one semester), PLUS practicum and co-requisites.

## Student Grievances and Appeals

Student grievances and appeals regarding matters other than admission are decided upon by the Teacher Education Committee at Wingate University. Any grievances and appeals must be made in writing and submitted to the Dean School of Graduate and Adult Education and/or the Director of Graduate Education Programs 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 IDs and Parking Stickers

New students should obtain a photo identification card. Photo IDs will be available once classes begin EACH semester. Students will only need a student ID if they plan to use the services at the main campus at Wingate University.

Students at the Metro Campus DO NOT need a parking sticker. If you plan to visit the main campus for library use, you need to obtain a parking sticker. Please contact the administrative assistant at the Metro Campus to obtain a parking sticker for the main campus.

*Note: Please do not park in front of retail businesses (ex. coffee shop, stores, bank). These restricted areas are marked in YELLOW.*

## The Teacher Education Committee

The Teacher Education Committee (which includes representatives from the public schools) is involved in all curriculum matters concerning the graduate programs. All proposals, before being finally approved or denied, are forwarded to the Teacher Education Committee for review and recommendation. The Director of Graduate Education Programs is an ex officio member of the Teacher Education Committee and serves as the liaison between the graduate programs and the Teacher Education Committee.

- *Faculty Assembly Input:* All matters concerning the graduate programs are open for discussion by the Faculty Assembly during regularly scheduled monthly meetings. Involvement is assured in that the faculty must approve all graduate program curriculum changes.
- *Input from Public School Personnel:* (Superintendents, principals, teachers, etc.) These individuals offer valuable advice concerning the programs. Their suggestions and comments usually are offered in an informal one-on-one or small group situation.

## Textbooks

Wingate University reserves the right to close registration when maximum enrollment for a course has been met and to cancel any course when circumstances warrant, and to limit course registration based on date of admission and program plans on file.

The new policy regarding textbooks, as of January 2009, is that all textbooks and other required materials will be ordered using the Wingate University Bookstore's website or any other website of your choice. The link for the Wingate Bookstore is [www.wingateuniversity.bkstr.com](http://www.wingateuniversity.bkstr.com).

Students who usually purchase their books from the bookstore must order all text books from the bookstore's website. Students will be able to use credit cards and funds from financial aid as methods of payment for books. The books will be shipped to the location that you designate on your order. We feel that it is best if you have these delivered to your home address. The bookstore staff advises that if you select financial aid as your form of payment, you will need to furnish your student ID number. The bookstore will confirm with the business office that you are eligible to charge to your account. They also state that if you are unable to charge to your account, the bookstore will contact you directly for another form of payment.

The complete list of required and optional textbooks for each class will be online 30 days prior to the start of each class. All information regarding textbooks will be on the Wingate Bookstore's website for students needing information as a reference for sourcing books from other vendors. Students who prefer to call the bookstore to order their books may do so no earlier than 30 days prior to the start of the first class. The phone number for the bookstore is 704-233-8025.

## 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 or by signing a release form in the Office of the Registrar. Unofficial transcripts can be printed by the student using IRISLink, the web-based student information system. Transcripts will not be released if the student's account with the University is delinquent.

## Transfer Credit

A student may be permitted to transfer credit from another accredited graduate school. Wingate University will consider transfer of up to six semester hours of appropriate graduate course credit for the Master of Arts Degree(s), provided the credit was gained during the four-year period preceding admission and each course has a grade of "B" or better. For Add-On Licensure students a maximum of one course (three hours) may be considered for transfer credit.

Any student seeking transfer credit must initiate this action with the Academic Advisor and/or the Director of the Graduate Education Programs. The student must submit the course description and course syllabus for the course taken at another University along with the official transcript. This should be done before proceeding with his/her course of study. The Graduate Education Programs Admission Committee will evaluate the information and make the decision. If approved, the student will be given the "transfer credit for course form" which must be completed before credit can be granted.

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 for the student to complete a portfolio entry that is in keeping with that required in that comparable Wingate University course as a component for completion and credit for EDLD 697. The student will work with the Instructor of the course to satisfy the requirement. For EDLD students, the portfolio requirement must be completed the semester that their cohort takes the course otherwise it must be completed before the end of their program.

## Tuition/Fees

**ALL TUITION PAYMENTS MUST GO TO THE MAIN CAMPUS,**

**Attn: Campus Box 3063, P.O. Box 159, Wingate, NC 28174**

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 document completed before classes begin. Financial Aid questions should be addressed to 704-233-8209.

Many financial aid programs are awarded based on need as determined by information submitted on the FAFSA form. To receive maximum consideration for all available financial aid programs, the FAFSA should be filed by May 1 prior to each academic year for which a student wishes to be considered for financial aid. All financial aid awards, including athletic, academic, and outside scholarships are coordinated through the Office of Student Financial Planning. In addition, the University offers the Wingate University Payment Plan. With the plan you may divide your tuition balance into four equal payments per semester. We accept Visa, MasterCard and Discover cards. 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 employers Tuition Reimbursement Policy.

Any student that has a balance on their account will not be allowed to register for the next semester or attend graduation.

Tuition for masters programs in education (per course).....	\$645
Graduation.....	\$125
Practicum (for MAT students only) .....	\$265
Return Check Service Charge .....	\$25
Books and Supplies.....	variable

## Unique Features of the Programs

- Development of a Program Portfolio that will include reflections on a major set of products from each course
- External assessment of the Portfolio
- Field Based Activities

## Withdrawal

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 Metro Campus. Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog as follows:

## 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 to the fourth class session.

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

## Course Descriptions

### Education ( MAT, MAED, AIG )

#### **Education 530: Investigating Developmental Patterns and Learning Styles of Learners**

This set of experiences will enable the graduate student to determine the developmental patterns of learners and develop individual profiles of a learner at a given chronological age or grade level. In addition, the research component will examine how students learn.

*Credit: 3 hours*

#### **Education 532: Curriculum Decision Making**

Within this set of experiences, students will investigate the historical, social, and political influences on curriculum policies and practices and explore various models of curriculum organization and development. Students will collaborate to develop an integrated curriculum project which includes standards-based content and activities, appropriate scope and sequence, effective integration of technology, and provisions for individual differences.

*Credit: 3 hours*

#### **Education 534: Understanding and Using Research Methods and Techniques**

This set of experiences will provide the graduate student with an introduction to the field of educational research. The course will include reading and interpreting professional literature and educational research, research methodology, project development, and implementation procedures. An action research project will be required.

*Credit: 3 hours*

#### **Education 536: Models of Teaching/Learning: Attaining a Repertoire**

Advanced Instructional Strategies will provide students with the opportunity to study teaching as an inquiry by individuals, faculties, and school districts. Students will use the knowledge base to reflect and study their own practices and draw on the teaching models that are products of disciplined inquiry into teaching to find tools to explore with students based on the diversity of the learners and with the aid of technology. The available models will be surveyed, examined as models of learning, and research will be acknowledged. The philosophy of research will include three primary aspects:

1) A concept of teaching; 2) Methods for Research of Teaching; and 3) Education and the manner of the teacher. This class will involve students in peer teaching, peer evaluation, on-site evaluation, the development of the coaching process in respective schools which includes the cooperative teaching and learning process, analysis of current teaching models being implemented, and a staff development action plan.

*Credit: 3 hours*

#### **Education 540: Communication Skills within the English Language Arts Curriculum**

This course actively involves graduate students in examining the definition, nature and purpose of the five strands of the K-6 English Language Arts curriculum: listening, speaking, reading, writing, and viewing. Special emphasis will be given to the issues of planning, implementing, and evaluating instruction. Students will also examine the issues of varying learner needs and styles and instructional models and how they integrate the language arts throughout the curriculum. As a culminating activity, students will design and create a teaching module integrating literacy with the total K-6 curriculum.

*Credit: 3 hours*

#### **Education 542: Teaching and Learning Through a Problem Solving Approach**

Using a problem solving approach to teaching mathematics, the graduate student will become involved in putting “research into practice” as he or she explores the content of elementary school mathematics, the research of the methods and strategies involved, and the design and evaluation of teaching procedures.

*Credit: 3 hours*

#### **Education 544: Instructional Strategies within the Natural Science Curriculum**

With an emphasis on guided discovery learning and constructivism, this course introduces students to innovative approaches to teaching science, K-6. National and state science education standards in the areas of content, teaching, curriculum, and assessment are also discussed. Students investigate scientists, scientific attitudes and processes, integration with other content areas, and the use of technology in science instruction. They also gain background and experience in a wide variety of science content areas by presenting demonstrations, activities, and completing a science fair project.

*Credit: 3 hours*

#### **Education 546: Application of Social Studies in the Real World**

This course involves students in examining the definition, nature, and purpose of the social studies curriculum at the K-6 level. The issues of planning, teaching, and evaluating the social studies program will receive major consideration. Other topics to be considered will be diversity in the classroom, children with special needs, citizenship education and democratic values, and strategies for teaching social studies subject matter. As a culminating activity, students will become actively involved in designing and producing a project which may be used as a supplement in the teaching of social studies at the K-6 level.

*Credit: 3 hours*

#### **Education 548: Educational Change - Trends and Issues**

This set of experiences is an introduction to advanced studies in education. It will be broken into several modules to acquaint the graduate student with national and state reports and agencies, current trends, legal aspects of teaching and learning, and elements of external control. The strands of technology, cultural diversity, and special needs students will be defined and explored under the guidance of different faculty members with knowledge and expertise in the various areas of consideration.

*Credit: 3 hours*

#### **Education 551: Reading Foundations, Assessment, and Diagnosis in (K-6) Elementary School**

This course is designed to prepare preservice and in-service elementary teachers to teach reading and to understand the theories undergirding reading practices. Emphasis will be placed on the reading process, readiness for reading instruction, methods of teaching reading, attitudes regarding reading, cultural diversity as it affects learning to read and the teaching of reading, essential skills related to word processing and comprehension, and the interrelatedness of all modes of communication. Different types of reading materials will be evaluated and current literature on the teaching of reading, as well as current public school practices will be discussed. Strategies for diagnosing reading difficulties in reading, writing, individual educational prescriptions, implementing individualized programs of instruction, conferring with parents, and utilizations of other professional resources will be emphasized.

*Credit: 3 hours*

#### **Education 565: The Arts in the K-6 Curriculum**

Designed to develop knowledge of basic elements, concepts, and skills in each of the four arts disciplines which are part of the K-6 curriculum: visual arts, dance, music, and theatre arts. Introduction to materials and methods appropriate for instruction in the arts.

*Credit: 3 hours*

#### **Education 575: Health, Safety, and Physical Education in the Elementary School Curriculum**

This course is designed to provide students with an appropriate knowledge of health, safety, and physical education needs of elementary school children and their integration within the elementary curriculum.

*Credit: 3 hours*

**Education 590: Special Topics in Education**

Special topics related to public education in the US, comparative education, focused investigations, and student special interests. May include travel and/or other field experiences (proportional to credit hours). Offered only as needed and/or upon request.

This course cannot be used as a substitute for any other ED course.

*Credit: Up to 3 hours*

**Education 591: Introduction to Gifted Education**

The introductory course in the education of gifted, talented, and creative students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed.

*Credit: 3 hours*

**Education 592: Social and Emotional Needs of the Gifted/Talented**

This course will focus on both theoretical and practical knowledge to understand and support the social and emotional needs of gifted youth. Students in this course review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children and will learn to recognize signs of stress and distress, and explore ways to deal with perfectionism and other issues related to special populations. Content covered includes: understanding social and emotional components of giftedness; guidance concerns; social, emotional, developmental and educational characteristics of gifted students; self-concept and adjustment concerns; and the affective needs of special gifted populations.

*Credit: 3 hours*

**Education 593: Methods and Materials in Gifted Education**

This course focuses on the understanding and use of instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds who are expressing their gifts in various talent domains. It includes information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

*Credit: 3 hours*

**Education 594: Curriculum Development for the Gifted**

This course focuses on ways to use assessment data to extend basic differentiation of curriculum elements (content, process, product, and learning environment) and integrative methods to design appropriate learning experiences to improve student achievement and growth.

*Credit: 3 hours*

**Education 595: Practicum**

This set of experiences is designed to provide the mature individual with the necessary classroom experiences to enable this individual to become a successful up-to-date teacher. The length of the Practicum, intensity of supervision, and the number of credit hours are based upon prior teaching experience. **NOTE:** Students should complete the Application for Practicum Form the semester prior to the Practicum. Applications for spring practicum are due by October 1. Applications for fall practicum are due by February 15.

Prerequisite: Completion of all other program course requirements (other than ED 597)

*Credit: 3-6 hours*

**Education 597: Program Portfolio**

This course is used to show completion of the program portfolio on the student transcript. Enrollment is usually concurrent with the final semester of coursework, in which case, no additional tuition will be assessed. If this course is taken in a separate semester after all other coursework is completed, an administrative fee will be assessed. Graded on a Pass/Fail basis. Students must pass in order to qualify for graduation. ED 597 may be taken up to three times.

*Credit: 0 Semester hours*

**Educational Leadership (EDLD)****Educational Leadership 600: Introduction to Educational Leadership**

This course serves as an introduction to the various aspects of becoming an instructional leader within the school. Special attention will be given to the processes of decision making and creating school-level vision and change. An overview of leadership styles/ models will be included. (Field experience required: 25 hrs.)

*Credit: 3 hours*

**Educational Leadership 610: The Principalship**

This course will address the competencies related to informed and reflective practices that are needed to help the student become an “Effective Facilitator of Learning.” Further, the program in Educational Leadership is centered around the roles of the principal as Leader, Master Teacher, and Researcher. This course serves as an overview of the various roles of the principal and the principal’s relationships with students, teachers/staff, other administrators, parents, and the community at large. (Field experience required: 25 hrs.)

*Credit: 3 hours*

**Educational Leadership 620: School Finance and Budgeting**

Students will learn fundamental concepts and practices related to school finance, funding, and budgeting. Students will actively engage in the process of managing school finances through classroom simulations and field experience assignments. Focus will include system- and school-level budgeting, department and program budgeting, and the managing of grants and other special funding. (Field experience required: 25 hrs.)

*Credit: 3 hours*

**Educational Leadership 630: School Law**

This course will provide a thorough overview of public school law, including the laws that apply to special education programming and students. Case studies will help students gain an understanding of how to interpret law in specific situations, including school discipline and personnel decisions.

*Credit: 3 hours*

**Educational Leadership 634: Measurement and Assessment**

This course will focus on the collection, analysis, interpretation, and use of quantitative data for research purposes. Specifically, students will look at aggregated and disaggregated standardized test score data, survey data, and other quantitative data for the purposes of program evaluation and developing school improvement strategies.

*Credit: 3 hours*

**Educational Leadership 640: Supervision of Instruction**

Students will learn how to provide substantial and productive feedback to teachers regarding their classroom practice. Various models of supervision will be examined, with specific training in the use of the Teacher Performance Appraisal Instrument (TPAI) as a system for supervision. Other emerging instructional assessment models will be explored. (Field experience required: 25 hrs.)

*Credit: 3 hours*

**Educational Leadership 694: Internship I**

This internship will occur at approximately the midpoint of the student’s program, and will occur during summer session. A minimum of 75 hours will be served in an administrative role in a public school during summer months. This internship is jointly supervised by the building principal(s) and a School of Graduate and Adult Education faculty member. Attendance at three seminar meetings required.

*Credit: 1 hour*

**Educational Leadership 695: Internship II**

This course will consist of a minimum of 200 hours service in an administrative role in a public school during either a fall or spring semester (and therefore a component of the K-12 academic year). This internship is jointly supervised by the building principal(s) and a School of Graduate and Adult Education faculty member. Attendance at six seminar meetings required.

*Credit: 3 hours*

**Educational Leadership 696: Internship III**

This course will consist of a minimum of 200 hours service in an administrative role in a public school during either a fall or spring semester (and therefore a component of the K-12 academic year). This internship is jointly supervised by the building principal(s) and a School of Graduate and Adult Education faculty member. May be taken concurrently with EDLD 695 for an overall internship experience of 475 hours total. If not taken concurrently with EDLD 695, attendance at six seminar meetings will be required.

*Credit: 3 hours*

**Educational Leadership 697: Leadership Program Portfolio**

This course is used to show completion of the program portfolio on the student transcript. Enrollment is usually concurrent with the final semester of coursework (usually Internship II and/or III), in which case, no additional tuition will be assessed. If this course is taken in a separate semester after all other coursework is completed, an administrative fee will be assessed. Graded on a Pass/Fail basis. Must pass in order to qualify for graduation. May be taken up to three times.

*Credit: 0 Semester hours*

**Educational Leadership 699: Exit Exam**

This course is used to show successful completion of the School Leaders Licensure Assessment (SLLA) on the student transcript. Enrollment is usually concurrent with the final semester of coursework (usually Internship II and/or III), in which case, no additional tuition will be assessed. If this course is taken in a separate semester after all other coursework is completed, and administrative fee will be assessed. Student will take the SLS exam by PRAXIS. Grades on a Pass/Fail basis. Must pass in order to qualify for graduation. May be taken up to three times.

*Credit: 0 Semester hours*

**Sport Administration (MASA)****MASA 531: Sport and Exercise Psychology (PE 531)**

Theories and psychological principles that may influence sport involvement and performance. Emphasis is on practical application of psychology in order to improve quality of performance and meaningfulness of participation in exercise.

*Credit: 3 hours*

**MASA 533: Human Motor Control/Learning in Physical Education and Sport (PE533)**

A lecture/discussion course on current theory and research in human motor-skill acquisition and performance. Emphasis is on experiments in which children/adults perform real-world and physical activity/sport-related tasks.

*Credit: 3 hours*

**MASA 541: Analysis/Supervision of Teaching in Physical Education and Sport (PE541)**

Analyze systems used in evaluating student behavior, teacher/coach behavior and student-teacher/coach interaction. Overview strategies for planning and implementing effective teaching and supervising in sport/physical education settings. Course will provide reflective teaching and mentoring tools necessary for supervising pre-service, student teachers, and novice coaches.

*Credit: 3 hours*

**MASA 543: Advanced Foundations of Teaching and Coaching (PE 543)**

Overview all aspects of teaching and practicing motor skills along with the setting of practice conditions. Course will also include a brief overview of mental skill and physical training methods.

*Credit: 3 hours*

**MASA 551: Nutrition and Exercise Fitness (PE 551)**

Overview of the principles of sound nutrition for the exercising student/athlete and focuses on the physiological responses to exercise with an emphasis on physical training and other factors that affect physical performance/wellness of youth.

*Credit: 3 hours*

**MASA 553: PR and Technology in Sport**

This course will focus on the growth of the Internet, and its emerging role as marketing and a public relations medium. Students will explore the advantages and disadvantages relative to traditional marketing practices. Students will engage in creating promotional and informational video formats, Web pages, online survey forms, and work to analyze survey responses.

*Credit: 3 hours*

**MASA 555: Financial Aspects of Sport**

This course is designed to allow the student to understand the fundamentals of finance, budgeting, and accounting in the sport and recreation industry. The course will emphasize financial principles, financial markets as well as growth and development of revenue sources in the 21st century.

*Credit: 3 hours*

**MASA 557: Sport Marketing and Promotions**

This course will provide the theoretical underpinnings of sport promotion and sales and to illustrate their applications with practical examples from the sport marketplace. The course will also introduce students to the application of basic principles of marketing to and managed sport industry with emphasis on intercollegiate athletics, professional sport and multi-sport club operations by providing students with a broad appreciation of marketing, providing them with an up-to-date understanding of marketing concepts as they are currently being applied in advanced study and work in marketing, consumer behavior and related fields.

*Credit: 3 hours*

**MASA 559: Sport Venue and Event Management**

This course will provide identification and investigation into the design and management of sport and recreational venues. Management techniques and procedures for athletic events will be examined. Field trips are required.

*Credit: 3 hours*

**MASA 561: Sport Law and Ethics**

This course will enable the student to analyze and understand legal issues, and to discuss the ramifications of those issues with a foundation of comprehensive information that is relevant to managers in the sport industry. Ethical considerations in sport decision-making will also be discussed.

*Credit: 3 hours*

**MASA 571: Historical and Socio-cultural Aspects of Physical Education and Sport (PE 571)**

A two-part class, first, the history of ideas that have defined physical education from ancient times to present. Second an investigation of the role sport and physical activity play in society and includes discussion of social behavior in sport with emphasis on its relationship to the cultural perspectives of socialization with regard to women, minorities, and special populations.

*Credit: 3 hours*

**MASA 573: Management and Leadership in Sport Seminar**

The learning experiences in this course are afforded through a seminar style instructional approach. This will ensure opportunities to meet the course objectives through instructor-led discussions with ample opportunities for student participation. Course content includes, but is not limited to, the following: leadership theory, skills and competencies of sport leaders, performance appraisal, mentoring, organizational communication, team building, customer service, professional ethics, and personal philosophy regarding social responsibilities, theories of ethics, personal management style, effective decision making/problem solving, small group behavior, organizational structure and staffing in sport management.

*Credit: 3 hours*

**MASA 575: Special Topics in Physical Education and Sport**

This course will examine current topics of interest in the fields of coaching, physical education, sport management, and/or sport administration. Students will be expected to conduct a scholarly research project on the subject.

*Credit: 3 hours*

**MASA 591: Organization & Administration of Physical Education and Athletics (PE 591)**

Administrative process in physical education and athletics from elementary school through college.

*Credit: 3 hours*

**MASA 600: Issues in Physical Education and Sport (PE 600)**

Overview of all aspects and issues documented in current sport and physical education literature. This is a capstone course and is designed to be reading and writing intensive. The course also serves as the culmination point for degree completion portfolio project.

(\*Must be taken during the final 9 hours of the program) *Credit: 3 hours*

**MASA 620: Sport Administration Internship**

This internship will occur approximately at the midpoint of the student's program. A minimum of 75 hours will earn one (1) credit hour and will be supervised by Sports Sciences personnel and the internship site supervisor.

*Credit: 3 hours*

**MASA 630: Sport Administration Project**

This project will represent the culminating experience for the non-thesis candidate. The project will be comprised of a research study suitable for publication and/or presentation to be followed by written and oral comprehensive exams. Sessions will be scheduled by arrangement of the Master's Project advisor.

*Credit: 3 hours*

**MASA 631: Sport Administration Thesis**

This is the culminating activity for candidates who have an interest in research and those planning to pursue doctoral study. Candidates, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. The thesis option culminates with an oral thesis defense.

**Credit: 6 hours**

**Physical Education (MAPE)****PE 531: Sport and Exercise Psychology (MASA 531)**

Theories and psychological principles that may influence sport involvement and performance. Emphasis is on practical application of psychology in order to improve quality of performance and meaningfulness of participation in exercise.

*Credit: 3 hours*

**PE 533: Human Motor Control/Learning in Physical Education and Sport (MASA 533)**

A lecture/discussion course on current theory and research in human motor-skill acquisition and performance. Emphasis is on experiments in which children/adults perform real-world and physical activity/sport-related tasks.

*Credit: 3 hours*

**PE 541: Analysis/Supervision of Teaching in Physical Education and Sport (MASA 541)**

Analyze systems used in evaluating student behavior, teacher/coach behavior and student-teacher/coach interaction. Overview strategies for planning and implementing effective teaching and supervising in sport/physical education settings. Course will provide reflective teaching and mentoring tools necessary for supervising pre-service, student teachers, and novice coaches.

**Credit: 3 hours**

**PE 543: Advanced Foundations of Teaching and Coaching (MASA 543)**

Overview all aspects of teaching and practicing motor skills along with the setting of practice conditions. Course will also include a brief overview of mental skill and physical training methods.

*Credit: 3 hours*

**PE 551: Nutrition and Exercise Fitness (MASA 551)**

Overview of the principles of sound nutrition for the exercising student/athlete and focuses on the physiological responses to exercise with an emphasis on physical training and other factors that affect physical performance/wellness of youth.

*Credit: 3 hours*

**PE 571: Historical and Socio-cultural Aspects of Physical Education and Sport (MASA 571)**

A two-part class, first, the history of ideas that have defined physical education from ancient times to present. Second an investigation of the role sport and physical activity play in society and includes discussion of social behavior in sport with emphasis on its relationship to the cultural perspectives of socialization with regard to women, minorities, and special populations.

*Credit: 3 hours*

**PE 591: Organization & Administration of Physical Education and Athletics (MASA 591)**

Administrative process in physical education and athletics from elementary school through college.

*Credit: 3 hours*

**PE 600: Issues in Physical Education and Sport (MASA 600)**

Overview of all aspects and issues documented in current sport and physical education literature. This is a capstone course and is designed to be reading and writing intensive.

The course also serves as the culmination point for degree completion portfolio project.

(\*Must be taken during the final 9 hours of the program)

*Credit: 3 hours*

**PE 625: Program Portfolio**

Physical Education 625 will be taken at the same time as the final courses in the program at no additional charge. If the portfolio is not complete simultaneously with the final course, the Physical Education 625 must be repeated with an administration fee of \$50.

Physical Education 625 may be taken up to three times.

*Credit: 0 Semester hours*

## Graduate Education Faculty

### Wingate University School of Graduate and Adult Education

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

**Rebekah D. Kelleher** (2000) Assistant Professor of Education and MAED Program Coordinator  
*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*

**Bill W. Stegall** (2008) Assistant Professor of Education  
*A.A. Wingate College; A.B., M.Ed., Ph.D., 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) Assistant Professor of Education and MAT Program Coordinator  
*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*

### Charles A. Cannon College of Arts and Sciences Faculty

**Louise S. Napier** (1965) Professor of Art and Education  
*A.A., Wingate College; A.B., University of North Carolina at Chapel Hill; M.A., Ed.D., University of Georgia*

### School of Sport Sciences Faculty

**H. Thomas Appenzeller** (1989) Associate Professor of Sport Sciences  
*B.S., Presbyterian College; M.S., University of Massachusetts at Amherst; M.Ed., Ed.D., University of North Carolina Greensboro*

**Abigail Dondanville** (2001) Assistant Professor of Sport Sciences  
*B.A., St. Andrews Presbyterian College; M.S., Indiana State University; Ed.D., University of North Carolina Greensboro*

**Traci Gearhart** (2002) Associate Professor of Sport Sciences and Director of Athletic Training Education Program  
*B.S., Slippery Rock University; M.S., Ph.D., University of Florida*

**Dennis A. Johnson** (1999) Associate Professor of Sport Sciences  
*B.S., M.S., Marshall University; Ed.D., University of North Carolina Greensboro*

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

**Daniel McLaughlin** (2006) Assistant Professor of Sport Sciences  
*B.S., M.A., Mankato State University; Ph.D., University of North Carolina Greensboro*

**Christi DeWaele** (2006) Assistant Professor of Sport Science  
*B.A., University of North Carolina; M.S., Florida State University; Ph.D., University of Nevada at Las Vegas*

### School of Graduate and Adult Education Administration

**Nancy Biedrzycki** (2007) Admissions/Academic Advising, Graduate Education Programs  
*B.S., M.Ed. The Pennsylvania State University; K-12 Certification, Winthrop University*

**Mark G. Bryant** (2007) Director, Master of Business Administration Program  
*B.S. University of Delaware; M.B.A. Purdue University*

**Greg Clemmer** (2006) Dean of School of Graduate and Adult Education  
*AA., Wingate University; B.A. University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte; Ed.S., Appalachian State University*

**Melvin Denton** (2008) Internship Supervisor (Cabarrus/Kannapolis Cohort)  
*B.S., M.A. Appalachian State University*

**Julie Edwards** (2008) Administrative Assistant for the Graduate Education Programs and Masters of Business Administration Program

**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*

**Robin Jensen** (2005) Administrative Assistant, Dean and Undergraduate Education Programs

**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*

**Laura West** (2009) Director of Undergraduate Programs  
*A.A., Kirkwood Community College; B.S., Northwest Missouri State University*

**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: Thayer School of Education

### Title II Institutional Report Card (2008-2009)

#### **Section I. Pass rates**

TESTS	INSTITUTION # ATTEMPTING	INSTITUTION # PASSED	INSTITUTION PASS RATE	STATE PASS RATE
PPST/CBT (PRAXIS I)	17	17	100%	unavailable
SPECIALITY AREA (PRAXIS II)	17	17	100%	100%

#### **Section II. Program information**

(A) Number of students in the regular teacher preparation program at your institution:  
Please specify the number of students in your teacher preparation program during academic year 2008-2009, including all areas of specialization.

1. Total number of students enrolled during 2008-2009: 98

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2008-2009? 36

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2008-2009: 9

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 4.0

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 600 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
 Yes  No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state?  
 Yes  No

#### **Section III. Contextual information**

##### **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. Since its founding in 1896, Wingate has played a significant role in preparing individuals for the education profession. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.). In recent years additional programs have been added: MAED in Physical Education (2006), MAED and Add-on licensure in Education Leadership (2006), AIG Add-on licensure (2006), and EdD in Education Leadership (2008).

The M.A.T. program allowed individuals who held baccalaureate degrees in fields other than education to prepare for a teaching career with elementary school licensure. Both the M.A.Ed. and the M.A.T. are practitioner degrees, and the goal of both is to prepare teachers to provide quality instruction in K-6 classrooms. The graduate professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. The M.A. Ed. program consists of 30 semester hours in core and content-related experiences and in assessment and evaluation. Each course includes integral field experiences involving the planning, implementation, and evaluation of instruction. The M.A.T. program consists of 39-42 semester hours leading to the Master of Arts in Teaching degree, with licensure in Elementary Education (K-6). Prior to acceptance in the degree program, candidates undergo evaluation of recent experiences and transcript analysis to ensure that the student has met the liberal arts component consistent with Wingate's conceptual framework. Students are notified of prerequisite coursework necessary for formal admission. Progression in the program is limited until prerequisites are met. Requirements for the M.A.T. degree include the same core, content, and evaluation/assessment components as the M.A. Ed., plus 6 additional hours of coursework in content areas, and the completion of a 3-6 hour internship, which is individually designed to match the needs and experience of the candidate. Before licensure can occur, students must meet minimum score requirements on the required PRAXIS tests.

##### **Special Characteristics**

Wingate's Thayer School of Education offers twelve education majors and fourteen licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), History and Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), Reading (K-12)/Elementary Education and AIG (K-12) Add-on licensure. Wingate's School of Graduate and Adult Education offers the following graduate programs: MAED and MAT in Elementary Education, MAED in Physical Education (2006), MAED and Add-on licensure in Education Leadership (2006), AIG Add-on licensure (2006), and EdD in Education Leadership (2008). The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and charitable organizations and projects reflects Wingate's commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive field experiences, student teaching, and practica. Students who desire more intensive or specialized study in education may receive personal research assistance from education professors through duPont research grants and university honors projects.

##### **Supplemental Description Information to Provide a Richer Picture of the Efforts to Provide High Quality Teacher Education**

Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice 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. Wingate's Master of Arts in Education degree program is designed to meet the needs of practicing educators for continued professional

growth and additional preparation to meet new educational challenges. Additionally, Wingate recognizes the current need for quality preparation of teachers in lateral entry and other alternative licensure programs. Wingate's Master of Arts in Teaching degree provides a preparation program comparable in quality to that received by our typical undergraduate, but which meets the unique needs of these non-traditional educators.

#### Supplemental Description Information to Provide a Richer Picture of the Efforts to Provide High Quality Teacher Education

Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice 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. Wingate's Master of Arts in Education degree program is designed to meet the needs of practicing educators for continued professional growth and additional preparation to meet new educational challenges. Additionally, Wingate recognizes the current need for quality preparation of teachers in lateral entry and other alternative licensure programs. Wingate's Master of Arts in Teaching degree provides a preparation program comparable in quality to that received by our typical undergraduate, but which meets the unique needs of these non-traditional educators.

## APPENDIX B: Effective Facilitator of Learning Conceptual Framework

The professional education programs at Wingate University are guided by the conceptual framework of The Effective Facilitator of Learning. (See illustration.) This conceptual framework is consistent with the mission of Wingate University and with the motto of "Faith, Knowledge, Service." Teacher Education Programs are conceived in the context of a well-rounded liberal arts education and integrated with the principles of a Christian institution. The Liberal Arts foundation is developed in the undergraduate programs and through completion of program prerequisites/corequisites. The Ethics component is evidenced by an emphasis on professional ethics throughout courses, activities and field projects, and the practicum. Course content and activities provide Professional Knowledge and opportunities for Applied Teaching and enable teachers to make Creative and Informed Decisions as they design, implement, and assess instruction while developing the flexibility to meet diverse classroom challenges. The Service component joins knowledge with action through professional service, outreach and field projects.

Together these components provide the framework for the student to become an Effective Facilitator of Learning.



## APPENDIX C

### M.A.T. and M.A.Ed. Program Portfolio\*

1. For each course taken in the program, write a reflection on the major project(s) required for the course. This reflection should follow the Description-Analysis-Planning format set forth in Bullock & Hawk's *Developing a Teaching Portfolio*.
2. The reflection should focus on both the process and the product, and should be accompanied by supporting materials (selected portions of project, etc.). This material is limited to textual and graphic information only. Do not include regalia or photographs (unless scanned or digitally reproduced).
3. The entire portfolio (reflections and supporting materials) should fit into a 3-ring notebook no larger than 4". Alternately, we encourage electronic submissions on disc or CD. (The same length limitations apply to both electronic and traditional submissions.)
4. For courses taken through Wingate, check with your course instructor for the project(s) on which to focus. For those taken at other institutions, check with the Wingate professor currently teaching the course for project guidelines. Direct any other questions to your advisor.

*\*To be submitted no later than two weeks prior to the end of the semester in which the student expects to complete the program.*

#### MAT/MAED Portfolio Grading Rubric Student

#### Semester

<i>Criteria</i>	<b>Exceptional (Pass with Distinction)</b>	<b>Satisfactory (Pass)</b>	<b>Unsatisfactory (Fail)</b>
<b><i>Descriptions</i></b>	Consistently describes relevant experiences with clarity and detail  Carefully selected work samples amplify reflections	Describes relevant experiences with adequate clarity and detail  Representative work samples provided	Descriptions are unclear, sketchy and/or lack detail  Work samples, if provided, are compilational and/or have little relevance to reflections
<b><i>Analysis</i></b>	Thorough and deep analysis of experiences	Adequate analysis of experiences	Analysis is lacking or superficial in nature
<b><i>Planning</i></b>	Demonstrates depth and insight in application of experiences to future teaching behavior	Applies experiences to future teacher behavior	Application lacks insight or is superficial in nature
<b><i>Organization</i></b>	Very well-organized; user-friendly	Generally well organized	Lacking in organization
<b><i>Communication</i></b>	Models a refined ability to communicate effectively in an academic setting	Communication is generally effective and appropriate to academic setting	Communication skills are poor or inappropriate to academic setting
<b>Overall Rating:</b>	<b>Pass with Distinction</b>	<b>Pass</b>	<b>Fail</b>

***Comments:***

**APPENDIX D**

**M.A.Ed in Educational Leadership and Add-on Licensure in School Administration K-12 Program Portfolio\***

1. For each course taken in the program, write a reflection on the major project(s) required for the course. This reflection should follow the Description-Analysis-Planning format set forth in Bullock & Hawk's *Developing a Teaching Portfolio*.
2. The reflection should focus on both the process and the product, and should be accompanied by supporting materials (selected portions of project, etc.). This material is limited to textual and graphic information only. Do not include regalia or photographs (unless scanned or digitally reproduced).
3. The entire portfolio (reflections and supporting materials) should fit into a 3-ring notebook no larger than 4". Alternately, we encourage electronic submissions on disc or CD. (The same length limitations apply to both electronic and traditional submissions.)
4. For courses taken through Wingate, check with your course instructor for the project(s) on which to focus. For those taken at other institutions, check with the Wingate professor currently teaching the course for project guidelines. Direct any other questions to your advisor.

*\*To be submitted no later than three weeks prior to the end of the semester in which the student expects to complete the program.*

**MAEd in Education Leadership/Add-on School Administration Program Portfolio Grading Rubric**  
**Student \_\_\_\_\_ Semester \_\_\_\_\_**

<b>Criteria</b>	<b>Exceptional (Pass with Distinction)</b>	<b>Satisfactory (Pass)</b>	<b>Unsatisfactory (Fail)</b>
<b>Descriptions</b>	_____ Consistently describes relevant experiences with clarity and detail	_____ Describes relevant experiences with adequate clarity and detail	_____ Descriptions are unclear, sketchy and/or lack detail
<b>Analysis</b>	_____ Carefully selected work samples amplify reflections	_____ Representative work samples provided	_____ Work samples, if provided, are compilational and/or have little relevance to reflections
<b>Planning</b>	_____ Thorough and deep analysis of experiences	_____ Adequate analysis of experiences	_____ Analysis is lacking or superficial in nature
<b>Organization</b>	_____ Demonstrates depth and insight in application of experiences to future principal/school leadership behavior	_____ Applies experiences to future principal/school leadership behavior	_____ Application lacks insight or is superficial in nature
<b>Communication</b>	_____ Very well-organized; user-friendly	_____ Generally well organized	_____ Lacking in organization
<b>Overall Rating:</b>	_____ Models a refined ability to communicate effectively in an academic setting	_____ Communication is generally effective and appropriate to academic setting	_____ Communication skills are poor or inappropriate to academic setting
<b>Overall Rating:</b>	<b>Pass with Distinction</b>	<b>Pass</b>	<b>Fail</b>

**Comments:**