

Wingate University

Graduate Education Programs Handbook/Catalog

2010-2011

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. For information about Graduate Education programs, visit 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.

Located in the village of Matthews, NC Wingate University provides three very innovative educational programs for adults. The Bachelor of Liberal Studies, which provides opportunities for degree completion at the undergraduate level, the Masters in Business Administration, an executive MBA program for working adults, and the Graduate Education programs.

The Graduate Education programs provide the following: the newly revised Master of Arts in Teaching in Elementary Education K-6, the Master of Arts in Education in Elementary Education K-6, the Master of Arts in Education in Physical Education K-12, the Master of Arts in Education in Sport Administration, the Master of Arts in Education in School Leadership K-12, the Add-On Licensure Program in School Administration K-12, the Add-On Licensure Program for the Academically and Intellectually Gifted and the Ed.D and Ed.S. in School Leadership (superintendency).

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

Greg Clemmer, Assistant Vice President Matthews Campus
Wingate University School of Graduate and Adult Education

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Correspondence

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 Wingate University School of Graduate and Adult Education
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 Email: lwimberley@wingate.edu

Contact Directory

General Information	Dr. Lloyd Wimberley	lwimberley@wingate.edu
Admissions, Academic Advising	Nancy A. Biedrzycki	nbiedrzycki@wingate.edu
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Master of Arts in Teaching K-6	Dr. Amy White	awhite@wingate.edu
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, Matthews Ellen Flamer Linda Fritz	704-307-3160 704-535-4344 704-283-1845
Library/Archives/Reference	Staff	704-233-8096 704-233-8089
Licensure	Dr. Sarah Harrison-Burns Lisa Wood	l.wood@wingate.edu 704-233-8217 Fax: 704-233-8273
Mooreville	Jean Millsaps	jmillsaps@mgisd.k12.nc.us 704-658-2535
Public Information and Publications	Jennifer Gaskins	704-233-8117
Practicum (MAT students only)	Dr. Sarah Harrison-Burns	704-233-8217 Fax: 704-233-8273
Registration	Linda Morris	lmorris@wingate.edu 704-321-1470 Fax 704-849-2468-
Registrar/Transcripts	Staff	704-233-8006
Richmond County	Dr. Rick Watkins	r.watkins@wingate.edu 704-849-3408
Student Financial Planning	Teresa Williams	tgwilliam@wingate.edu 704-233-8010
	Jenn Pearson	j.pearson@wingate.edu 704-233-8007
Student Accounts	Wynne Stegall	wstegall@wingate.edu 704-233-8217
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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
- Appropriate organizational and management skills

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). 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 Educational Leadership (MAEDLD)
- Master of Arts in Education in Physical Education (MAPE)
- Master of Arts in Sports Administration (MASA)
- 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 Wingate University School of Graduate and Adult Education PO Box 3549 Matthews, NC 28106	Tel: (704) 849-2132 or (704) 321-1470 Fax: (704) 849-2468 Email: lwimberley@wingate.edu
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Graduate Education Programs Licensure

All Graduate Education Programs are eligible for licensure upon completion of their program—with the *exception* of the MASA (Master of Arts in Education in Sport Administration) program.

MAT—After completion of all program requirements and obtaining satisfactory Praxis II scores (Elementary Education: Curriculum, Instruction and Assessment and Elementary Education: Content Area Exercises) students must complete a licensure application (NCDPI Form A), submit a \$55 check or money order (made out to NCDPI Licensure Division) and include a copy of the Praxis II report (indicating a passing score in the licensure area) to the Dean of the Thayer School of Education, Wingate University, Campus Box 3065, Wingate, NC 28174. The registrar will send the dean a transcript once you are conferred. With that transcript she can complete the application and submit the paperwork to the state. You should receive your new license from the state in 4-6 weeks or less.

MAED, EDLD, MAPE and Add-On Licensure programs must also complete and submit a licensure application—NCDPI Form A—and a \$55 check or money order made out to NCDPI Licensure Division to the Dean of the Thayer School of Education.

The NCDPI Licensure Form and instructions are available online at our website under "Forms" for your convenience.

Application Deadlines

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

FALL 2010

August	23	CLASSES BEGIN
	27	Deadline to apply for December 2010 graduation
September	2	Praxis SLS Presentation/Program Portfolio Presentation
	18	Praxis - SLS Exam
	23	Last day to drop a course and receive partial refund
	TBD	Advisories - Richmond cohort
	TBD	TaskStream presentation
October	TBD	Advisories - Mooresville cohort
	1	MAT students - Practicum Application Deadline for Spring 2011
	11-12	Fall Recess (no classes)
	28	Last day to drop a course and receive a "W"
November	24-26	Thanksgiving Recess (no classes)
December	1	Praxis SLS Presentation/Program Portfolio Presentation
	2	Internship Journals Due
	6-9	Final Examinations
	13	Program Portfolio Due (using TaskStream)
	14	Deadline for Spring 2011 Applications

SPRING 2011

January	8	Praxis – SLS Exam
	10	CLASSES BEGIN
	17	Martin Luther King, Jr. Holiday (no classes)
	18	Deadline to apply for May 2011 or August 2011 Graduation
February	14	Last day to drop a course and receive partial refund
	15	MAT students - Practicum Application Deadline for Fall 2011
March	7-10	Spring Recess (no classes)
	TBD	TaskStream presentation
	24	Last day to drop a course and receive a "W"
April	14	Internship Journals Due
	22-25	Easter Break
	26-28, May 2	Final Examinations
May	2	Summer Interns may begin accumulating hours
	5	Program Portfolio Due (using TaskStream)
	14	Commencement (Main Campus)

Financial Information

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 704-233-8007.

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. Wingate accepts 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	\$220 per semester hour; \$660 per three-hour course
Application Fee (non-refundable)	\$30
Graduation Fee (Cap and gown not included)	\$125
Audit Fee, per course	\$275
Returned Check Fee	\$25
ED 597 (if taken after all other components)	\$50
Practicum Fee (MAT candidates)	\$295 per three credit hours
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.
- There is **NO** tuition refund for the summer sessions

Financial Aid

Return of Title IV Funds

Students receiving federal financial aid: The Higher Education Amendments of 1998 established a new formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have “earned” only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. The Office of Student Financial Planning encourages you to read this policy carefully. If you are thinking about withdrawing from all classes **PRIOR** to completing 60% of the semester, you should contact the Office of Financial Planning to discuss how your withdrawal will affect your financial aid.

This policy shall apply to all students who withdraw, take a temporary leave of absence, or are expelled from Wingate University, and receive financial aid from Title IV funds (Federal financial aid programs authorized under the Higher Education Act of 1965, as amended). Title IV funds include the following programs: Federal Pell Grants, Federal SEOG, Academic Competitiveness Grant, National SMART Grant, Federal Direct Student and PLUS Loans, and Leveraging Educational Assistance Partnership Grants

A student's withdrawal date is:

- the date the student begins the institution's withdrawal process or officially notifies the institution of intent to withdraw; or
- the midpoint of the period for a student who leaves without notifying the institution; or
- the student's last date of attendance at a documented academically-related activity.

Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after that point in time.

The percentage of Title IV aid earned shall be calculated as follows:

$$\frac{\text{Number of days completed by student}}{\text{Total number of days in term}} = \text{Percent of term completed}$$

- The percent of term completed shall be the percentage of Title IV aid earned by the student.
- The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100% minus the percent earned. Unearned aid shall be returned first by Wingate University from the student's account calculated as follows:

$$\text{Total institutional charges} \times \text{percent of unearned aid} = \text{amount returned to program(s)}$$

Unearned Title IV aid shall be returned to the following programs in the following order:

- 1) Unsubsidized Federal Direct Loan
- 2) Subsidized Federal Direct Loan
- 3) Federal Direct Graduate PLUS (Graduate Student)
- 4) Federal Direct PLUS (Parent)
- 5) Federal Pell Grant
- 6) Academic Competitiveness Grant
- 7) National SMART Grant
- 8) Federal Supplemental Educational Opportunity Grant
- 9) Other Title IV Grant

Exception: No program can receive a refund if the student did not receive aid from that program.

When the total amount of unearned aid is greater than the amount returned by Wingate University from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

- 1) Federal Pell Grant
 - 2) Academic Competitiveness Grant
 - 3) National SMART Grant
 - 4) Federal Supplemental Educational Opportunity Grant
 - 5) Other Title IV Grants
- Loan amounts are returned according to the terms of the promissory note.
 - Amounts to be returned by the student to federal grant programs will receive a 50% discount.
 - Refunds and adjusted bills will be sent to the student's home address on file in the Registrar's Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.

Institutional and Student Responsibility in Regard to the Return of Title IV Funds

Wingate University's responsibilities in regard to the return of Title IV funds include:

- 1) Providing each student with the information given in this policy;
- 2) Identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
- 3) Returning any Title IV funds that are due the Title IV programs.

The student's responsibilities in regard to the return of Title IV funds include:

- 1) Becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid;
- 2) Returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

The procedures and polices listed above supersede those published previously and are subject to change at any time.

Loan Programs

As a result of recently passed legislation, Wingate University will begin using the William D. Ford Direct Lending program effective Fall 2010.

Students and parents can use the Direct Loan program for all federal student and parent loans. The Direct Loan program is funded by the Federal Government, and students and parents can borrow directly from the federal government instead of lending agencies (banks).

Federal Direct Loan Program (subsidized/unsubsidized): This federal program provides long-term, low-interest loans to students. Per academic year, graduate students are eligible for up to \$8,500 in direct loans. Additional loan funds may be available based upon cost of attendance. Payments may be deferred if the student is enrolled at least half-time (six hours). Information is available through the Office of Student Financial Planning or at www.studentloans.gov. Students whose parents are denied a Federal Direct PLUS loan may receive up to an additional \$5,000 in unsubsidized Stafford.

Equal Payment Plan

Graduate students may divide the cost of tuition, fees, room and board into eight (8) equal payments. There is a \$60 participation fee; however, Wingate charges no interest throughout the year. The first payment is due 10 days before the beginning of class. Subsequent payments are due the first day of each month, October-April. Payments may be made using check, cash, VISA, MasterCard or Discover.

Wingate University Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients

Effective January 2010

As mandated by the Higher Education Act, institutions of higher education must establish minimum standards of “Satisfactory Academic Progress (SAP).” Wingate University makes these standards applicable to all federal, state of North Carolina and institutional financial aid programs.

Programs administered by outside agencies, or states other than North Carolina, may have their own academic standards for students. Check the requirements with the agency granting your funding.

General Satisfactory Academic Progress Principles

These principles apply to all degree programs at Wingate University. Specific guidelines for each academic program are outlined after these general principles.

- Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Cumulative Hours Earned; and (3) Maximum Time Frame. In addition, the SAP policy must include a student’s total academic history. SAP will be determined at the end of the Fall and Spring semesters. Students wishing to have their progress reevaluated after the summer terms must submit a written request to the financial aid office.
- To earn hours at Wingate University, a student must receive a grade of A, B, C, or D. Any other grade does not earn hours.
- Classes in which a student receives a grade of Withdrawal (W) will be counted as hours attempted but not hours earned, therefore, will negatively impact a student’s ability to satisfy SAP.
- Classes in which a student receives a grade of Incomplete (I) count as hours attempted but not as hours earned, therefore, will negatively impact a student’s ability to satisfy SAP.
- When a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a completed course once. Therefore, repeating classes will negatively impact a student’s ability to satisfy the 70% passage rate, but may significantly increase a student’s cumulative GPA.
- Included in attempted and earned hours are all transfer credits from any previous school(s).

Satisfactory Academic Progress: Graduate Education Students

To receive eligible financial aid under the Federal Title IV programs, a graduate/professional student must be making “Satisfactory Academic Progress” (SAP) toward graduation. SAP as defined at Wingate University is as follows:

Graduate Education Programs

Doctor of Education in Educational Leadership (EDD)

Master of Arts in Education (MAED)

Master of Arts in Teaching (MAT)

Master of Arts in Education in Educational Leadership (EDLD)

Master of Arts in Education in Physical Education (MAPE)

Master of Arts in Education in Sport Administration (MASA)

Maintain a Cumulative Grade Point Average of 3.0 (B)

A student must achieve and maintain a Cumulative Grade Point Average of 3.0.

Wingate University is as follows:

Cumulative Hours Earned

A student must pass (earn) at least 70% of their credits attempted (excluding non-credit courses and pass/fail courses).:

Maximum Time Frame

Graduate Education students must complete their degree requirements within 150% of the published length of their academic program (see below), regardless of whether the student did or did not receive financial aid during any prior period of his/her enrollment.

Wingate University is as follows:

EDD	95 hours	MAED	45 hours
MAT	63 hours	EDLD	56 hours
MEPE	54 hours	MASA	54 hours

Failure to Meet Satisfactory Academic Progress

Students who fail to meet the Satisfactory Academic Progress standards will be placed on Financial Aid Probation (FAP) for the following semester. During the FAP period, a student will be eligible to receive financial aid.

At the end of the FAP period, students who still do not meet the SAP standards will be placed on Financial Aid Cancellation (FAC). Students who are placed on FAC will be ineligible for financial aid.

Students who are re-admitted to Wingate University following a period of non-enrollment must meet Wingate's SAP policy in order to regain eligibility for financial aid.

Appeals

Students on Financial Aid Cancellation may make a written appeal to the Financial Aid Committee. The Financial Aid Committee is comprised of the Director and Counselors of Financial Aid. If necessary, the Dean of the School of Business and the Director of Graduate Business Programs may be included. Financial aid may be reinstated by the committee upon demonstration of mitigating circumstances, which must be documented in writing to the satisfaction of the committee. Examples of mitigating circumstances and appropriate documentation include, but are not necessarily limited to:

- 1) Serious illness of student—statement from physician that illness interfered with student's ability to meet SAP along with written letter of appeal from student.
- 2) Serious illness of immediate family member--statement from a physician along with written letter of appeal from student.
- 3) Death of an immediate/close family member--statement from a minister, nearest relative, or an unbiased concerned adult along with written letter of appeal from student.
- 4) Disruptive internal family problems--statement from parents, minister, or an unbiased concerned adult along with written letter of appeal from student.

Please note that the financial aid appeals procedure is separate from that of the *academic suspension* appeals procedure through the Office of the Vice President of Academic Affairs. The Office of Student Financial Planning will gladly answer any questions regarding your financial aid appeal.

Please address appeals to:

Financial Aid Appeals Committee
Wingate University, P.O. Box 3001
Wingate, NC 28174

The Doctor of Education in Educational Leadership

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 at the executive level.

Tuition

Tuition is \$930 per 3-credit-hour course.

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
9. Copy of professional license(s)

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

The Master of Arts in Education 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.
- Be accepted by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.
- Submit copy of teaching license(s)

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 using TaskStream.*

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 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 and was revised in 2009 to meet the State of North Carolina's 21st Century standards for teaching K-6. 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.)

The new, 21st century MAT program focuses on the creation of the 21st century educator. All previous admission requirements remain in place. Application requirements are due before full admission. In Part 1, this cohort-based program allows the successful candidate to master the initial licensure competencies in a scheduled three semesters, plus the practicum semester.

The classes in the new program require a regular clinical component, which works to help students apply academic material to real classroom situations. ED 500 must be successfully completed each semester in order to continue each semester in the Part 1 program.

Once a student has completed the PRACTICUM AND passed PRAXIS II, they will be eligible to apply for a North Carolina initial "A" license to teach K-6. Then they may continue (with a minimum 3.0 GPA in Part 1) into Part 2 where they will work toward mastery of the graduate or 'M' level competencies in collaboration with working professionals.

At the end of the program, students will complete a portfolio and, if successful, be eligible to apply for a graduate or 'M' license in North Carolina.

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 (main campus) is an official site for the administration of the MAT.
- Be accepted 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 hours)	One laboratory science (3-4 hours)
Literature (3 hours)	University-level mathematics (3 hours)
World History (3 hours)	General Psychology (3 hours)
American History (3 hours)	Public Speaking (3 hours)
North Carolina History (3 hours)	

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

Program Requirements

Education 500 (a,b,c)—Clinical Field Experiences in Schools
 Education 501—Foundations of Teaching and Learning in the 21st Century
 Education 502—Literacy in the 21st Century
 Education 531—Research in Educational Trends, Issues, and Best Practices
 Education 535—Action Research
 Education 544—Teaching Inquiry, Scientific Literacy, and Healthful Living
 Education 546—Teaching Global Social Studies and Humanities
 Education 552—Assessment and Instructional Intervention
 Education 560—Developing and Demonstrating Teacher Leadership
 Education 595—Practicum
 Education 597—Program Portfolio

Note: ED 597 must be submitted electronically using TaskStream and is taken at the same time as you take your final academic course. If the portfolio is not completed simultaneously with the final course, then ED 597 must be repeated with an administration fee of \$50.

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 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 and submit passing scores on the appropriate Praxis II exams 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.
- Be accepted by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.
- Submit copy of teaching license(s).

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: ED 597 must be submitted electronically using TaskStream and is taken at the same time as you take your final academic course. If the portfolio is not completed simultaneously with the final course, then ED 597 must be repeated with an administration fee of \$50.

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 to register.

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

Program Revision – The North Carolina Department of Public Instruction has required all Masters of School Administration in state public and private universities to revise their programs to align with newly adopted state standards for the North Carolina School Executive. Wingate’s revised program has been approved by the North Carolina Department of Public Instruction and will go into effect with the spring semester of 2011. More information regarding the new requirements will be forthcoming during fall semester of 2010.

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.
- Be accepted by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.
- Submit a copy of teaching license(s)

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 must be submitted electronically using TaskStream and is taken at the same time as you take your final academic course. If the portfolio is not completed simultaneously with the final course, then PE 625 must be repeated with an administrative fee of \$50.

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.
- Be accepted 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 options

Option #1. Professional Practice

MASA 620: Sport Administration Internship or Elective Course

MASA 630: Sport Administration Project

Option #2. Thesis

MASA 631: Sport Administration Thesis

Program Portfolio (0 hours)

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

Note: MASA 625 must be submitted electronically using TaskStream and is taken at the same time as you take your final academic course. If the portfolio is not completed simultaneously with the final course, then MASA 625 must be repeated with an administrative fee of \$50.

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 bachelors 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.
- Be accepted by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University
- Submit a copy of teaching license(s)

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 "A" 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 Masters 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.
- Be accepted by the Graduate Education Programs Admissions Committee.
- Submit an application fee of \$30.00 payable to Wingate University.
- Submit copy of teaching license(s).

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 must be submitted electronically using TaskStream and is taken at the same time as you take your final academic course. If the portfolio is not completed simultaneously with the final course, then EDLD 697 must be repeated with an administrative fee of \$50.

Total19 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 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.

Program Revision – The North Carolina Department of Public Instruction has required all Masters of School Administration in state public and private universities to revise their programs to align with newly adopted state standards for the North Carolina School Executive. Wingate’s revised program has been approved by the North Carolina Department of Public Instruction and will go into effect with the spring semester of 2011. More information regarding the new requirements will be forthcoming during fall semester of 2010.

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.

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, MAPE 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 "A" 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 Matthews Campus in Matthews, classes are taught in "Smart" classrooms that include wireless access, Microsoft Office Suite, overhead projectors, DVD/CD, and the Internet. The Matthews 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 163. You can register for the PRAXIS by going to www.ets.org/sls (School Leadership Series). You can use the same website to get the School Leaders Licensure Assessment Study Guide. Wingate University’s School of Graduate and Adult Education will also provide a review session for the exam each semester.

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 WinLINK 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 must 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 Matthews 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.

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.

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

All graduate programs—except Sport Administration—require an application for licensure. The application for licensure and the instructions are available online at our website under "Forms" for your convenience. All paperwork and fees should be sent to:

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

Miller Analogies Test (MAT)

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 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 2536**.

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). The deadline for spring practicum applications is October 1; the deadline for fall practicum applications is February 15.

Praxis

EDLD and Add-On Licensure Programs—School Leadership Series exam

www.ets.org/sls

MAT—Praxis II exams

Elementary Education: Curriculum, Instruction and Assessment

Elementary Education: Content Area Exercises

www.ets.org

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-Future Impact (DAF) 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 DAF 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 using TaskStream.

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 Matthews 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 Matthews 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.

Student Responsibility

It is the responsibility of the student to read the catalog and adhere to the policies, procedures, and deadlines therein. Communication with all students will be through their Wingate email. It is the student's responsibility to access their Wingate email and grades and schedules through WinLINK.

TaskStream

All graduate education Program Portfolios are submitted using the TaskStream website. Training and information is provided to all students each semester. Each student should arrange to attend at least one workshop during the course of their studies.

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.

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 WinLINK, 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.

WinLINK Access

WinLINK 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.

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 Matthews Campus. Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog (see Refunds above):

Course Descriptions

Education (MAT, MAED, AIG)

Education 500: Clinical Field Experience in Schools

Provides the initial licensure candidate with specific, standardized field experiences that assist the candidate in drawing real-world parallels with current, master's-level course work. Each student will enroll in three sections of this course prior to their student-teaching practicum experience, and each semester (in collaboration with the coursework being taken) activities and reflections will be identified that assist the candidate in applying the philosophical, theoretical and technical foundations of the competencies being studied. Course designed for students in all Master of Arts in Teaching/initial licensure programs

Credit: 0 Hours (must have 3 during initial licensure phase in order to progress to practicum)

Education 501: Foundations of Teaching and Learning in the 21st Century

The goal of Education 501 is to develop Effective Facilitators of Learning. Students in this class will gain a firm foundation for teaching and learning in the 21st century. The course will include a cultural and socio-political view of schools; dynamic analyses of the kinds of students in 21st century classrooms, their diverse needs, and the focus needed on growth/development to insure all learners succeed. Basic planning and management strategies will also be used to develop and understanding of teaching. A 10-15 hour clinical component is required.

Credit: 3 Hours

Education 502: Literacy in the 21st Century

Students will study the reading process including philosophies, theories and different reading methods based on a balanced reading program, with emphasis on literature-based instruction in the 21st century. Students in this class will experience extensive training in the basic foundations of literacy instruction, including phonemic awareness, phonics, word analysis, vocabulary development, comprehension and fluency. Students will employ the pillars of literacy instruction to diagnose literacy issues in K-6 students, plan for effective literacy instruction, and employ effective formative and summative techniques to assess literacy in K-6 classrooms. A 10-15 hour clinical component is required.

Course designed for students in all Master of Arts in Teaching/initial licensure programs

Credit: 3 Hours

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 531: Research in Educational Trends, Issues, and Best Practice

Designed as an introduction to advanced studies in education. The course will assist the graduate candidate to explore the research on trends, issues, and best practices in education. Through the lens of these pertinent issues, graduate students will become efficient consumers of educational research, and use that research to develop a detailed understanding of the issues in education that impact educators and their students.

Course designed for students in all Masters-level (M licensure) programs.

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 535: Action Research

This course will familiarize the graduate candidate with the nature, procedures, and application of action research in education. Candidates will examine, analyze, and synthesize action research literature and will plan, conduct, and report upon a simple action research study.

Course designed for students in all Master-level (M licensure) programs.

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: Teaching Inquiry, Scientific Literacy, and Healthful Living

Introduces students to inquiry- and constructivist-based approaches to teaching science and healthful living in grades K-6. Topics include: national and state standards for content, teaching, curriculum and assessment; scientific attitudes and processes; attributes of healthful living; integration with other curriculum areas; and the use of technology. Student present demonstrations, learning activities, and a science fair project.

Course designed for Elementary Education students in the Master of Arts in Teaching (K-6) and the Master of Arts in Education (K-6) degree programs

Credit: 3 hours

Education 546: Teaching Global Social Studies and Humanities

This course involves students in examining the definition, nature, and purpose of the social studies curriculum and the integration of the humanities at the K-6 level. The issues of planning, teaching, and evaluating the integrated social studies/humanities program will receive major consideration. Other topics to be covered will be diversity in the classroom, children with special needs, citizenship education and democratic values, using primary documents, and strategies for teaching. Students will become actively involved in designing and producing an integrated teaching unit at the K-6 level.

Course designed for Elementary Education students in the Master of Arts in Teaching (K-6) and the Master of Arts in Education (K-6) degree programs

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 552: Assessment and Instructional Intervention

Designed to 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 that have the potential to directly impact student learning. The course will use an understanding of data to assist students in designing appropriate instructional interventions.

Course designed for students in all Master-level (M licensure) programs.

Credit: 3 Hours

Education 560: Developing and Demonstrating Teacher Leadership

Assists the candidate to examine the principals of teacher leadership. The course will focus on the ways teachers choose to lead, the leadership roles available to teachers, and how those roles present themselves in K-12 schools. Candidates will examine research on effective teacher leadership and reflect on the opportunities to lead in their own environments. Students will have the opportunity to experience various coaching models, and explore the ways teachers can be encouraged to lead and supported in leading. This course includes a 6-10 hour clinical practice component.

This course is designed as part of the core experience for all master's candidates in graduate education programs.

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 education 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 Education 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. Education 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 (PE 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

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

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 (PE 575)

This course will examine current topics of interest in the fields of coaching, physical education, sport management, adapted physical education, fitness/wellness 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 575: Special Topics in Physical Education and Sport (MASA 575)

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

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 and must be electronically submitted using TaskStream.

Credit: 0 Semester hours

Graduate Education Faculty

Wingate University School of Graduate and Adult Education

Cynthia Compton (2010) Assistant Professor of Education

B.A. North Carolina State University, M.A. Butler University, Ph.D. University of Virginia

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

Mark G. Bryant (2007) Director, Graduate Business Programs
B.S. University of Delaware; M.B.A. Purdue University

Greg Clemmer (2006) Assistant Vice President Matthews Campus
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

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, Assistant Vice President and Undergraduate Education Programs

Linda Morris (2007) Administrative Assistant, Director of Graduate Education Programs and 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

Amanda Sudol (2007) Director of Undergraduate Education, Matthews Campus
B.A., North Carolina State University; M.A., Northern Arizona 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 practicum. 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.

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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/co-requisites. 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* (2010).
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.

NOTE: MAT students will submit electronic evidences at the conclusion of Part I of the program, and training for this, and the rubric will be distributed in their MAT coursework

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

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

Overall Rating: Pass with Distinction Pass Fail

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* (2010).
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.

NOTE: Students entering the Masters in Educational Leadership and the Add-On Licensure Program in School Administration on or after the spring semester 2011 will be required to meet a revised portfolio rubric (TBD)

**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 _____

<i>Criteria</i>	Exceptional (Pass with Distinction)	Satisfactory (Pass)	Unsatisfactory (Fail)
<i>Descriptions</i>	_____ 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
<i>Analysis</i>	_____ Thorough and deep analysis of experiences	_____ Adequate analysis of experiences	_____ Analysis is lacking or superficial in nature
<i>Planning</i>	_____ 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
<i>Organization</i>	_____ Very well-organized; user-friendly	_____ Generally well organized	_____ Lacking in organization
<i>Communication</i>	_____ 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

Overall Rating: Pass with Distinction Pass Fail

Comments: