

WINGATE UNIVERSITY

SCHOOL OF GRADUATE AND ADULT EDUCATION

Ed.D in Educational Leadership

Program Overview

The newly adopted North Carolina Standards for Superintendents defines a new vision for 21st Century school leadership. Emphasis on teaching, learning, and student performance is a central focus of these newly adopted standards. Three key principles that have shaped the new standards are:

"Public education's changed mission dictates the need for a new type of school leader-executive instead of an administrator..."

"Superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance..."

"School systems need chief executive officers supported by local boards of education who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children..."

These standards expect new ideas, new behaviors and expertise. It is apparent that for educational leaders, facilitation of learning is a key that needs to be understood and maintained in the face of changing times for public education.

Program Focus

The conceptual framework of the Wingate Ed.D Program in Educational Leadership stems from the premise that disciplinary studies and the close connection of action-based research are essential for strengthening educational practice in the school systems and communities. School system leadership (superintendents and boards of education) throughout our region are calling for practitioners who have been trained as described by the Wingate conceptual framework. Superintendents of the surrounding school districts have expressed a desire to see the benefit of action-based research applied within their respective districts and to have as an added resource for real application as well as impact.

Program Purpose

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

Based upon the premises established above, the conceptual framework of Effective Facilitators of Learning for future school and school system leaders will be for individuals who understand that educational leaders need to transform teachers from being dispensers of knowledge to facilitators of

learning communities that support active learning. We are striving to create graduates who are competent at maximizing the learning process in multiple educational settings.

Research

The ability to conduct quantitative research or to synthesize research design, measurement and analysis is critical to student understanding at the masters and doctoral level of work in the Wingate Educational Leadership Program.

The use of qualitative research as it applies to action-based research will be stressed by the Wingate Doctoral Program in Educational Leadership Program faculty. Emphasis will be placed upon the application of quantitative design procedures to the appropriate qualitative research features (biography, phenomenology, ethnography, case study and grounded theory). The essence of the conceptual framework for Wingate's action-based research is investigation (and intervention) carried out in a natural setting of day-to-day school system activities. It is anticipated that data will be obtained in combination with the basics of quantitative design for validity and reliability with field notes, surveys, interviews, and direct observation and instruction. The goal is to expose the action researcher to multiple dimensions of a problem to address a project in its complete complexity.

The Wingate Educational Leadership Program embeds in each of its courses the pathway to develop an anchored research dissertation/capstone project. Expectations of students regarding the Wingate Doctoral Research Component are noted as follows:

- Each doctoral candidate will be a practicing educational leader. Students in every course are expected to develop a leadership portfolio. Students will be trained in the appropriate research methodologies (quantitative, qualitative, data driven action research, etc.). Students will be engaged in using skills learned from methodology course work, reflections from course work and portfolio progress to connect scholarship across content from courses.
- Core knowledge derived from faculty and course work and information from leadership portfolios will be used to develop action research plans.
- Students will engage in individual dissertation/capstone projects, not group dissertation projects.
- Faculty, candidate and school system input and reflection will shape the research plans.
- Action research will be based upon an action research cycle for appropriate diagnosis of the targeted situation to be addressed.
- The preunderstanding of the research project will require a demonstration of comprehension of the underpinning of related research and theory. A dissertation/capstone intervention plan will involve (but not be limited to) the following: preliminary research, definition of the problem, literature review, pre-intervention analysis, the intervention and analysis of the result of the intervention, summary and conclusions drawn from the project.
- A rigorous review of the research processes, interventions and outcomes will be the culminating responsibility of the Dissertation/Capstone Review Committee for each study.

Ed.S and Ed.D Requirements

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

Students interested in a continued pursuit of the Doctoral 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.

Comparison of Ed.S and Ed.D Requirements

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

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. The organizational plan encourages students to develop skills within a familiar 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.

Leadership Portfolio

The Leadership Portfolio will be a compilation of activities completed in each course which demonstrates the student's experiences and professional reflections on various administrative roles and responsibilities. Each instructor will be responsible for crafting and grading the specifics of the portfolio for his/her course. Students will submit a final summative product at the end of the program.

Dispositions

Each student is required to submit a Dispositions Assessment at the end of each course. Each student will be provided formative feedback on his/her development and demonstration of the professional dispositions that are important for Transformational Leaders. No grade or score from the dispositions

assessment will affect the course grade. However, assessment will be required before grades will be posted. Instructions on the submission process will be provided and will be discussed in class.

Practicum

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

Comprehensive Exam

The Comprehensive Exam is designed to assess each student's mastery of coursework and preparation for the award of an Ed.S degree or permission to begin the capstone project required for the Ed.D degree.

A student must apply for the comprehensive exam by contacting his/her advisor to determine whether he/she is prepared to take the exam. Upon approval, the faculty advisor will notify the Director of Graduate Studies. Preparation will be based on a review of all coursework requirements as well as standing with the university. The Comprehensive Exam will be offered once during the fall semester and once during the spring semester.

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

The comprehensive exam will be graded by two faculty members and returned in approximately two weeks from the date it was submitted. The two readers 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

Dissertation/Capstone Project

The Doctorate dissertation/capstone project is a problem-centered action-research project that provides an opportunity for Ed.D students to utilize and demonstrate the performance competencies reviewed throughout the program. These areas include but are not limited to organizational communications, comprehensive planning, professional understanding of educational leadership research development, data driven leadership and institutional effectiveness. The Doctorate Capstone Project requires the application of learned content and skills in order to resolve problems and to confront issues that are impacting the effectiveness of a school, school district, or educational service agency.

After the successful completion of the Comprehensive Exam, students will be eligible to start the year-long problem-centered action research project. Students will not select their own topics for study but will choose from the Graduate School's problem-centered research project list. Because the

University's intent for this project is to have students address critical issues that confront North Carolina school districts, the list of project topics will be generated from formal assistance requests of school districts, schools and educational service agencies. In addition requests may originate from a national or international base. A valuable source of input on this process will come from the Wingate Graduate Advisory Council. The process of creating the project list will be conducted yearly by the Director of the program to ensure that timely and relevant issues are made available for advanced study.

The Doctorate Capstone Project requires a minimum of 800 documented contact hours for the year-long problem-centered experience. It will be approximately 60 pages and will include the contextual analysis of the problem, data analysis, program components and recommendations, implementation strategy, financial forecasts (if appropriate), an evaluation plan, conclusions, references, and appendices. The capstone report must follow the guidelines of the APA 5th edition. The *Doctorate Capstone Guide* (currently in development) will provide more detail. Anticipated effort distribution, timelines, report outlines, deliverable descriptions and schedules will be mutually agreed upon by the students' Capstone Review Committee, as well as the educational service agency or school district.

Admission Policies and Requirements

1. Students must submit:
 - Wingate University School of Graduate and Adult Education on line application for Admissions to the Doctoral Program
 - Two (2) copies of official transcripts from each institution attended (post high school)
 - Official Graduate Record Exam (GRE) scores or Miller's Analogy Test (MAT) within the last 5 years
 - TOEFL for International students whose first language is not English
 - Application fee of \$50
 - Brief vitae (not to exceed 2 pages)
 - Three (3) professional recommendation forms describing applicant's leadership skills
 - One form must come from a university/college faculty member
 - Two forms must come from supervisory or administrative personnel who have had direct experience with the candidate
 - One (1) page letter of intent stating personal/professional goals
2. Applications should be faxed to 704-849-2468, e-mailed to lwimberley@wingate.edu, or mailed to address on application.
3. Finalists will be invited to the campus to participate in the following:
 - On-campus oral interview with faculty committee
 - Completion of a timed writing sample

Admissions Selection

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 scores, letters of recommendation, professional work experience, grade point average, and performance in the on-campus interview and on the writing sample.

Application

Application for the Ed.D Program in Educational Leadership may be found via e-mail by going to the website www.educationraduate.wingate.edu/doctorate.asp.

Transfer of Credit Policy

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 earned during the seven year period preceding admission and each course has a grade of "B" or better. The transfer credit form may be obtained by going to the application form web site.

Timeline Fall 2008 Semester

9/2	Deadline for Applications Fall 2008
9/8-9/10	Finalist Interviews
9/12	Finalist Notification
9/17	Reception/Orientation for Cohort I Ed.D Program - Wingate School of Graduate and Adult Education, Matthews NC 6:00p.-7:30pm Room 205
9/20	Classes begin
12/13	First semester classes end

Course Schedule

Classes will take place on a schedule of Friday evenings and Saturdays to be arranged. Classes will have 45 contact hours per class.