WINGATE UNIVERSITY
SCHOOL OF GRADUATE EDUCATION

Community College Executive Leadership
Ed.D. Program
2016-2017 Handbook

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

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

Note: The information contained in this handbook is accurate as of the date of publication; however, the university reserves the right to make changes in the program of study, financial policies, and regulations at any time deemed appropriate by the university.
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Overview
The graduate education program at Wingate University is based on a mission to prepare and sustain effective Executive Leaders for the 21st century. The university has offered an Ed.D. in Educational Leadership with a focus on preparing individuals for executive leadership roles in PK-12 schools since 2008.

Wingate University
Wingate University began in 1896 in Wingate, North Carolina, as a boarding school. In 1923 it offered the first two years of a college education. It continued as a junior college until 1977 when it transformed to a university. Since that time it has added the Division of Graduate and Professional Programs, including programs in Pharmacy, Physician’s Assistant, Nursing, and Business, as well as masters and doctoral level programs in Education. Campuses have been established in Charlotte (Ballantyne) and Hendersonville to extend these programs throughout western North Carolina.

Ballantyne Campus
The campus in Ballantyne provides programs at master’s and doctoral level in Business, Sport Management and Education. The campus is located just off I-485 and Johnston Road in Charlotte.

Program Purpose
Graduates will be prepared for position as Deans, Vice Presidents and Presidents in community colleges. The program is focused on the preparation of practicing college personnel. The program provides both the theoretical and practical applications needed for community college leaders.

Cohort Experience
The Wingate University program in Education 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.D. programs. This organizational plan encourages students to develop skills within a comfortable learning community that offers support and encouragement. As students develop their knowledge, engage in research, and participate in class discussions, they develop support systems and professional relationships which may be helpful throughout their professional careers.

Admissions Policies and Requirements
1. Students must submit:
   a. Wingate University School of Graduate Education online application
   b. Two (2) copies of official transcripts from each institution attended (post high school)
c. Official Graduate Record Exam (GRE) or Miller’s Analogy Test (MAT) within the last 5 years

d. TOEFL for international students whose first language is not English

e. Brief vitae (not to exceed 2 pages)

f. Three (3) letters of professional recommendation describing applicant’s leadership skills

g. One (1) page letter of intent stating personal and professional goals

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

a. On-campus oral interview with faculty committee

b. Completion of timed writing sample

Admissions Selection

A master’s degree is required for admission. Candidates will be selected in a competitive admissions process. A committee of the Wingate Graduate Education faculty will review all applications and consider each application based on a variety of factors. These factors include, but are not limited to, a review of standardized test scores, letters of recommendation, professional work experience, grade point average, and performance in the on-campus interview and writing sample. Three years of work as a school administrator is preferred.

Degree Requirements

The Wingate University Doctoral Program in Education Leadership is a 63 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 community colleges. It includes 51 hours of class work 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.

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

<table>
<thead>
<tr>
<th></th>
<th>Education Specialist</th>
<th>Education Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours required</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>Not required</td>
<td>Required for approval to begin research project</td>
</tr>
<tr>
<td>Leadership Portfolio</td>
<td>Must be completed and passed</td>
<td>Must be completed and evaluated in order to qualify for the comprehensive exam</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>Not required (pending approval)</td>
<td>Required for completion</td>
</tr>
</tbody>
</table>

Program of Study

The Ed.D. is a three year program of study. Students take two courses during the fall and spring semester and three during the summer semester of the first two years. Year three is devoted to research courses and the doctoral capstone project. The program includes courses in a foundations core, research and specialty courses in community college leadership.
Foundation Courses:
- Educational Leadership
- Organizational Development and Change
- Information Management Systems
- Diversity & Global Development
- Data Driven Leadership

Specialized Courses:
- Higher Education Law & Policy
- Developing Effective Student Service Programs
- Managing Finance, Budget & Facilities
- Workforce and Economic Development
- Community and Governmental Relations
- The Community College in the 21st Century
- Presidents & Executive Leadership
- Teaching, Learning & Student Success
- Comprehensive Planning & Program Evaluation

Research Courses:
- Research Design and Data Analysis
- Systematic Inquiry and Decision Analysis
- Professional Research and Publication
- Doctoral Capstone Project I, II, III

**Leadership Portfolio**

The Leadership Portfolio will be a compilation of activities completed in each course which demonstrate the student's experiences and professional reflections on various administrative roles and responsibilities. Each professor will be responsible for crafting and grading the specifics of the portfolio project for his/her course, but students will submit a final summative product at the completion of the Ed.S. program.

**Comprehensive Exams**

The comprehensive exams for the Wingate Ed.D. program in Educational Leadership are designed to assess the student's knowledge and capacity to qualify for candidacy as a doctoral student. The comprehensive exam serves as a gateway to the Capstone Project. It serves to confirm the student's command in the field of Educational Leadership and to evaluate the mastery level and synthesis of subject matter presented in the previous semesters of the program. The exam will include an evaluation of the student's ability to apply knowledge and skills to practical settings. The comprehensive examination process for the doctoral program consists of two components – the written presentation and the oral examination.

It is only when a student passes the comprehensive exam that work can begin on the capstone and that a student is considered a doctoral degree candidate. Failure to pass the comprehensive exams will result in the student being withdrawn from the program.

**Written Examination:** The students in the program that will participate in the comprehensive exam must be prepared to write and discuss the field of Educational Leadership at a professional level citing material from coursework, classic, and current references. The written examination will be composed and assessed by full time faculty from the Wingate School of Graduate Education. Faculty are free to construct these exams as they deem appropriate in
alignment with program goals. A full faculty committee of the program will review and approve the examination questions before use. A student that fails the written examination is permitted to retake it once. The oral and written examination must be passed before a student may begin work on a capstone project. Each student will receive four questions which cross content from the required coursework. Questions for this exam will be developed and graded by Wingate faculty under the supervision of the Director of Graduate Education. If a student receives an unsatisfactory evaluation on any given question, he/she will have the opportunity to correct the specific area that was missed or to rewrite the entire question if necessary. The written portion of the exam will be graded by Wingate faculty and returned in approximately two weeks from the date it was submitted. The readers will independently evaluate each question essay response and assign one of the ratings below:

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

**Oral Examination:** The oral portion of the comprehensive examination consists of a review of the student's leadership portfolio and disposition information regarding the competencies for the executive in school leadership. Students in the program at the completion of their coursework will have developed a leadership portfolio that contains the internship projects completed during coursework. Students will also have compiled the written sections of their disposition assessment. The oral section of the comprehensive examination process will focus upon these two areas. The student will respond to questions regarding this work by the full time faculty of the Ed.D. Educational Leadership of Wingate University. A specific time will be set aside for each student that qualifies for this component. Scheduling for this will begin at the end of the semester when the student completes all coursework required for the Ed.S. degree. Students will meet with full-time faculty during this portion of the examination process. One to one and one-half- hour per session should be planned for this event per student.

**Doctoral Candidacy**

Students are granted doctoral candidacy upon successful completion of the comprehensive exam. Candidacy is granted for one academic/calendar year. Students are expected to successfully complete the capstone during this time period. Should the project take longer to complete and defend, students may apply for extended status using the form **Application for Extended Capstone Project Status** from **Appendix H**. Students must have completed all coursework and the Capstone Project within 5 years. This includes instances where a student has taken a leave of absence.

**Capstone Project**

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

After the successful completion of the comprehensive exam, students will be eligible to start the year-long problem-centered research project. Because the University’s intent for this project is to have students address critical issues that confront school districts, the list of project topics will be generated from the formal assistance requests of school districts, schools and educational service agencies throughout the nation as well as the input of the Wingate University Graduate Education Faculty.

Once a topic is selected, students will develop a plan of action and present a formal proposal of work for the Capstone Project to a panel consisting of two professors from the Graduate Education Program and a representative from the college where the project will be based. This team may approve the plan as presented or advise the student to revise the plan.

The Capstone Project will be monitored and evaluated by an established Capstone committee. The Capstone committee must consist of three members with the option of a fourth member. The Director of Graduate Education Programs will select a chair from the full time Graduate Education faculty who will serve as an advisor and mentor in the process of researching the identified problem. In addition, the student in conjunction with the chair will identify a college coordinator who will serve on the committee. The third person on the committee will be a faculty member. Final approval for the composition of the committee shall be obtained from the Director of Graduate Studies by completion of the formal Capstone Committee Memo Of Understanding found in Appendix G. Formal Capstone committee approval must be gained before securing signatures on the Research Proposal. All research involving human subjects must adhere to Wingate University’s policy 2.16.1 Guidelines for Research Involving Human and Animal Subjects. Failure to obtain approval and signatures on the Research Proposal prior to RRB submission or research on a Capstone Project prior to RRB approval may result in the loss of candidate status.

To complete the requirements of the project, students will be required to organize a plan of action to strategically pursue and research an identified problem with the incorporation of data collection, analysis and synthesis, and application of learned content and skills. Students will register for three semesters of four hours each of the Doctoral Capstone Seminar. In addition, there must be sustained and informed contact throughout the experience with the student’s chair. Interactions will include written communications, oral communications, site visits, data collection, meetings, team building, conferences, workshops, and market analysis. Students will have multiple roles, such as researcher, analyst, advisor, consultant, manager, and program developer. Selected problem centered research projects will require team building and collaborations. Students will interact with individuals in an identified organization or department to ensure an understanding of the problem and a desired solution. Individuals from the organization will comment on accuracy, professionalism, communication, strategic planning, and Capstone product for the organization’s purposes and goals.

The Capstone report must follow the guidelines of the APA 6th edition. The Doctoral Capstone Guide will provide more detail for writing the report. Anticipated effort distributions, timelines, report outlines and deliverable descriptions and schedules will be mutually agreed upon by the student's Capstone Committee.
**Typical Class Schedule**
- Classes meet on Saturday from 9 a.m. - 5 p.m.
- Five Saturdays per course
- Students take two courses fall & spring, three during summer semester
- Students meet alternating Saturdays per course
- Fall/spring have approximately 5 open Saturdays
- Classes meet at the Ballantyne Campus

**Cost**
Each 3 semester hour course is $1,140 plus books. Payment arrangements may be available through the University Business Office (704-233-8217). There is also a $25 per year fee for Taskstream. Students set up their own Taskstream accounts.
## EDD - Community College Course Rotation

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>EL7134 Ed Leadership (3 credits)</td>
<td>EL7235 Workforce and Economic Development (3 credits)</td>
<td>Comprehensive Exams</td>
</tr>
<tr>
<td></td>
<td>EL7128 Higher Education Law &amp; Policy (3 credits)</td>
<td>EL7110 Managing Finance, Budget and Facilities (3 credits)</td>
<td>ER7423 Research Design and Data Analysis (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ER7950 Doctoral Capstone Project: Phase I (4 credits)</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>EL7068 Teaching, Learning &amp; Student Success (3 credits)</td>
<td>EL7312 Developing Effective Student Service Programs (3 credits)</td>
<td>EL7061 Systematic Inquiry and Decision Analysis (3 credits)</td>
</tr>
<tr>
<td></td>
<td>EL7211 Data Driven Leadership (3 credits)</td>
<td>EL7156 Comprehensive Planning and Program Evaluation (3 credits)</td>
<td>ER7950 Doctoral Capstone Project: Phase II (4 credits)</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td></td>
<td>EL7189 Organizational Development and Change (3 credits)</td>
<td>EL7513 Presidents and Executive Leadership (3 credits)</td>
<td>ER7433 Seminar in Professional Research and Publication (3 credits)</td>
</tr>
<tr>
<td></td>
<td>EL7095 Diversity &amp; Global Development (3 credits)</td>
<td>EL7152 The Community College in the 21st Century (3 credits)</td>
<td>ER7950 Doctoral Capstone Project Phase III (4 credits)</td>
</tr>
<tr>
<td></td>
<td>EL7010 Information Management Systems (3 credits)</td>
<td>EL7033 Community and Government Relations (3 credits)</td>
<td></td>
</tr>
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</table>
## Educational Leadership Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL 7134</td>
<td>Educational Leadership: Theory and Practice</td>
<td>This course reviews the implications of contemporary administration and organizational models on education policies and practices; also reviews advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by creating cultures of educational excellence and responding to diverse learners.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7128</td>
<td>Higher Education Law &amp; Policy</td>
<td>This course provides comprehensive review of legal structures, regulations and case law concerning higher education and develops a framework for analysis and decision making in higher education.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7211</td>
<td>Data Driven Leadership</td>
<td>This course examines federal, state, and local student data for school improvement planning and implementation, addresses accountability and impetus for data driven leadership.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7068</td>
<td>Teaching, Learning &amp; Student Success</td>
<td>This course examines the relationship between teaching and student learning and its impact on how successful students are in achieving their educational goals; an in-depth look at what is most successful in impacting this relationship is covered.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7189</td>
<td>Organizational Development and Change</td>
<td>This course examines the operational structure of organizations, critical approaches to effective communication, principles of change process, and diverse strategies for change agents.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7235</td>
<td>Workforce &amp; Economic Development</td>
<td>This course examines the components of workforce training and economic development at the local, state and federal level; the impact of a worker training program on economic development is presented.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7312</td>
<td>Developing Effective Student Service Programs</td>
<td>This course examines how effective practices and programs in student recruitment, admissions, financial aid, counseling, advising, registration, and student activities and athletics impact student enrollment, retention and graduation.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7010</td>
<td>Information Management Systems</td>
<td>This course examines applications of modern technology for the purpose of strategic planning, curriculum design and delivery and assessment and accountability.</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Course Name</td>
<td>Description</td>
<td>Units</td>
</tr>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>EL 7513</td>
<td>Presidents and Executive Leadership</td>
<td>This course examines the current and future roles, responsibilities, cooperative partnerships and collaborative alliances of community college presidents; addresses building an effective leadership team and a culture of organizational and personal success (at all levels).</td>
<td>3</td>
</tr>
<tr>
<td>EL 7061</td>
<td>Systematic Inquiry and Decision Analysis</td>
<td>This course examines cycle metric principles and evaluation instruments, inventories, checklists, and rating scales related to systematic inquiry of program effectiveness.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7110</td>
<td>Managing Financial and Physical Resources</td>
<td>This course examines business management functions as related to human resources, budgeting, educational efficiency observations/evaluations of teachers and school personnel; examines relevant topics such as comprehensive human resources development plans, professional development models and motivation, climate and productivity.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7152</td>
<td>Community College in the 21st Century</td>
<td>This course examines current issues and trends that will impact community colleges in the future.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7095</td>
<td>Diversity and Global Development</td>
<td>This course examines the fundamental dimensions of diversity globalization and the internationalization of schools.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7156</td>
<td>Comprehensive Planning and Program Evaluation</td>
<td>This course focuses on concepts and strategies associated with effective planning in education and human services; examines how data can be used as input for a comprehensive plan.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7033</td>
<td>Community and Government Relations</td>
<td>This course examines internal and external communications, marketing, local, state and federal relations and friend fund raising.</td>
<td>3</td>
</tr>
<tr>
<td>EL 7234</td>
<td>Economics and Education</td>
<td>This course investigates economic forces impacting public school finance.</td>
<td>3</td>
</tr>
<tr>
<td>ER 7423</td>
<td>Research Design and Data Analysis</td>
<td>This course examines the utilization of essential research skills with an emphasis on qualitative and quantitative decision analysis; examines the knowledge and skills for action research.</td>
<td>3</td>
</tr>
<tr>
<td>ER 7433</td>
<td>Seminar in Professional Research and Publication</td>
<td>This course prepares students for professional writing of research reports and academic documents for publication; students will examine relevant problems and issues with the expectation to develop an action plan for resolution; examines APA 6th edition guidelines for professional writing and publication. Prerequisite: ER 7423 Research Design and Data Analysis.</td>
<td>3</td>
</tr>
<tr>
<td>ER 7950</td>
<td>Doctoral Capstone Project</td>
<td>This is the culminating experience that involves a</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>problem-centered action research project, experiential experience; requires a review committee, requires a formal report in various forms, such as improvement plan, action plan or consultation analysis and recommendation plan.</td>
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<td></td>
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</table>
# Graduate Education 2016-2017 Calendar

## Fall 2016

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug.</td>
<td>27</td>
<td>Fall EDD classes begin – Class A</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Master classes begin</td>
</tr>
<tr>
<td>Sep.</td>
<td>17</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>EDD Class A</td>
</tr>
<tr>
<td>Oct.</td>
<td>8</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>EDD Class B</td>
</tr>
<tr>
<td>Nov.</td>
<td>5</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>EDD Class B</td>
</tr>
<tr>
<td>Dec.</td>
<td>1</td>
<td>Last day to defend Capstone</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Master classes end</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Last day to deposit Capstone</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Hooding &amp; Ed.S Ceremony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commencement</td>
</tr>
</tbody>
</table>

## Spring 2017

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>7</td>
<td>Spring EDD classes begin – Class A</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Master classes begin</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>No class (MLK holiday)</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>EDD Class A</td>
</tr>
<tr>
<td>Feb.</td>
<td>4</td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>No Class</td>
</tr>
<tr>
<td>Mar.</td>
<td>4</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>EDD Class B</td>
</tr>
<tr>
<td>Apr.</td>
<td>1</td>
<td>EDD Class A</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Last day to defend Capstone</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>EDD Class B</td>
</tr>
<tr>
<td></td>
<td>10–14</td>
<td>Easter Break for CMS and UCPS</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>No class</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Last day to deposit Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master classes end</td>
</tr>
</tbody>
</table>
### Summer 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Apr. 22</td>
<td>Summer EDD classes begin – A Day</td>
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<tr>
<td></td>
<td>EDD Class B</td>
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<tr>
<td>May 1</td>
<td>Master classes begin (no break)</td>
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<tr>
<td></td>
<td>EDD Class A</td>
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<tr>
<td></td>
<td>EDD Class B</td>
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<tr>
<td></td>
<td>Hooding Ceremony</td>
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<td></td>
<td>Commencement – No class</td>
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<td></td>
<td>No class</td>
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<tr>
<td></td>
<td>Memorial Day</td>
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<tr>
<td>June 3</td>
<td>EDD Class A</td>
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<tr>
<td></td>
<td>EDD Class B</td>
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<tr>
<td>June 10</td>
<td>No class</td>
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<tr>
<td>June 17</td>
<td>No class</td>
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<tr>
<td>June 24</td>
<td>EDD Class A</td>
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<tr>
<td>July 1</td>
<td>No class (4th of July on Tuesday)</td>
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<td></td>
<td>EDD Class B</td>
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<td></td>
<td>EDD Class A</td>
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<tr>
<td></td>
<td>EDD Class B</td>
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<tr>
<td>Aug. 4</td>
<td>Last day to defend Capstone</td>
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<td></td>
<td>DAFs due for doctoral students</td>
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<tr>
<td>Aug. 5</td>
<td>Last day to deposit Capstone</td>
</tr>
<tr>
<td>Aug. 11</td>
<td>Written exams for doctoral students</td>
</tr>
<tr>
<td>Aug. 12</td>
<td>Master classes end (no break)</td>
</tr>
<tr>
<td>Aug. 18</td>
<td>Oral exams for doctoral students</td>
</tr>
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</table>

**ADD/DROP DEADLINE**
- **Masters** – up to three days after the first class meeting
- **Doctoral** – the Monday after the first A-Day course of the semester (for any/all courses)

**WITHDRAWAL DEADLINE**
- **Masters** – the Friday of the eighth week of the semester
- **Doctoral** – the Monday after the third B-Day course of the semester (for any/all courses)

**INCOMPLETES**
- For both Master’s and Doctoral students:
  - Received in **fall** – grade change due 1 month after the following spring semester begins
  - Received in **spring** – grade change due 1 month after the following fall semester begins
  - Received in **summer** – grade change due 1 month after the following fall semester begins
UNIVERSITY POLICIES AND PROCEDURES

Academic Honesty and Honor Code

Students will adhere to the Wingate Honesty and Honor Code. The Honor Code is as follows:

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 Assistant Vice President for Graduate and Professional Programs and the Vice President for Academic Affairs for appropriate action.

Academic Violations of the Honor Code

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

Adding/Dropping Courses

Students may change their course schedule according to the guidelines at the bottom of the Graduate Education academic calendar (Page 15). Adding/dropping/withdrawing from courses during the semester is initiated with the Graduate Education Program Office at the Ballantyne Campus. Students who officially withdraw from courses can expect tuition refunds according to the refund schedule in this catalog.

Attendance

Class activities have been carefully crafted to provide students with opportunities to discuss the most relevant research on topics related to the administration of public schools. It is essential, therefore, that students make a commitment to be present for each and every class. Missing one class is the equivalent of missing twenty percent of the entire course. Consequently, absences from class will have a negative impact on one’s final grade for the course. The final grade in a course will be dropped by one letter grade for each absence. For instance, missing one class during the semester will yield a maximum grade in the course of a “B”. It is important for the student to remember that guidelines regarding academic probation and dismissal from the program are applicable and based on a student’s final grade in a given course.

During the final two weeks of the semester and no later than the final class of the course in question, a student may appeal an absence by contacting the Program Director. Appeals will be considered if a result of job requirements, illness or a major life event. Appeals will be considered on a case-by-case basis and at the sole discretion of the Program Director. Documentation such as a doctor’s note or a supervisor’s letter may be requested at the time of appeal.

Diversity

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

All students are issued a Wingate.edu email account upon entering the institution. Wingate University faculty and staff members use this account to communicate urgent and important campus information. Students are required to utilize this account. Faculty and staff communicate with students using the Wingate email address; students are responsible for information and materials distributed to their Wingate email address.

Ethel K. Smith Library

The Ethel K. Smith Library, located on the University campus, maintains a collection to support the curricula of the undergraduate and graduate programs. The facility houses more than 100,000 monograph volumes. The Library provides an online catalog, accessible from remote locations, offers a number of online reference databases, maintains an extensive ERIC Documents collection, and is a recognized depository for North Carolina State Documents. The Ethel K. Smith Library is staffed with highly trained, professional librarians available to assist students in their research endeavors via the employment of the many resources of a modern university library. The Library’s subscription to NCLive, a virtual library made available by the North Carolina State Library, along with additional database subscriptions provide students access to a variety of scholarly journals 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 more information on the Ethel K. Smith Library, please visit: http://library.wingate.edu. Regular Library Hours are: Monday-Thursday 7:30am-11:15pm, Friday 7:30am-5:00pm, Saturday 10:00am-4:00pm, Sunday 2:00pm-10:00pm. Check the website for hours during holidays, breaks, and exams (hours are extended).

Financial Responsibilities

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

The University offers the Wingate University Payment Plan. With the plan, you may divide your tuition balance into four equal payments per semester. There is an enrollment fee of $75 per year or $50 per semester, but no interest is charged. Wingate accepts Visa, MasterCard and Discover cards. More information regarding the payment plan can be found using the following link: http://www.wingate.edu/financial-planning/payment-options. If you are interested in the payment plan or would like to make a payment by phone using your credit or
debit card, please call 704-233-8217. If your employer offers a tuition reimbursement program, your tuition may be deferred to the end of the semester provided we have received a copy of your employer’s Tuition Reimbursement Policy.

Financial aid questions and requests for additional information should be addressed to university personnel at 704-233-8007.

**Grading System:**

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

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

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

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

**Graduate Rights and Responsibilities**

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

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

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

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

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

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

If a student believes that inaccurate, misleading, or inappropriate information is included in his or her educational records, Wingate University will permit the student to insert into the record a written explanation concerning the content of such record. The University also will provide a means of correction or deletion of any information that is in fact inaccurate, misleading or inappropriate. (The student is expressly not permitted to challenge grades through this means, unless he or she wishes to challenge the accuracy of institutional records which record the grade.)

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

Grievance Policy and Procedures

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

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

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

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

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

**Harassment Policy**

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

**Inclement Weather**

The university maintains the regular schedule of classes throughout the semester. IF classes are canceled due to inclement weather (i.e., snow, sleet), students are responsible for all the work of any class meeting missed for any reason. Students are encouraged to contact the
weather information hotline at (704) 845-4111 or check the website for specific up-to-date information. Students may also want to contact professors directly for class information.

**Incomplete Grades**

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

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

**Late Assignment Policy**

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

**Maintaining a GPA**

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

**Monitoring Progress**

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

**Refunds**

- 75% refund if a student officially drops a course prior to the second class session
- 50% refund if a student officially drops a course prior to the third class session
- 25% refund if a student officially drops a course prior the fourth class session
- There is NO tuition refund if a student officially drops a course after the fourth class session.
- There are NO tuition refunds for summer classes.
**Residency Requirement**

A minimum of six credit hours must be maintained throughout the program to satisfy residency requirements unless an exemption due to special circumstances has been approved by the Director of Graduate Education. Students in the Ed.D. program are allowed up to five years to complete the program provided the student is continuously enrolled from the date of official acceptance (the first day of the first semester). Students that exceed this period of time for completion are required to submit a request for an extension to the Director of the Graduate Education Program.

**Standards for Written Assignments**

All papers must be submitted electronically in Microsoft Word version 2007 or higher, free of spelling and grammar errors, and adhere to APA standards as established in the 6th edition. Furthermore, written assignments will be evaluated according to the following criteria:

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

**Statement on Disabilities**

If academic assistance, support, or modifications are needed due to a disability, please note the University’s policy (as stated by Wingate’s Disability Services Office): “Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office in the Academic Resource Center, campus phone extension 8269.” It is the student’s responsibility to register in a timely manner if modifications are needed to provide the necessary assistance. Students with disabilities are encouraged to speak with the Director of Graduate Education Programs after class to discuss their needs in receiving equal access.

**Student Grievances and Appeals**

Student grievances and appeals regarding matters other than admission and grades are decided upon by the Teacher Education Committee at Wingate University. Any grievances and appeals must be made in writing and submitted to the Director of Graduate 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 Progress**

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

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

**Temporary Leave of Absence**

To be granted a temporary leave of absence, a student must submit documentation from a qualified professional to the Office of Student Success. The Dean of Students will recommend to the Vice President for Graduate and Professional Programs whether a leave of absence or withdrawal is appropriate. For students who are granted a leave of absence for medical reasons, the Office of Student Affairs will require documentation from a health-care provider indicating the student is prepared to return to Wingate. A temporary leave of absence provides the student with the right to return to the University (in the semester following the leave of absence) without re-application. Students who are granted a TLA are subject to all University refund/repayment policies (as outlined on page 28).

**Termination from the Program**

Students may be dismissed from the program if (a) they receive more than one grade below a B in any coursework, (b) they are found to be in violation of the university’s honor code, (c) they fail to maintain continuous enrollment unless a Leave of Absence has been approved by the Director of Graduate Education. Students must have completed all coursework and the Capstone Project within 5 years. This includes instances where a student has taken a leave of absence.

**Textbooks**

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

**Transcripts**

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

**Transferring Course Credit**

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

Any student seeking transfer credit must initiate this action with the Academic Advisor and/or the Director of the Graduate Education Programs by completing the course form for transfer credit and providing a course description and course syllabi for the course taken at another university. This should be done before proceeding with his/her course of study. Transcripts will be required for review as well. Requests for transfer for credit must be done in consideration of the 21st Century Standards for School Executives. The Graduate Education Program faculty will evaluate the information and determine approval.

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

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

Withdrawals

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

**Theresa Gibson** (2011) Acting Director, Graduate Education Programs and Academic Counselor, Graduate Education Programs  
*B.M.E Greensboro College; M.A.Ed University of North Carolina Charlotte*

**Cynthia Compton** (2010) Associate Professor of Education and MAEd Program Coordinator  
*B.A. North Carolina State University, M.A. Butler University, Ph.D. University of Virginia*

**Ed Davis** (2014) Assistant Professor, Graduate Education Programs and Coordinator of Ballantyne Ed Leadership  
*B.S. Appalachian State University; M.Ed., Ed. S., Winthrop College; Ed.D. University of North Carolina Charlotte*

**John McKay** (2012) Assistant Coordinator, Community College Executive Leadership Program  
*B.S.Ed. Troy University; M.Ed., Ed.D. Auburn University*

**Darrel Staat** (2015) Coordinator, Community College Executive Leadership Program  
*B.A. Hope College; M.A. Western Michigan University; D.A. University of Michigan*

**Katherine Volker** (2014) Administrative Assistant, Graduate Education Programs  
*B.S. Wingate University*

**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*
Wingate University
Taskstream Orientation

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

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

Some hints for you:
- Remember when creating your documents that not all professors and outside readers have all file formats. Please save your final version of documents as either RTF, PDF or Word 2010. Otherwise, you may have to revise after you’ve turned it in so the people assigned to grade you can open all your files!
- If you use images, use common extension like JPEG to save scans, photos, etc. PDF also works well.
- Remember to constantly back up the documents and scans you are planning to upload….computer crashes will **not** be a reason for failure to turn in your portfolio on time.

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

Each semester a “self enroll” code will be issued. This will be needed to enroll in the correct program to access the templates. You will be given this code the semester you need it.
Reflection Format for the Ed.D. Leadership Portfolio

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

1. Description (what took place) – This section is **descriptive and informational** in nature (the “what”, who, where, when and why/how) and consists of your clear recall and articulation of the process you undertook to complete the project itself. It sets the foundation for the remainder of the reflection. In this section you will address such topics as:
   a. General description of the project; major goals of the project
   b. Your thought process as you developed the project, how you developed your ideas and how they changed over time
   c. Any other ideas which will help the reader understand the project and the manner in which it was developed

2. Analysis (Evaluation of the process and product) This section is analytical, synthetic and evaluative in nature (the “so what”) and consists of your analysis of the strengths and limitations of your project, synthesis with other learnings, and self-evaluation of the product and process. It should clearly focus on and amplify ideas in the Description section. In this section you will address such topics as:
   a. Effectiveness and limitations of the project; how well it addressed the goals, etc.
   b. How the process and/or product could have been improved and what you might have done to improve it
   c. How the project increased your understanding of programmatic goals
   d. Any other insights which will help the reader understand the strengths and limitations of the project and/or process and/or its connections and integration, including any formal and informal evaluation you received from others.

3. Future Impact (Application/Implications of the process and product) – This section is applicative/prescriptive in nature (the “now what”) and consists of personal implications of what you have learned from the project and specific applications of what you have learned from the course. It should clearly focus on the insights in the analysis section. In this section you will address such topics as:
   a. How you have grown professionally from this experience
   b. How the insights you have gained will be applied to your future professional and leadership decisions and practices; specific aspects of your attitudes and practices that have changed/will change as result of your insights
   c. Any other examples, explanation, or elaboration that will help you reader understand how this experience impacts you and will be applied the professional, leadership setting

*For more on Reflection and the DAF process, see Bullock & Hawk on developing a portfolio*
The Wingate University Teacher Education Program is designed to meet NCATE Professional Standards and the North Carolina Standards for Approved Teacher Education Programs. The professional education programs at Wingate University are guided by the conceptual framework of The Effective Facilitator of Learning. This conceptual framework is consistent with the mission of Wingate University and with the motto of “Faith, Knowledge, and Service.” Teacher Education programs are conceived in the context of a well-rounded liberal arts education with a focus on global perspectives and integrated with the principles of a Christian institution.

The Liberal Arts foundation includes courses in composition and literature, fine arts, foreign language, social and behavioral science, biological and physical science, mathematics, health and physical education and global studies. The Ethics component is comprised of courses in religious and ethical studies as well as an emphasis of professional ethics in foundations and methods courses and student teaching. Professional Knowledge is gained through courses in psychology, foundations of education, curriculum and instruction, and pedagogy. All professional education courses provide Applied Teaching and Teacher Leadership opportunities through required field experiences and an intensive semester of student teaching. These teaching experiences enable students to take a leadership role to make Creative and Informed Decisions while designing, implementing, and assessing well-defined lesson plans. The Service component joins knowledge with action through outreach opportunities such as those provided by the freshman course, Gateway 101, and by student professional, social, academic, and service organizations. Together these components provide the framework for the student to become an Effective Facilitator of Learning.
An Effective Facilitator of Learning is one who applies the components to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are to develop:

- A broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history, the social/behavioral sciences, world awareness, mathematics and the natural sciences, physical fitness and global studies.
- Moral, spiritual and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision making.
- A broad and in-depth knowledge and understanding of the subject area(s) to be taught.
- A knowledge and understanding of the historical and philosophical foundations of education, curriculum and instruction, theories of learning and child/adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors and methods and techniques for instruction and evaluation to address the diverse needs of all children.
- Enhance abilities and competencies in teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through supervised field experiences appropriate to subject and level of licensure.
- And demonstrate and refine teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure.
Application for Capstone Experience and Candidacy
Ed.D. Educational Leadership Program

Part I General Information

| Salutation | Mr. | Mrs. | Miss | Ms.       | (Please delete others) |
|------------|-----|------|------|-----------|

First Name

Middle Name

Last Name

Student University ID Number:
Completed by office

Wingate E-mail Address

I choose to be considered for candidacy and assignment of a capstone project.

(student signature)
Capstone Committee Memo of Understanding

<table>
<thead>
<tr>
<th>Position on Committee</th>
<th>Name and Title</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>2nd Reader</td>
<td></td>
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<tr>
<td>College Representative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved Problem Topic:

Anticipated Completion date: _____________

General Topic Accepted by Director of Graduate Education

__________________________

Date _________________
Application for Extended Capstone Project Status

*Application to continue enrollment in doctoral program past the last semester of ER7950. This form must be completed annually in September but does not allow for extension beyond the fifth year (extensions beyond the fifth year require petition to the Director of Graduate Education Programs).

I request extended time for completion of my capstone project, I understand that to continue in the program and be eligible for graduation upon completion I must be continuously enrolled in the appropriate level of ER795X course and be free of financial or academic holds.

____________________________
Candidate Name, printed or typed

_______________________________________________________________
Candidate Signature

_______________________________________________________________
Chair (Full name and title)

_______________________________________________________________
2nd Reader (Full name and title)

_______________________________________________________________
College Representative (Full name and title)

_______________________________________________________________
Theresa F. Gibson – Acting Director

_______________________________________________________________
Cohort

_______________________________________________________________
Semester for Extension