



WRIGHT GRADUATE UNIVERSITY

For the Realization of Human Potential



2022 GENERAL CATALOG

WRIGHT GRADUATE UNIVERSITY

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Bring Out The Best

*Doing business in Illinois as Wright Graduate School
for the Realization of Human Potential*

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*FOUNDER'S NOTE: The following is adapted from Dr. Judith Wright's address at the Wright Graduate University Graduation, September 2012, based on the book she wrote with Dr. Bob Wright, *Transformed!: The Science of Spectacular Living*. We share it with you here as an introduction to the spirit of the Wright Graduate University.*

Bringing Out the Best From Ancient Times to Today

By Dr. Judith S. Wright, Co-Founder, Chief Academic Officer, and Professor of Transformational Coaching

Throughout millennia mankind has sought to answer the question of what makes a good life. For the Ancient Greeks the good life was *areté*—often translated as virtue, but more accurately, it means reaching your highest potential. The goal of life for the ancient Greeks wasn't happiness or contentment, but rather human flourishing—*eudaimonia*—the actualization of our distinctive function, living up to our potential.

Every religion and spiritual teacher whether Muhammad, or Jesus, or Buddha, or the examples of the Patriarchs as they followed the call to unknown lands and possibilities, teaches us to develop disciplines to live good lives, to become enlightened and aware, to break through illusion—what the Hindus call *Maya*—to align with higher principles, to make the most out of our lives and become the best people we can be.

The Existential philosophers, from Kierkegaard to Nietzsche, resonate with the vision of the Ancient Greeks. Valuing human experience and human potential, these philosophers emphasize the importance of living authentically, which for them means that we live true to whom we could be, not to whom we have been.

Inspired by Nietzsche's will to power and self-mastery, Alfred Adler (founder of the school of individual psychology) proposed a self-perfecting drive; the desire we all have to fulfill our potential, to come closer and closer to our ideal.

Abraham Maslow, the father of humanistic psychology, saw our desire for self-fulfillment as the drive for self-actualization, to realize our potential. The human potential movement declared the value of each human being and the importance of expanding our consciousness and capacities.

In the eyes of the educational reformer John Dewey, education should not just be to gain content knowledge, but to learn how to live, to realize our full potential, and to use those skills for the greater good. For Jack Mezirow, the father of transformative learning, the purpose of education should be emancipatory, to have a perspective shift. For us, it is not only to shift our point of view. Transformation requires that we exercise our potential to break free to transform and become who we could become. That means we shift into someone different in thought, feeling and actions, what Paul Watzlawick called second order change. This leads to a foundational personal shift akin to the cultural shifts T. S. Kuhn called paradigm shifts—becoming someone we could never have been or imagined being. Lev Vygotsky, the Russian educator and psychologist, believed in focusing on potential for growth and learning by doing that which we don't know how to do, and by acting as if we do know how to do it.

Preface

Positive psychologists and economists alike study the good life, finding that it entails engaging, finding meaning, and having the opportunity to improve our lives. They have definitively proven that it is not what we buy or have, but who we are, and what we experience, that brings us satisfaction.

From philosophers to psychologists, religious leaders to reformers, educators to economists, poets to politicians, we hear the call to transform and fulfill our potential. The human potential movement purportedly received its name from George B Leonard, then an editor of Look Magazine, as he sought to grasp main theme of period from the late 1960's to the early 1970's. For him, Human Potential encompassed the ethos including Martin Luther King's "I have a dream" speech as well as the Humanistic Psychology of Carl Rogers and Abraham Maslow, and from the structured learning group skills and leadership training stemming from Kurt Lewin at Massachusetts Institute of Technology to the National Training Labs. We trace key elements of our transformational leadership and coaching approach to these pioneering giants and other courageous practitioners of these and related experiential technologies.

Our mission is to bring together the best of what we call human emergence technologies in the service of the transformational imperative, harvesting and integrating these into a coherent, reproducible model that is designed to integrate these as well as the best of new discoveries as humanity develops its potential for a just world that works for all, providing adequate sustenance, education, and healthcare in a sustainable relationship with the planet.

It is this call, to not only transform personally, but to coach and lead others to fulfill their potential, that gives the Wright Graduate University for the Realization of Human Potential its purpose and mission, one person at a time, by supporting each of our students to serve in his or her own way.



Designed to Transform

Not only are we called to transform, but neuroscience research today definitively demonstrates that we are also uniquely designed to transform, to fulfill our potential. With our amazing gift of neuroplasticity, we have the ability to build new neural circuitry, new selves, and new lives.

We are designed to be explorers, and when we explore, our brains light up with pleasure. Our brains are never “happier” than when we are learning new things, stretching just beyond our current capacities. This is where we build new circuitry and develop mastery.

Our brain responds with a flurry of neuronal activity when we open our minds to new possibilities, free ourselves of limiting beliefs, and perceive ourselves and our world in new and empowering ways. By acting on this new awareness and stretching right to the edge of our abilities, we activate our neuroplasticity to build new circuitry—to transform how we think, what we believe, what we do, and who we are.

The more we transform, the more of ourselves we become.

Our research has indicated that we are designed to create ourselves, and to chart our destinies by consciously engaging in our own transformation—what we call evolating (from the Latin *evolare*, which is a flying up or out, an unfurling). As opposed to evolution, which is a gradual adaptation to something that already exists, evolating is consciously creating that which doesn't yet exist, emerging from an inner direction as opposed to an outer need. It is a continual process of flying up from one way of being to a greater one, from one way of living to a greater life. It leads to discontinuous leaps—leaps of transformation.

Evolating is comprised of six phases—yearning, engaging, revelating, liberating, rematrixing, and dedicating.

Yet, in the words of cultural evolutionist Andrew Cohen:

In spite of our neurological capacity to develop, most adults rarely change in significant ways. More often than not, our adult years are about unending stasis rather than infinite becoming. But when people do change, it's truly inspiring and utterly life-affirming to see. In fact, there's nothing more inspiring than witnessing grown adults take a quantum leap in their own development. When that happens, the individual becomes more of who they are and becomes a living expression of who they could be, right now.

That is what you will be participating in and celebrating in your studies at the Wright Graduate University.

Wright Performative Education

In order to foster these quantum leaps in development and ongoing transformation, we needed to develop a learning methodology that fosters evolving, the six-phase process of transformation our research revealed—beginning with Yearning-Based Learning—one of the most exciting yet more difficult aspects of our educational methodology for our students. Their task is not just to pass a test or memorize a list of facts or to do what they think the teacher wants, but to be guided by their own yearning in their learning, relating to what they are reading, and studying that which is of interest to them, followed by:

Engaging not only in their reading, studying, research, and writing, but also in daily life assignments that apply what they are reading in their own lives and with those they lead and coach. Revelating as they discover new

perspectives and beliefs, develop a deep understanding of their programming and belief systems, and have amazing “aha’s” and epiphanies as they read the works of the masters and discover them as intellectual friends. Liberating by doing that which they’ve never done before in their lives and in their leadership and Rematrixing their new ways of thinking, being, and acting through constant immersion and deep practice, fueled by their Dedicating.

Our students take seminars and classes, do daily life assignments as well as their academic inquiry, and write academic papers. Rather than compete (although there is healthy competition), they collaborate, study together, and inspire one another.

For each course, students write weekly discussion posts and complete applied coaching and leadership projects in which they:

- 1) Demonstrate comprehensive understanding of each subject area through the lens of the thinkers and researchers in human potential many of whom I referred to earlier, and the fields of existential philosophy, Adlerian, developmental, humanistic, and positive psychology, educational methodologies and technologies, neuroscience, economics, and other research and behavioral sciences.
- 2) Personally apply what they are learning through daily life assignments, studying the methodology and research that informs the foundation of these assignments and writing papers on their learning, growing, and transforming through the life assignments and the academic foundation of their assignments.



3) Expand their leadership and coaching through the development of a curriculum in their chosen fields and even social settings, and through teaching and guiding others in an applied project that they complete for every course

After completing their coursework, students conclude their master's work with an in-depth capstone project where they delve deeply into areas of personal interest and application in their leadership and coaching in their chosen field, be it sales, consulting, healthcare, education, or computer science.

Through this, they develop their emotional and social intelligence, their skills in transformational coaching and leadership and critical thinking, and their understanding of themselves, those they lead, and the world.

Transformative Learning

WGU students experience what they are studying, study what they are experiencing, and learn and apply the skills as they go—they don't wait for some future moment when they graduate. As they do their life assignments, academic assignments, and write their papers, it is as if they write themselves in a transformative process.

Social psychologist and humanistic philosopher Erich Fromm describes this transformation in his discussion of the "having" and "being" mode of existence:

Students in the having mode of existence will listen to a lecture, hearing the words and understanding their logical structure and their meaning and, as best they can, will write down every word in their notebooks—so that, later on, they can memorize their notes and thus pass an examination. But the content does not become part of their own individual system of thought, enriching and widening it.

Contrast this with his description of the "being mode":

Listen, they hear, and most important, they receive and they respond in an active, productive way. What they listen to stimulates their own thinking processes. New questions, new ideas, new perspectives arise in their minds. Their listening is an alive process... They do not simply acquire knowledge that they can take home and memorize. Each student has been affected and has changed: each is different after the lecture than he or she was before it.

Carl Rogers, a founder of the humanistic approach to psychology, describes a similar experience in his definition of significant learning:

By significant learning, I mean learning which is more than an accumulation of facts. It is learning which makes a difference in the individual's behavior, in the course of action he chooses in the future, in his attitudes and in his personality. It is a pervasive learning which is not just an accretion of knowledge, but which interpenetrates with every portion of his existence.

Edmund O'Sullivan describes Jack Mezirow's concept of transformative learning:

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves...our relationships with other humans and with the natural world...our visions of alternative approaches to living

Russian educator Lev Vygotsky held the belief that the true essence or purpose of education is to transform not only the student, but also the teacher, the curriculum, the school, and the community.

We know that as we learn and grow through and with one another, that we have transformed, the curriculum has transformed, and the university has transformed.

It is our hope that in this catalog, you will see a vibrant possibility for yourself and others and a way to amplify your service, fulfillment, and transformation and that you, the community, will be inspired to transform and evolve as well.

Transformational Leadership

The focus of applied learning in the WGU curriculum is the development of transformational leadership and coaching capacity and skills. Our approach is grounded in the tradition of transformational leadership, originating in current times with the work of James MacGregor Burns with a focus on personal power and purpose. We view personal power as grounded not in one's formal position or role, but rather in one's capacity to live authentically and to lead from one's commitment to higher purpose and related principles and values. We see leadership as the capacity of each individual to influence the thoughts, feelings, and actions of others. We view each of us as leading all the time, in each interaction, and we seek to harness this capacity in the pursuit of objectives in their work, relationships, and life. The only question is toward what are they leading. Experiential assignments and small group feedback are central to expanding individual awareness and effectiveness. Individuals learn to lead toward higher purpose. A clarifying sense of purpose provides the compass that orients each individual in their capacity as a leader and coach.

Our leadership curriculum also draws on the work of Bernard Bass & Ronald Riggio, building on Burns' work in transformational leadership. We emphasize the 4 I's of transformational leadership: idealized influence, inspirational motivation, individualized consideration, and intellectual

stimulation. We also draw on the innovative existential and experiential approaches to leadership, emphasizing the principles of integrity, authenticity, and a commitment to higher purpose.

Our students are engaged in challenging assignments, small group exercises and feedback, weekly discussions, analysis, and practice of these principles of transformational leadership throughout their course work in both degree and relevant certificate programs.

Transformational Coaching

Transformational coaching is one of the signature features of Wright performative education. We recognize that similar to leadership, coaching potentially takes place in any interaction where one individual is providing guidance or support to another. It is independent of one's specific role or position within an organization, and is an expression of one's way of being in facilitating the development of others in support of higher purpose.

The Wright coaching curriculum brings together developmental, Adlerian, existential, human potential, positive psychology, behavioral and neuroscience frameworks along with other emerging discoveries including behavioral economics and emerging fields such as interpersonal neurobiology into an integrated approach to the study of personal and professional transformation. It incorporates theories and methodologies associated with adult learning, experiential education, leadership development, and organizational transformation to deepen our understanding and capacity to transform our lives and the lives of those we coach.

In working with this approach, students learn a core framework into which they identify points of interconnection and synergy among the six areas of knowledge. They identify common themes, and they practice related methodologies as they

develop the foundations of their own life-long integrated approach to transformational coaching.

The Wright Integration model places a strong emphasis on transformational coaching as part of an individual's pathway to what we refer to as their emerging or next most radiant self. Following the existential-developmental and Adlerian models of personal development, the Wright coaching curriculum emphasizes the existential themes of living in the here-and-now, integrating mind and body, engaging, and experiencing deep connection with oneself, others, and the world. The Wright coaching model considers the existential principles aliveness, play, and expression of the truth to our highest vision as the touchstones of living a meaningful, productive life. These themes are the cornerstone of the transformational coaching model. It is through our ability to be fully present to our needs, feelings, and experiences that we identify pathways to learn, grow and fully develop, thereby realizing our potential.

Specific growth activities are not something our students do in addition to their work and other activities, but rather something that they attend to in the process of engaging fully in their life experiences – whatever they may be. Recent neuro-developmental studies have demonstrated that neural plasticity allows for development hitherto deemed impossible in adult life.

Wright students are dedicated to discovering who they are and becoming who they can be, as they coach, lead, and train others to become who they can be—in their families, businesses, and areas of leadership.

And they only pass a class and graduate when they not only demonstrate understanding of the material, but also demonstrate that they have transformed and have been an agent of change for others to transform—that they have transformed their lives, transformed their world.



Our Proven Technology: An Education Dedicated to Bringing Out the Best in You and The People You Touch

An Integrative Experiential Approach to the Possible Human

The Wright Graduate University for the Realization of Human Potential (WGU) brings out the best in its scholar practitioners as they prepare to bring out the best in those they serve in business, public service, healthcare, and other professions. WGU provides superior training in the complex skills that today's workplace demands—leadership, team building, coaching, emotional and social intelligence, strategic thinking, consulting, problem-solving, and communication.

Whether you are interested in enhancing your leadership ability in your chosen vocation or in coaching as a career, the degree and certificate programs at WGU are designed to help you succeed. Our students have applied their coaching and leadership training for entry into, as well as advancement in, professions from management to sales, medicine to ministry, and marketing to writing and design. For those interested in a coaching career, additional training is provided for founding and building their own coaching businesses or joining established coaching practice groups.

As a WGU scholar practitioner, you will develop more than leadership, training, and coaching skills. You will also dig deeply into high-level academic studies that take you to the intellectual core of developing yourself and others through your study of transformational leadership, coaching, psychology, philosophy, and education. We build on this foundation with cutting edge research in human development, motivation, and behavior. WGU's unique transdisciplinary approach to curriculum is further distinguished by how we combine classic academic inquiry with performative learning and one-on-one mentoring. Together it is a combination designed to maximize your success as a transformational leader in your chosen vocation or as a coach. The core of performative learning is the application of all studies in your life, using yourself as a living experiment and engaging in daily assignments so you can truly say that you practice what you teach.

With a degree from WGU, you learn both in-depth theoretical knowledge and applied training to help you achieve success both professionally and personally. Our scholar-practitioners advance in their careers—some start their own businesses, while others win jobs they desire, and earn promotions. They attribute these successes to their studies, skills they've developed, and abilities they've acquired to think more deeply, research more strategically, and take more responsibility for outcomes in their lives.

Our scholar practitioners respond effectively and creatively with resilience to our ever-changing environment. The abilities to learn, grow, lead, and coach others, regardless of the setting, are more valuable than ever in today's fast-moving business environment. Extraordinary challenges and possibilities lie ahead. Our goal is to help you prepare for and capitalize on these changes as you develop into a dynamic professional and leader who trains and coaches those you lead and serve to adapt effectively in this challenging world.

Congratulations on choosing to invest in your future, and welcome to the journey of becoming a highly sought-after talent in the emerging economy. We believe in your dream of a rewarding career that also helps you grow as an individual, living a rich life of fulfilling relationships, and embracing the adventure of each moment. This catalog explains how WGU can help you achieve this dream. We are delighted to support you in the journey.

Sincerely,

Dr. Robert J. Wright, Co-founder & CEO

Dr. Judith S. Wright, Co-founder & Chief Academic Officer

Dr. Michael Zwell, Co-founder, Chancellor & CFO

The Wright Graduate University Experience

Wright Graduate University (WGU) is committed to your success in your career and in all areas of your life. We are excited to guide you on your adventure as a scholar practitioner in developing and transforming yourself so you can be a transformational agent with clients, coworkers, and in all areas of your life—bringing out the best in yourself and others. You benefit from the full Wright Graduate University experience which is an integrative educational approach that uses Wright Performative Learning, a leadership, coaching, and teaching methodology to not only help you understand course concepts, but also to apply them in your work, relationships, and service to others (you'll read more about it later in Program Learning Objectives).

For us at WGU, coaching and leadership, are not just activities, they are lifestyles, because our students learn to practice what they teach—they apply what they learn in their work as transformational leaders, business leaders, educators, public servants, and coaches in all areas of their lives. The WGU Master of Arts in Transformational Leadership and Coaching prepares you to be a leader who empowers others and who continually learns historic and emerging human empowerment technologies while you serve others. We call this an attitude of mutuality. Our faculty, while expert in their fields, are also learning and growing with you.

You may have thought of learning as understanding something you didn't understand before. At WGU, learning includes growing—that is, doing something you wouldn't have done before. Each of our four foundational courses has a co-requisite in which you apply what you are studying to your own life. You will learn the Assignment Way of Living, an exciting technology developed over the last thirty years and a key element of Wright Performative Learning. The Assignment Way of Living teaches you to engage in a life of challenge and discovery, giving yourself assignments and next steps to take in your development of personal transformation.

Yearning Based Learning

You will personalize your experience with what we call Yearning-Based Learning—education that starts with you.

At WGU, we believe that abstract subjects are best learned when we apply them to ourselves—when they become real experiences in our everyday lives. The thinkers you study will become friends who accompany you throughout your day, almost as if they were pointing out aspects of the human experience as they guide you through your everyday experiential landscape. We encourage you to independently explore beyond assignments in the subjects at hand—following your yearning on a deeply personal journey into knowing yourself and understanding others in a way that powerfully informs your coaching and leadership. You will be blending theory, method, and application; using what you learn in areas ranging from classic traditional studies to emerging research; and all the while using your inner yearning as your guide to a high-quality professional training and personal education at WGU.

In Latin, the word for education is *education*, which relates to *educere*—to draw out or lead. At WGU, what you do and read is aimed to draw out your fullest understanding, potential, and capability. WGU is a place to facilitate the emergence of your fullest potential. Your papers will help you understand others and yourself more fully so you can learn and grow with the people whom you serve. Your orientation program will introduce you to this exciting approach to learning. You can learn more about this exciting foundation from our co-founders' book, *Transformed! The Science of Spectacular Living*.

Practice What You Teach

Congruence is important to us at WGU. That means living what you teach. Every course you take gives you professional training as a coach and leader. Each course also provides life and professional enhancement education as you ground your coaching in real life experience. You will experience

some of the skills you will be learning to deploy in your own coaching, leadership, and training as a scholar practitioner.

The four courses that make up the first year of our master's degree program are grounded in the four areas of life that most impact our experience, outcomes, and satisfaction in life. These courses require performative learning co-requisites that are structured to maximize your practice and the application of what you are learning and aspiring to teach. In these co-requisites, you will be part of a leadership group and receive individual coaching in a curriculum that is designed with the same training methodology you will be learning in your graduate program.

For example, AC12, Foundations of Human Development and Emotional Intelligence for Leadership and Coaching, has the non-credit co-requisite performative learning component entitled Nourishment and Self Care: Foundations of Emotional Intelligence. In AC12 itself you will be learning what current research is revealing as well as what man has thought about human development and emotions for millennia. In AC12's co-requisite performative learning component, you will practice specific emotional intelligence skills and also apply yourself to the project of consciously engaging in your own development in order to ultimately foster transformation in yourself and those you serve as a coach and leader.

Wright Performative Learning

Wright Performative Learning is leadership and learning at its most essential and powerful. It is about moving beyond that which you already know, becoming something different through your learning, creating a previously unforeseen future, and choosing to step into your next best self.

Wright Performative Learning synthesizes the theories and thinking of the foremost philosophers, psychologists, and cutting-edge systems, learning, and educational theorists. The synthesis of the foundational theories of Wright Performative Learning creates an exciting level of synergy by

drawing on the revolutionary educational theories of Lev Vygotsky on performance and learning; by living his constant process of both being and becoming through performing that which one does not yet know how to do; by expanding the vision of possibilities and development through More Knowledgeable Others (MKOs); and by fulfilling Vygotsky's vision of transformational education that transforms the students, MKOs, faculty, coaches, the curriculum, WGU, and the greater world.

Wright Performative Learning trains you to recognize your innate leadership and your potential to create your life and contribute to others. Our programs allow you to create opportunities for learning through service to others in your applied learning. Through these applications, in addition to learning new skills, you are able to assess your current influence on the world; uncover unconscious, limited, or hidden beliefs; and understand the larger workings of the systems of which you are a part.

How Wright Performative Learning Works: You Are Your Own Living Experiment

Wright Performative Learning is an extension of practicing what you teach; you apply what you read about in your own life. When in class, you digest what is being taught with a paired sharing technology and other accelerated learning techniques. With the Assignment Way of Living you apply what you are learning as constant experiments in your life, joined in your learning laboratory by other personal researchers as you work on your social emotional intelligence and other life skills. You engage in personal coaching so you can learn, grow, and understand from the consumer point of view what coaching is. You report weekly on your findings in a lab or growth group of fellow travelers on the journey to fulfilling your potential. Each quarter you examine what you learned and how you grew, and you cite research and thinkers who address and explain your progress.

Overview of the Learning Experience as a Scholar Practitioner

As a scholar practitioner, you apply your learning to your own life, as well as in your transformational coaching and leadership. This adds significant depth as you serve others and is foundational to practicing what you teach.

Through your coursework, papers, applied projects, and performative learning, you learn and apply powerful and proven approaches to understanding and facilitating human development and transformation as a coach and a leader:

- You learn the Wright Integrative approach to human development, blending the best of past and present human emergence technologies, synthesizing the six core disciplines (developmental, Adlerian and humanistic psychology and human potential methodologies, existential philosophy, educational theory and methods and neuroscience and other related research), and applying the approach to your leadership and coaching.
- You learn to practice, lead, and coach the Wright Performative approach to experimental learning and living.
- You learn to apply the Wright Developmental Model to analyze developmental levels and apply appropriate interventions in yourself and those you coach and lead.
- Through the program, you develop a wide range of skills using the methodology of Wright Emergence Coaching to be an effective coach as you facilitate the transformational process of those you lead and coach.
- Woven throughout your program you will be learning skills in the four areas of Wright Transformational Leadership—Teaming, Influencing, Managing, and Empowering (TIME).

Your academic knowledge and comprehension as well as your integrative and synthetic thinking deepen as you discover how Wright Integrative

brings about a powerful synthesis of its six core disciplines that enhances your knowledge, comprehension, skill, and application for becoming an effective coach and leader. You integrate the various perspectives into your understanding and application of Wright Integrative Approach and Wright Developmental Model.

By receiving and responding to feedback (whether formal assessment and measurement or informal feedback), you evaluate the effectiveness of your coaching and leadership as well as your writing and presentation skills and you implement appropriate changes. As you design and apply your own research, you'll participate more effectively as a member of the learning community.

Not only do you apply your academic study to your coaching and leadership, but also to your daily living and personal relationships. You explore the domain of your personal potential, seek to maximize the development of your potential, and apply what you learn in experience and what you learn academically in your daily life, and record and report on related progress you make.



Business schools develop business leaders. WGU develops leaders in life.

The Job of Leadership

A leader at WGU is not just a leader of a business or society, but also a leader everywhere they go with everyone they meet. They recognize that leadership is the quality of every human being that influences the thoughts, emotions, and actions of others.

The *Harvard Business Review* has reported that social emotional intelligence is the most important skill of leadership, increasing in importance the greater the sphere of influence the person has. Each element of the WGU curriculum works to develop the social emotional intelligence of students.

Our scholar practitioners also demonstrate significant ability in the four main tasks of leadership: supervising, training, coaching, and managing.

They study leadership across our TIME model of leadership skills; Teaming, Influencing, Managing, and Empowering. Each course requires that they demonstrate these skills by applying what they learned to training, leading, or some other service application demonstrating that they have enhanced the lives of others, engaging in what we consider to be the main challenge of leaders, to bring out the best in those they lead.

The Job of Developing Leaders

Experience informed by study and research is the best teacher of leadership. In addition to extensive work in teams, WGU leadership development is founded on intensive training in group dynamics. With enhanced social emotional intelligence, our students become expert at identifying and influencing group dynamics.

Teaching what they are learning, our students monitor their influence in all groups in which they find themselves. They report on this and receive coaching in facilitating the enhancement of the

groups in which they function.

Our students engage in outcome studies and research on groups, including those in which they find themselves. They also develop critical thinking that helps them more accurately assess and intervene or lead in every situation they encounter.

The Job of Coaching

Coaching is central to effective leadership. It is foundational to your career as a transformational leader, and in every aspect of your WGU education and development.

The Coaches We Train

We pride ourselves on the effectiveness, integrity, and dedication of the leaders and coaches we train. They practice what they teach and are honored to facilitate great lives in those they coach. The process begins and ends with the coaches bringing out the best in those they support and in themselves. They are truly scholar practitioners dedicated to developing and transforming themselves so they become high-integrity transformational agents with their clients, coworkers, and in all areas of their lives. You too can join them and learn to live the coaching lifestyle.

The Process of Developing Coaches

At WGU, the job of coaching begins with you. You begin your journey as a consumer of coaching, training, and leadership by participating with non-graduate lifelong learners from all walks of life and studying transformational processes first-hand. In your first year, you take four non-credit co-requisite courses (which are paired with your four first year credit courses) with other lifelong learners who are taking the program for personal development alone. You participate with these learners to bring out the best in yourself and others, steeping in the model of mutuality that will inform your practice of coaching and leadership as you formally take on those roles later in your WGU education.

A Critical Component of WGU Curriculum

Coaching is woven throughout the WGU curriculum. You develop pragmatic insight into yourself and others as you understand how the latest discoveries in neuroscience demonstrate how we are programmed and how to change this fundamental programming. You learn about intimacy and family dynamics as you learn ways to tap your personal power and help others tap theirs. Developing lives of meaning and principles has proven to be central to individual resilience and success, and you learn the principles of purposeful living so you can help others live purposefully.

Coaching as a Career

All good leaders know that being an effective coach is an integral part of their leadership success. However, if you choose to become a professional coach, not only will you have the opportunity to learn academic and research foundations for coaching and coaching skills, but you may also choose courses to develop proficiency in coaching practice development and client acquisition, practice management, and sales presentation and training.

The Job of Developing Coaches

We believe the standards for being a transformational coach and leader are high. We believe it is disintegrated to purport to help others transform when you are not transforming yourself.

From our perspective, if coaches are not challenging their own limiting beliefs and are not experimenting with new behaviors themselves, there will be an inherent limit to their ability to foster the transformation of others. "Do what I say, not what I do" is a poor aphorism for transformational coaches and leaders. Our approach is, "Practice what you teach."

Practicing what you teach requires the scholar practitioner of coaching to engage in the same kinds of development activities that they are helping others

do, especially in the training phase. Similarly, we also expect our leadership trainees to participate in in-depth leadership training and group activities as a basis for reflection on and application of their graduate studies. Both individual coaching and group training enhance the scholar practitioner's social and emotional intelligence as they develop themselves continuously in their service delivery, be it coaching or leadership.

On this performative or "experiential" basis, we find that cognitive learning is significantly enhanced. Academic learning is necessary but not sufficient to bring about transformation. As the scholar practitioner reads and learns from thinkers of the present and the past, he or she is also grounding the abstract learning in concrete application. To this end, the performative learning component of our curriculum requires students to actively engage in personal experimentation, challenging personal limits, and what our methodology calls "rematrixing," reprogramming their brain.

This approach is not for everyone, and those who prefer traditional learning can find many programs that will be more suited to them. WGU curriculum fosters real and continuous personal and professional transformation. The success of our students, professionally and in other areas of life, is testimony to the effectiveness of our approach.

There is a wide range of research that demonstrates the importance of social and emotional intelligence for job success for a wide variety of vocations, and it is essential for transformational coaches and leaders. Wright Performative Learning brings together practices and methodologies from six core disciplines to maximize the personal and professional change critical to successful coaching and leadership.

Transformation is not easy. It requires time, energy, hard work, personal investment, and dedication on your part. You and fellow master's students engage in two years of performative learning. Doctoral students engage in at least four years. In our experience, transformation requires this kind of time and effort to produce lasting change and true scholar practitioners.

WGU integrates these concepts in the curriculum with in-depth certificate, master's, and doctoral programs that produce scholar practitioners who are exceptionally well-trained in both the underlying academic foundations of coaching and leadership and the skills to employ theory and practice effectively as strong congruent career professionals. It is our hope that our students will continue to engage in and become self-generative of their own transformative learning.

In requiring performative learning, WGU is not unique. There are many graduate programs that bring together theory, skill development, and practice in an integrated format to produce scholar practitioners. A number of universities offer coaching programs that include skill development, coaching practice, and experience being coached as well. Universities offer master's degrees in organizational development that include both academic content and a strong experiential curriculum.

The performative element of transformational coaching and leadership demands personal examination and a willingness to journey into your personal boundaries in order to expand into your potential, and ultimately, to transform. This highly personal journey requires safety and trust. Placing a grade on these vulnerable activities is, in our opinion, inappropriate to academic endeavors even though it is essential to our methodology. With this in mind, your personal coaching and group learning is provided by our consortium partner where only your attendance and participation in the program are reported to WGU. You will write an account of this journey, sharing only what you wish with your academic professors.

Program Learning and Development Methodologies

As a WGU graduate, you will be a scholar practitioner, someone who studies what you do and applies what you study at work and elsewhere in your life. Scholar practitioners are constantly learning—and using what they learn to do what they do better. As a coach, you will be tracking emerging research and continu-

ing your study of classic approaches to challenges human beings have faced throughout history. You will become a student of the human condition as you learn to help people deal with the challenges and opportunities of life.

Throughout your graduate training you will study and apply these powerful learning and development methodologies for successful living, leadership, coaching: Wright Integrative, Transformational Emergence Coaching, Evolving, and Transformational Leadership Training.

Wright Integrative, a Transdisciplinary Approach

Every course you take has three elements: an overview of the field, an applied project, and a performative report. You not only learn with each course, but you also grow. You acquire professional skills as well as develop personally.

The overview of the field includes all six core disciplines of the Wright Integrative approach to help you relate diverse fields in your pursuit of a great career and life. Wright Integrative's conceptual framework includes the fields of study you see in the diagram below. These six disciplines provide a firm foundation for you to continue to develop professionally and personally throughout the program as well as the rest of your life.



The Wright Graduate University Experience

In the *applied* project you apply what you have been learning. It may be through your coaching, leadership, team building, or even developing a seminar and teaching others what you have learned. Many students design and deliver a training experience on some aspect of their studies that had an impact on them.

The third element, the *performative* piece, is where you track and report your own growth weekly and in summary at the end of each quarter. You identify the theories and methodologies that have guided you in your development. You explain how these influenced and facilitated your development in career, relationship, and even self-esteem.

The entire master's degree is completed with a career-related master's capstone project. You may choose a coaching relationship or a leadership project to report on and analyze what you have learned as a scholar practitioner while integrating the academic research. This exciting aspect of your education allows you to demonstrate the skills you have learned and apply them to a subject that has meaning for you.

Developing Social and Emotional Intelligence

Two of our leadership and coaching certificates are Social Intelligence and Emotional Intelligence. Together they are referred to as SEI. Research is revealing that SEI is the most important single aspect of career success for coaches and leaders and for those they coach and lead. It was brought to wide awareness by Daniel Goleman's best seller, *Emotional Intelligence*, and his 1998 article on emotional intelligence in the *Harvard Business Review*. (HBR) published a statement that investing in soft skill development generally goes away in tough economic times, but during the last recession, Goleman's was their most read article, and that SEI "is a basic tool that, deployed with finesse, is the key to professional success." SEI is key to job placement, advancement, and leadership in all industries. Researchers are finding that SEI is a key characteristic of transformational

leaders and estimate that up to 75% of overall job success and 85% of CEO success is determined by social emotional intelligence. Major firms are using SEI to screen new employees, and some top sales organizations have let go of all measures other than SEI in hiring. WGU master's graduates earn both social and emotional intelligence certificates in the course of their study.

Transformational Emergence Coaching

You will be trained in Transformational Emergence Coaching, a facilitative coaching model that works equally well for career as well as lifestyle, and even executive coaching. In addition to becoming a professional coach, you can use your coaching expertise as part of a wide array of professional responsibilities including sales leadership, marketing, medicine, clergy, and even therapy. Many faculty members are expert coaches, some of whom have headed up their own corporations with over 30 years of service delivery experience. They have delivered extensive coaching—from lifestyle and executive coaching, to couples' coaching, to career and entrepreneurship coaching, and they all use the same methodology we will be teaching you.

Evolating—The Process of Transformation

At WGU, you learn the dynamic process of conscious transformation revealed by the research of our founders and faculty members, Dr. Judith Wright and Dr. Bob Wright, and described in their book, *Transformed!: The Science of Spectacular Living*. Evolving is the process by which people achieve, sustain, and continuously create great lives of transformation. This exciting process marks the distinction between growth and true transformation, between doing something you haven't done before and becoming someone beyond your former imagining. Evolving defines the path of consciously engaging in your own transformation as you help others to transform and maximize their potential.

Evolating explains and predicts why some individuals experience bigger lives, greater motivation, seemingly boundless energy, greater optimism and enthusiasm, and a sense of abundant potential, while others seem to languish or achieve less-than-desired results, despite applying the same resources, energy, and time to similar activities. It explains why some organizations and businesses thrive, and have vibrant, engaged, fully striving employees with a sense of purpose and commitment, while other organizations seem mired in dysfunction with unmotivated employees with lackluster performance and little sense of satisfaction and fulfillment.

Evolating can be used as a map to guide transformation and a diagnostic tool to pinpoint where an individual's development may be impeded. It can also be applied to larger systems such as organizations and institutions, particularly where there is a declared mission or commitment to a higher purpose.

Evolating is comprised of six phases—Yearning, Engaging, Revelating, Liberating, Rematrixing, and Dedicating.



At WGU, you learn to tap the deeper *Yearning* in those you coach and help them *Engage* in new, more effective ways. They will *Revelate*, discovering new things about themselves as they reveal themselves to you. You then help them *Liberate* and engage in new ways of thinking, feeling, and behaving. As you coach them to do this consistently, they will *Rematrix*, actually developing new neural pathways, thereby transforming. When they *Dedicate*, they can make these changes permanent.

Transformational Leadership Training

Your leadership training will enable you to be more effective in your current career or any future career you choose. You will be learning leadership along four tracks: *Teaming, Influencing, Managing, and Empowering* (TIME):

- *Teaming skills* include understanding, evaluating, and improving your own teaming and social intelligence skills as well as understanding, evaluating, and intervening in team and group dynamics to enhance individual and group functioning.
- *Influencing* includes developing proficiency in your written and oral communication, developing presentation and training skills and designing and delivering talks, presentations, and trainings.
- *Managing* includes learning the effective use of feedback, coaching, visioning, and goal-setting.
- *Empowering* includes assessing the current state and needs of clients you coach or those you lead, developing vision and determining pathways toward realizing their vision, and facilitating their optimal development.

You will not only learn about group dynamics, but you will develop an in-depth understanding of yourself as a leader. These skills will yield insights into yourself as a leader and give you a foundation for group strategy and organizational design. Another exciting aspect of your learning will be the dynamic group interactions with fellow students in shared learning experiences in class and online.

The Wright Graduate University Experience

Programs

WGU is committed to providing programs of study that incorporate both in-depth theoretical knowledge and applied training that help students to succeed both professionally and personally. Course objectives are mapped to the knowledge, skills, and competencies that are typically associated with master's and doctoral level programs within these disciplines. Objectives are located on every syllabus for review. The relevancy of the objectives is reviewed during Advisory Council and faculty meetings.

Programs include:

- Master of Arts in Transformational Leadership and Coaching
- Doctor of Education in Transformational Leadership and Coaching
- Graduate Certificate in Emotional Intelligence for Leadership and Coaching
- Graduate Certificate in Social Intelligence for Leadership and Coaching
- Graduate Certificate in Transformational Leadership
- Graduate Certificate in Transformational Coaching

See program sections of this catalog for program descriptions and requirements.



The Wright Graduate University Experience



*“There are two types of education...
One should teach us how to make
a living, and the other how to live.”*
– John Adams

Philosophy & Mission Statement

Wright Graduate University prepares and develops transformational leaders and coaches through dynamic distance education. WGU integrates the most effective human emergence technologies and relevant research to cultivate scholar practitioners who bring out the best in themselves and those they lead and coach. Members of the WGU community consciously engage in their own transformation and leadership as they coach and support others to unleash their potential for the advancement of humanity and conscious, sustainable living on the planet.



Institutional Outcomes

- Educate and develop leaders and coaches as scholar practitioners who live the WGU mission and maximize their influence in the world
- Synthesize and integrate the best of theory and practice to develop an ever-evolving educational curriculum and methodology that best facilitates the WGU mission

Statement of Legal Control

The Wright Graduate University for the Realization of Human Potential, Inc., is a division of the 501(c)(3) Wright Foundation for the Realization of Human Potential (WFRHP), a non-profit registered corporation in the state of Illinois. WGU operates and grants degrees and certificates in the state of Wisconsin under the authority of the Education Approval Program of the state of Wisconsin.

The Board of Wright Graduate University consists of:

Thomas S. Terry, Chair	Karen Smithbauer
Dr. Bob Wright	Richard Lyons
Dr. Judith Wright	Sahar Malik
Dr. Don Delves	Dave Stamm
Dr. Stan Smith	Dr. Alison Denton
John Davidoff	

The Executive Leadership of WGU consists of:

Dr. Bob Wright, Chief Executive Officer
Dr. Judith Wright, Chief Academic Officer
Dr. Michael Zwell, Chancellor, CFO
Dr. Bernard Luskin, Dean of Graduate Studies
Kate Sudarsan, Chief Operating Officer

History

WGU was founded in 2006 by Drs. Bob Wright, Judith Wright, and Michael Zwell. The Wright Foundation for the Realization of Human Potential was formed in July 2007 and now operates the University. The University received approval to operate and grant degrees by the Educational Approval Program of the state of Wisconsin in 2008. In 2012 we held our first graduation, conferring the Master's Degree in Transformational Leadership and Coaching to eleven graduates.

Approvals and Accreditation

Wright Graduate University for the Realization of Human Potential has been approved to do business in Wisconsin as a private school, subject to the provisions of Wisconsin Statutes 38.50 and all administrative rules adopted pursuant to the statutes.

The Illinois location of The Wright Graduate University (dba Wright Graduate School for the Realization of Human Potential in Illinois) is authorized by the Illinois Board of Higher Education, 1 N. Old State Capital Plaza, Suite 333, Springfield, IL 62701, 217-782-2551, <https://www.ibhe.org>.

Wright Graduate University is accredited by the Distance Education Accrediting Commission, 1101 17th Street NW, Suite 808, Washington, DC 20036; 202-234-5100; <http://www.deac.org>. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).

The Wright Graduate University for the Realization of Human Potential has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road, Suite 300 in Overland Park, KS, 66213, USA. For a list of accredited programs please view our IACBE member status page at <https://iacbe.org/memberpdf/WrightGraduateUniversity.pdf>.

Documentation for approvals and accreditations can be requested from the Chief Operating Officer.

Consortium Agreement

The Wright Graduate University contracts with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential, to deliver the Performative Learning curriculum that is a required, non-credit-bearing element of Wright Graduate University Programs. Costs for performative education requirements are detailed in the Catalog Addendum.

Wright Living provides the WGU Registrar with documentation that the student has completed the performative learning activities. Wright Living delivers the performative learning curriculum at its location (445 E. Ohio Street, Suite 300, Chicago, IL, 60611) and at the Wright Graduate University campus in Elkhorn, Wisconsin. Locations for each performative learning activity are given in the university schedule in the catalog addendum. Some performative learning activities may be completed by phone or webcast as indicated in the course description section of the catalog. Costs for the performative learning curriculum are included in the total costs for each degree and certificate in the catalog addendum.

Campus Facilities & Equipment

Monthly weekend learning sessions are conducted at the University's campus on the Prairie Springs Woods Conference and Retreat Center near Elkhorn, Wisconsin. In-person attendance is highly encouraged but optional. The address is N7698 County Highway H, Elkhorn, WI, 53121.



One of the unique classroom buildings at our beautiful Wisconsin campus.

The campus features an administrative center, learning resource center, and two beautiful dome-shaped buildings, built with wooden beams arched into hyperbolic parabolas. The main floor of the second dome is the retreat center's primary instructional and community gathering space, accommodating up to 115 individuals in lecture-style seating or 80 individuals seated at tables. The second dome's lower level features a 300 square foot office and reception area. Including the three smaller buildings present at the center, there are a total of seven meeting spaces, and dormitory-style sleeping quarters for up to 40 students and faculty without providing temporary housing, which can bring the total occupancy up to 80. The campus is equipped with wireless Internet access, audio-visual presentation technology, and plentiful parking. It is beautifully nestled in a wooded area with waterfront on the Lauderdale Lakes.

School Calendar

Wright Graduate University operates on a quarter system, with twelve-weeks in each quarter followed by a one week break. Class sessions in the twelve-week cycle that would normally fall on the following federal holidays are rescheduled: New Year's Day, Independence Day, Thanksgiving Day, and Christmas Day. Students self-direct their study and online time and arrange mutually agreeable discussion times with faculty and group study sessions with other students. Students also attend monthly weekend learning sessions, either on campus or synchronously via online meeting. The complete academic calendar can be found in the Addendum.

Nondiscrimination Policy

Consistent with its mission for the realization of human potential and conscious, sustainable living on the planet, Wright Graduate University is committed to building an inclusive and diverse academic community. Every student, faculty, and staff member has the right to inclusion, respect, agency and voice in the WGU community. The University welcomes



people from all backgrounds and seeks to include knowledge and values from many cultures. Further, all members of the University community have a responsibility to uphold these values and actively foster full participation in university life.

Wright Graduate University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education. Wright Graduate University employs and admits individuals without regard to race, gender, age, ethnicity, cultural heritage or nationality; religious or political beliefs; sexual orientation or gender identity; or socioeconomic, veteran or ability status and affords students all rights, privileges, programs, employment services and opportunities generally available. WGU complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and does not discriminate on the basis of disability.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Title IX Coordinator:

Kate Sudarsan
445 E. Ohio Street, Suite 300
Chicago, IL 60611
262-742-4444
titleix@wrightgrad.edu

ADA Coordinator:

Mike Zwell
445 E. Ohio Street, Suite 300
Chicago, IL 60611
262-742-4444
ada@wrightgrad.edu

Provision of Reasonable Accommodations for Students with Disabilities

The Wright Graduate University for the Realization of Human Potential complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and does not discriminate on the basis of disability. The University provides equitable accommodations to students with disabilities admitted to study at the University in accordance with the following procedures. As the term is used herein, "equitable accommodations" refer to those academic adjustments, services, and aids provided to otherwise capable students with disabilities to facilitate equal access to University programs and activities. The Chancellor, Dr. Mike Zwell, is the designated disability services coordinator to assure compliance with and implementation of the University's responsibilities under these laws.

Students requesting accommodations from the University are required to complete the accommodation request form and submit documentation to verify eligibility. Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (as amended), individuals with disabilities are guaranteed equal access to programs and services; therefore, the documentation should indicate that the disability substantially limits one or more major life activities.

1) Students are responsible for informing the University of their status as a person with a disability and their need for equitable accommodations. Students seeking equitable accommodations are

encouraged to contact the Chancellor's Office by phone at 262-742-4444 or email at mike@wrightgrad.edu. It is the responsibility of the student to present appropriate documentation of a disability to the University in a timely manner to secure accommodations, which cannot be made retroactively. It is recommended that students contact the Chancellor and provide appropriate documentation of the disability at least six weeks prior to the course start date to allow the University enough time to effectively provide reasonable accommodations (e.g., interpreter, real-time captioning services, or conversion of print-based materials into accessible formats). Please note that the amount of time needed to arrange any particular accommodation may vary.

2) Documentation of a disability should be as current as possible, and consideration will be given to the type of disability, type of documentation, and current legal guidelines. Depending on the type of disability, documentation may include, but not be limited to, a school plan such as an individualized education program (IEP) or 504 plan; a comprehensive assessment battery and diagnostic report; or a record of a disability from another institution of higher education. All psychological/medical reports must include the name, title, and professional credentials of the evaluator. All reports should be on letterhead stationary, typed, dated, signed, and legible.

Documentation for any disability should include as much of the following as possible:

- Diagnosis of disability
- Description of any medical and/or behavioral symptoms associated with the disability
- Identification of medications, and side effects, that could significantly impact the student in an academic environment
- Statement specifying functional limitations caused by the particular disability
- Any recommended accommodations associated with the identified functional limitations

The Chancellor develops and coordinates plans

for the provision of reasonable accommodations. Students will be notified of reasonable accommodations within seven business days of registering with the University and submitted all appropriate documentation. The University may decline requests for accommodations that impose an undue hardship on the institution or that require the fundamental alteration of academic standards, programs, or coursework. A student may appeal reasonable accommodation decisions by following the University's student complaint/grievance process in the Catalog (page 98). Students may also contact the Chancellor's Office with any questions or concerns.

Retention of Student Records and Transcripts

Student records are maintained for a minimum of 6 years in accordance with Wis. Admin. Code § SPS 407.02.

Official transcript requests must be submitted to the WGU Registrar in writing with the accompanying fee. Official transcripts are not issued until all financial obligations to WGU are fulfilled. (See the section entitled "Requesting Academic Transcripts" in this catalog for details on how to obtain transcripts.)

Drug Free Schools and Communities Act

WGU complies with the Drug Free Schools and Communities Act and forbids use, possession, distribution, or sale of illegal and illicit drugs or alcohol by students, faculty or staff anywhere on school property or at any university-sponsored function. The WGU campus is alcohol-free except in the case of university-sponsored special events approved by the Chief Operating Officer. State and municipal laws prohibit anyone under the age of 21 from being served alcoholic beverages, and because the university does not have a license for the sale of alcoholic beverages, the sale of alcoholic beverages on university premises or at any university-sponsored function is prohibited.

The institution enforces all state and federal laws concerning illegal drugs and alcohol. Anyone in violation of state, federal or local regulations, with respect to illegal

drugs or alcohol, may be subject to both criminal prosecution (with penalties up to 30 years in jail and/or \$1,000,000), school disciplinary action (including dismissal), and suspension of eligibility for federal financial aid. Further information on health risks, possible sanctions, and drug and alcohol counseling and treatment options available to students and employees can be obtained from the University's Annual Consumer Information document: <http://wrightgrad.edu/gainful-employment-consumer-information>.

Learning Management System

Wright Graduate University utilizes Canvas (Instructure) as its Learning Management System (LMS). In addition to the mandatory weekend learning sessions, students interact with their faculty and peers in the online student portal. To receive attendance credit for the week, students participate in discussion forums, read articles, view/listen to media, review material, and upload projects and assignments for feedback by peers and faculty on Canvas.

Upon enrollment, students receive a password to gain access to the LMS. Each course has a unique location on the LMS. Course curriculum, the syllabus, lectures, reference materials, and links to outside resources are included in the courses.

Orientation

Each student attends an orientation. In the orientation students learn how to navigate within the student portal and how to upload coursework. Students practice participating in discussion forums and other features of Canvas. The orientation is included in an introductory course in which students get an overview of the six core disciplines of the programs and how they integrate to facilitate professional and personal transformation. They also are oriented to WGU's philosophy, policies, operational procedures, and academic and student services resources.

Library and Learning Resources

WGU students have online access to Badgerlink, the state of Wisconsin's online library of content including more than 8000 full-text magazines and journals provided by Educational Communications Board, Wisconsin Media Lab, EBSCO, Encyclopædia Britannica, Inc., Gale/Cengage Learning, Heritage Microfilm, Inc., LearningExpress, LLC, ProQuest, Soundzabout Music, TeachingBooks.net, LLC, Visual Learning Systems, Wisconsin Newspaper Association.

WGU students also have on-campus library access.

Students are not required to buy books, supplies, or other materials from the Wright Graduate University.

Student Academic and Career Advising

Wright Integrative learning illuminates increasing possibilities for career engagement and fulfillment as students engage with increasing effectiveness in their work lives. They tend to engage effectively with little to no advice from faculty. They also develop insight into organizational dynamics and effective management and facilitation as they apply the human emergence technology they are learning in their work and personal lives.

Academic and career advising is offered through WGU. The University does not guarantee employment but seeks to support each student in advancing his or her career. Students are responsible for their own employment-seeking activities, and student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Students meet with faculty for mentoring every two weeks (every week for first quarter students) to discuss their progress on weekly assignments, discussion questions, and quarter-long projects, as well as the personal and professional application of their learning. Students are also encouraged to seek advising from their course instructors by appointment. Tutoring is available at the request

of a student or recommendation of the faculty. Students wishing to receive advising or tutoring from a professor, or tutor other than the one they are assigned should meet with the Chancellor, who will approve or deny the request.

WGU students, in the main, are working to enhance current careers by developing leadership and coaching skills. Some students are embarking on careers in coaching or consulting. WGU offers additional training for those wishing to establish coaching, consulting, or sales careers.

Students often choose to work on elements of career success with professors in each course. They also can set up planning sessions with appropriate teaching and administrative staff. Additional career advising is available throughout the program from the Career Services department. Career resources are also available as an open course on the student learning management system. The portal contains videos and links to online search companies, as well as helpful material related to interviewing skills, resume building, career profiles, and job readiness assessments.

Student Identity Verification Policy

Students enrolled in programs offered by Wright Graduate University are subject to one or more of the following student identity verification methods.

Government-Issued Photo Identification:

Students provide a government-issued photo identification during the first synchronous weekend learning session. The University uses this identification to verify students' identity during monthly learning sessions, at least one of which must be attended synchronously per quarter, resulting in the University verifying student identity real-time either in-person or live, on camera, in case of online participation four times a year throughout enrollment.

Secure, Individual Login and Passcode: Students are assigned a secure, individual username and password upon enrollment at Wright Graduate

University. These assigned identifiers are used to access Canvas learning management system where students complete and submit coursework and access grade information.

Administrative or Academic Practices: Students are subject to identity verification, at the University's discretion, through the use of personally identifiable information provided by the student upon application to the University. Students must provide two pieces of identifying information that can be verified by University faculty or staff using information contained within the Student Information System prior to having personally identifiable information released to them by phone. In addition, faculty may commence verification of student identity following review of student work. Changes in academic performance or writing style is monitored and may prompt a request for identity verification.

Synchronous Attendance (Proctored Exam Policy)

Wright Graduate University requires students to participate in monthly weekend learning sessions either in-person at the Elkhorn, Wisconsin campus or remotely via video conference. Students are required to attend a minimum of one such learning session real-time (synchronously) either in-person or via online meeting with active video and audio participation. Students are encouraged to attend all three weekends synchronously; if a student is unable to do so, he or she may review the video from the weekend and submit notes to verify the video was reviewed in its entirety for no more than two weekends. During these weekend learning sessions, students participate in discussions to demonstrate increasing personally applied emotional intelligence, social intelligence, contribution to others, coachability, authenticity/presence, co-voyaging, and applying Wright Integrative. Students are graded on their level of participation and this grade contributes to their overall course grade. The University uses these

monthly weekends to verify student identity throughout enrollment. The University uses these real-time (synchronous) weekends as proctored exams for the purposes of verifying that the student who enrolled in the program is the same student who earned the degree.

Student Housing

Wright Graduate University provides on-campus housing for participants of the weekend learning sessions. The cost of on-campus accommodations is included with the course tuition and fees as sleeping and studying accommodations are reserved for each enrolled student each weekend. If a student chooses to stay off campus during weekend learning sessions or chooses to attend weekends learning sessions by webcast/teleconference, they are responsible for the expenses incurred. No refund of tuition is provided to students choosing not to attend and stay on campus. Students are responsible for transportation to and from the campus and meals for the weekend. Rules and regulations that govern in-person weekend learning sessions participation are distributed to students upon enrollment. Students that violate the rules and regulations will be required to leave the campus and will not receive academic credit for attending.

Weekend Learning Sessions

In addition to participating in classes through weekly assignments in the online learning system, monthly learning sessions are conducted at our Elkhorn, Wisconsin, campus. Courses are designed for distance learning participation online meeting or phone, and in-person attendance is optional. Whenever possible, however, students are encouraged to participate in person for weekend learning sessions and performative learning. The schedule for these sessions is published annually in the Addenda. Participation in and/or review of all three weekends per quarter are graded components of each course; failure to participate in or review any weekend will result in a lowered

grade for the course, as indicated in each syllabus. Options to participate live by online meeting are available, as is the option to review audio/ video after the weekend and demonstrate understanding of the content by submitting notes, are provided, should a student be unable to attend the full weekend real-time.

Definition of Attendance

Attendance real-time (synchronously) at the weekend learning sessions at the WGU Wisconsin campus once per quarter is mandatory. Reviewing content asynchronously for a weekend does not meet the quarterly synchronous attendance requirement. Regarding online attendance, all courses require online participation and attendance as defined by the student's presence and participation in the weekly online discussions.

Any student who does not provide documented attendance either on the student portal, at a weekend learning session, or mentoring sessions for 14 consecutive days may be automatically withdrawn from the program if contact with the student cannot be made to confirm he/she intends to return to class by participating in the required activities.

If contact is made with the student, an additional seven days may be granted to provide time for the student to post attendance. After 21 consecutive calendar days, students without posted attendance will be withdrawn.

Student Employment

Part-time Student Employment may be available in such areas as IT, office support, and marketing. Applications for student employment are required and may be obtained from the Chief Operating Officer. Hourly rates may vary based on the requirements of the job or project, and income from student employment will be reported by the University for tax purposes.

English Language Proficiency

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

1. TOEFL or Equivalent Assessments

Master's and Certificate Programs: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

Doctoral Programs: A minimum score of 65 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 80 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 58 on the Pearson Test of English Academic Score Report; 105 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).

TOEFL test takers should use DI code 3532 to have their scores submitted to Wright Graduate University.

2. College Board Assessments

A minimum score on the College Board Accuplacer ESL Exam Series as follows:

- ESL Language Use: Score of 85
- ESL Listening: Score of 80
- ESL Reading: Score of 85
- ESL Sentence Meaning: Score of 90
- ESL Writeplacer: Score of 4
- Comprehensive Score for all exams of 350

3. Eiken Exam

- A minimum grade of Pre-1 on the Eiken English Proficiency Exam;

4. ESOL Exam/CEFR Standards

- A minimum B-2 English proficiency level identified within the Common
- European Framework of Reference (CEFR) standards and assessed through
- various ESOL examinations, including the University of Cambridge;

5. Transcript with English as the language of instruction

A transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is

listed in the International Handbook of Universities where the language of instruction was English. A “B” or higher is required for master’s degree, first professional degree, or professional doctoral degree.

Degree Equivalency Evaluation

In addition to the general admissions requirements listed for each program, applicants whose previous degrees were received outside the U.S. or whose transcripts are not in English must provide documentation of their degrees’ equivalency to U.S. degrees. Previous degree transcripts not in English or awarded by an institution outside the U.S. must be evaluated for equivalency to U.S. credentials.

Transcripts must be evaluated by an appropriate third party and translated into English, or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

Wright Graduate University recommends that applicants requiring a degree equivalency evaluation submit a degree transcript the International Education Research Foundation (IERF) in order to establish the degree’s equivalency to a U.S. bachelor’s degree.

- Go to the IERF’s website: <https://ierf.org>
- Start a standard application for a Detail Report*
- Send to Wright Graduate University for the Realization of Human Potential

*General Reports do not provide sufficient evaluation and are not accepted by Wright Graduate University

Master of Arts in Transformational Leadership and Coaching

58 Quarter Credit Units including Master's Capstone Project

Admission Requirements

Applicants must demonstrate the ability to perform successfully at the graduate level in both the academic and applied components of the WGU curriculum. Submission requirements include:

- Application form. Application forms are available on the Wright Graduate University website and at the administrative offices.
- Official, sealed transcript documenting receipt of a bachelor's degree or higher from an accredited college or university, received within thirty days after the start of the term. Applicants for admission who have international degrees from institutions not accredited by an accrediting agency recognized by the U.S. Department of Education will need to have their international transcripts evaluated for degree equivalency to an accredited U.S. degree/ school. (See "Degree Equivalency Evaluation" section for instructions.)
- Applicants whose native language is not English must demonstrate competency in written and spoken English, as evidenced by a score of at least 60 on the paper-based TOEFL exam, 71 on the internet-based TOEFL exam, or a passing score on a recognized international equivalent exam (See "English Language Proficiency Requirements" for detail on these exams). If the applicant has earned a degree from an appropriately accredited institution where English is the principal language of instruction, he or she is exempt from the testing requirement.

Program Transfers

Students seeking to transfer from one program to another program or matriculate to a new certificate program or master's program upon completion of the one for which he/she originally enrolled at WGU should meet with an admissions representative. Transfers between programs or

to new programs after successful completion of another program require Chancellor's approval and are based upon consideration of the student's satisfactory academic progress status in their current program of study, course scheduling and space availability.

Conditional Admission

Students applying for admission to the master's program may be conditionally admitted with Pending Status if all the required documentation has not been received at the time the student wishes to register for the course.

Students admitted under Pending Status may register for courses in their initial term of admission only. Students entering with Pending Status must submit all missing documents to complete their application files within 30 days after the start of classes of the first term. The Chancellor may extend this deadline if he or she determines that significant extenuating circumstances warrant an extension.

To register for subsequent terms, pending students must be unconditionally admitted to the graduate program for which they have applied. Students entering with Pending Status are not eligible for any form of financial assistance, and students withdrawn for failure to supply required documents are responsible for tuition and fees as described in the University's refund policy.

Admission Decision and Process

Admissions documents are collected by the Director of Admissions, who submits the application file to the Chancellor. Students are notified in writing upon the determination by the Chancellor, usually within three weeks of the Wright Graduate University's receipt of the student's completed application file. The Chancellor and the Chief Operating Office

may formally make the offer of admission and sign student enrollment agreements on behalf of the University.

- The registration deadline for each quarter is 30 days before the quarter start date. Late registrations and changes to registration are accepted on a contingent basis. Priority is given to students who have registered on time.
- Enrollment and participation in Wright Graduate University programs creates a contract of education between the student and the institution. Enrollment at the Wright Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the University. Students are enrolled upon completion of an enrollment agreement, signed by the student and either the Chancellor or the Chief Operating Officer.

Program Description and Learning Objectives:

The MA in Transformational Leadership and Coaching is designed to prepare professional coaches, enhance the coaching and leadership skills of those currently in other careers, or develop other adult and mid-career students as scholar practitioners to bring out the best in themselves and those they lead and/or coach.

The WGU MA in Transformational Leadership and Coaching prepares you to be a more effective coach and leader who understands and employs historic and emerging human empowerment technologies in serving others. Through the master's program, you develop an in-depth knowledge of the principles of Transformational Leadership and Coaching. These principles provide a foundation for developing coaching skills and to enhance your career in a wide variety of professional settings.

Graduates are prepared to assume roles that include coaching and leadership responsibilities, including roles as coaches, trainers, and facilitators in business, public administration, human services, and other organizations and settings that would benefit from expert assistance in the application of human development principles to problems of individual and/or institutional improvement.

The following are the primary program learning outcomes for the Master of Arts in Transformational Leadership and Coaching. Attainment of these outcomes will ensure your ability to:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for personal, career, and organizational success.
- Manifest social-emotional intelligence skills in personal life, leadership, and coaching.
- Exercise integrative, transdisciplinary planning and problem-solving.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>

Master of Arts in Transformational Leadership and Coaching

Course #	Course Title	Quarter Hours
AC00	Introduction to the Six Core Disciplines of Wright Integrative Learning in Transformational Coaching & Leadership	8
AC12	Foundations of Human Development & Emotional Intelligence for Coaching & Leadership	8
AC22	Foundations of Human Relationships for Coaching & Leadership	8
AC32	Coaching & Leadership Approaches to Developing Personal Power	8
AC42	Purposeful Living in Coaching & Leadership	8
AC72	Transformational Leadership & Group Dynamics	8
AC82	Professional & Leadership Coaching	8
AC99	Master's Capstone Project	2
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence Quarter	0
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence Quarter	0
PL03	Year of More: Personal Power Quarter	0
PL04	Year of More: Purposeful Living & Leadership Quarter	0
PL05	Group Process Training	0
PL07	Personal Emergence Process	0
PL08	Coaching Lab	0
TOTAL		58

Master of Arts in Transformational Leadership and Coaching

Completion of the Performative Learning trainings is part of our “practice what you teach” methodology where students participate with non-credit seeking students in a non-credit bearing co-requisite graduation requirement for completion of the master’s degree. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with the corporate entity Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Under exceptional circumstances students may request and be granted the opportunity to complete the entire master’s program in less than 21 months. Minimum requirements for this exception include the following:

1. Demonstrate the ability and commitment to devote at least 30 hours per week in addition to the performative learning requirements.
2. Demonstrate the ability and commitment to independently organize their time and effort to meet the requirements of both the credit-bearing and the performative requirements of the curriculum.
3. Mandatory real-time attendance of at least two of the three weekend learning sessions each quarter.
4. Demonstrate the ability to research and write at a level of proficiency that meets WGU standards without substantial assistance or external resources.

The Chancellor will make the final determination based on the request for the exception on a case by case basis.

Attendance Policy

Attendance at WGU is defined by real-time participation in a weekend learning session, participation on the student portal through online discussions, and participation in mentoring. Attendance information is submitted by faculty to the registrar after each weekend learning session and mentoring session, recorded in the student portal, and compiled with participation data from the learning management system into a weekly report by the registrar.

As class participation is a core element of every WGU course, attendance and class participation are evaluated to assess student learning and, as a result, participation will impact the final grade earned for every course. Instructors verify attendance by roll call throughout each weekend learning session and submit both their attendance record and weekend learning session grades to the registrar to be recorded at the end of each weekend. Administrators may verify attendance logs in video and conference system records if in question.

Tardiness: Faculty report all instances of tardiness to the registrar with their weekend learning session attendance report. If a student is more than 15 minutes late, he/she will be held to the make-up work standard below for any instructional time missed. Two tardies in one weekend learning session constitute an absence, and that weekend will not suffice to meet the real-time participation requirement for the student's course unless approved by the chancellor in cases of unavoidable, unforeseen circumstances. Failure to attend one full weekend learning session real-time per quarter will result in an F grade for the course.

Make-Up Work: If a student misses 15 minutes or more of any class session, the student must view the relevant recordings and submit notes for the missed time. It is the student's responsibility to locate the relevant recordings and class resources in the learning management system and understand missed assignments by viewing the recording; faculty do not provide special instruction for make-up work.

Any student who does not demonstrate attendance for 14 consecutive days will be withdrawn unless the student notifies the school that there is an extraordinary circumstance and states he/she will return within the week.

Then, if after 21 consecutive days of absence the student still has not attended class or posted attendance online, he/she will be withdrawn from the school, even if the student makes contact with the school or attempts to attend class after that date.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) ensures that students are progressing through their program of study both academically and in a timely manner. In order to be considered to be making satisfactory progress toward a degree or certificate, a student must both maintain specified cumulative grade point averages and a specified completion rate. To determine satisfactory progress, a student's cumulative grade point average and completion rate will be evaluated at the end every quarter after grades are posted, approximately 10 days after the end of the quarter. The maximum time frame that a student is allowed to complete a program is 1.5 times the program length.

The minimum cumulative grade point average (CGPA) and completion rate required for the Master of Arts Program based on quarter progression is as follows:

Quarter	Minimum Percentage of Cumulative Credit Hours Completed that were Attempted	Minimum CGPA
1	67%	2.00
2	67%	2.50
3	67%	2.75
4 and beyond	67%	3.00

Students are expected to complete the requirements for their program in the scheduled time frame, but in no case may the quarter units attempted exceed 1.5 times the quarter units required to complete the program. At the end of each quarter, if the student has less than the minimum acceptable cumulative grade point average and/or has not earned at least the percentage of attempted credits described in the chart above (required to complete the program within 150% of the program length), he or she will be notified and placed on Academic Warning for the remainder of the current quarter (i.e. if you are placed on academic warning for your quarter one performance, ten days after the quarter ends you will be placed on warning for the next quarter, quarter two). If a student fails to achieve satisfactory progress by the end of the quarter in which they are on Academic Warning, the student will be withdrawn from the program (unless the student files and is granted an appeal as defined below). If the student regains SAP by the end of the quarter, they will be removed from Academic Warning. WGU does not offer summer terms. All periods of enrollment count toward Satisfactory Academic Progress, including periods when a student does not receive financial aid.

Satisfactory Academic Progress Appeals, Probation, and Academic Plans

A student may appeal the University's determination of withdrawal due to failure to re-establish satisfactory progress by the end of the warning period to the Chancellor based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student or other extraordinary situations. The student's appeal must be received on or before the first Wednesday of the first week of the new quarter for the student to be eligible to register for the following quarter. If it is determined that a student should have been withdrawn at the end of the prior quarter for failure to maintain or regain SAP, he or she will not be charged for the new quarter.

The appeal must contain 1) an explanation of why the student failed to meet the SAP standards; and 2) a description of what has changed in the student's situation that will enable him or her to again meet the satisfactory progress standards. Supporting documentation should be submitted if possible.

The Chancellor will review the information submitted in the context of the student's entire academic record, and notify the student of his or her decision within 24 hours. This decision is final. If the appeal is granted, then the student will be placed on probation for the quarter, and the Chancellor's notice to the student will outline the requirements of the academic plan the student must follow. The terms of the academic plan must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required CGPA for graduation.

At the end of the probationary quarter, the student's progress will be evaluated based upon the academic plan. If the student is meeting the SAP standards, or he or she has met all of the terms of the academic plan, the student will be eligible to remain in school. In all subsequent quarters the student must again meet the SAP standards or the terms of the academic plan.

If the student fails to meet the terms of the academic plan at the end of the probationary quarter, the student will be terminated. Second appeals in this situation will only be granted at the discretion of the Chancellor, and based upon very exceptional circumstances.

Procedure for re-establishing Satisfactory Academic Progress (SAP)

A student who is placed on Academic Warning and re-establishes SAP at the end of the Academic Warning period will be removed from Academic Warning. A student who is placed on Probation and re-establishes SAP at the end of the Probation period will be removed from Probation.

The effect on SAP for all Withdrawal and Incomplete Grades

Grade	Status/ Grading Points	Included in in GPA Calculation	Included in Completion Time Calculation
I	Incomplete*	NO	YES
IP	In Progress* (applies only to courses 511 and 600, which may be taken over multiple quarters)	NO	YES
W	Withdrawal**	NO	NO
WF	Withdrawal After Deadline/ Fail (0 points)**	NO	YES
AU	Audited/No Credit**	NO	NO
RT	Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.***	NO	YES

* No credit awarded. Converts to F if not completed in specified period.

** No credit awarded.

*** Higher of two attempts included in CGPA

The effect on SAP for repeated courses

The higher of the two grades earned for a repeated course will be used in calculating the CGPA. The credits attempted for both courses are included in the calculation of the completion rate.

The effect on SAP for non-punitive grades and non-credit or remedial courses

WGU does not offer remedial courses. The grade assignment of W and/or AU are non-punitive grades that do not impact CGPA or completion rate calculations.

The effect on SAP when a student seeks to earn an additional credential

If a student seeks an additional credential, the credits and grades attempted in the original credential that apply to the new credential are included in the determination of a student's satisfactory academic progress, both in CGPA and completion rate.

The effect on SAP for Extended-Enrollment Status

The University does not offer extended-enrollment status.

The effect on SAP when student changes programs or is re-admitted to the same program.

If a student is re-admitted into the University or changes program of study, the credits and grades that are applicable to the student's current program of study will be included in the CGPA and in credits attempted for determining the student's satisfactory academic progress and the appropriate evaluation level for the student.

The effect on SAP for Transfer Credits

The University does not accept transfer credits from other postsecondary institutions for the Master of Arts in Transformational Leadership and Coaching.

Re-entry for students dismissed due to failure to meet SAP

Students who have been dismissed for lack of satisfactory progress may apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. Such a student will be enrolled for a probationary quarter upon reentry. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals.

Readmission

Students dismissed for any reason other than lack of satisfactory academic progress may also apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. The time frame for readmittance will be commensurate with the reason for dismissal. This policy does not apply to voluntary withdrawals.

Graduation Requirements

Upon successful completion of all required courses and mandatory learning activities in a program, the graduate will be awarded a Graduate Certificate, Master of Arts degree, or Doctor of Education degree, whichever is applicable, provided all financial obligations have been met. A minimum cumulative GPA of 3.0 (B), with no grade lower than a 2.0 (C) for any course is required to receive a graduate certificate or degree.

A completer is defined as a student who has completed the requisite courses for the degree program in which they have enrolled, but whose GPA does not meet the minimum GPA required for graduation.

A student who chooses to discontinue attendance at any time is entitled to be graduated in any program if the student meets the graduation requirements of that program, regardless of the program in which the student was originally accepted for admission, without further action on the student's part or additional administrative paperwork. Students may reject this program completion option by notifying the institution.

Graduation Ceremonies

When graduation ceremonies are scheduled, all students who have completed the graduation requirements since the previous graduation are eligible to participate. Graduates will be notified by e-mail and officially invited to attend. Graduates must alert the school of any address/name changes after completing the program.

Graduates choosing to participate in the graduation ceremony will be charged a graduation fee. For more information see the Registrar's Office.

Graduates are encouraged to return for the official ceremonies. This is an opportunity for graduates to celebrate their success, visit with former classmates, and share information about current employment experiences with their former instructors.

Doctor of Education in Transformational Leadership and Coaching

90 Quarter Credit Hours (148 including the 58 WGU Master's Credit Hours)

Admission Requirements

Applicants must demonstrate the ability to do graduate-level work at a high level of quality.

Applicants to the EdD program must have received a master's degree from WGU.

Submission requirements include:

- Completed MA degree from Wright Graduate University
- Application Form including required essays, including description of his/her proposed research focus.
- Copy of the WGU Master's capstone or overview paper that best demonstrates your ability to perform doctoral level research and potential for success in the dissertation. If your mentor, tutor, peer, or anyone else contributed substantially to the paper's ideas, organization, readability, or adherence to grammatical and citation conventions, please include an addendum describing the level of support you received to produce the paper.
- Applicants whose native language is not English must demonstrate competency in written and spoken English, as evidenced by a score of at least 65 on the paper-based TOEFL exam, 80 on the internet-based TOEFL exam, or a passing score on a recognized international equivalent exam (See "English Language Proficiency Requirements" for detail on these exams. If the applicant has earned a degree from an appropriately accredited institution where English is the principal language of instruction, he or she is exempt from the testing requirement.
- Approval from the doctoral qualifying panel (to be scheduled upon receipt of your completed, signed application form).

Conditional Admission

Students applying for admission to the EdD program may be conditionally admitted with Pending Status if all the required documentation has not been received at the time the student wishes to register for the course. Students admitted under Pending Status may register for courses in their initial term of admission only.

Students entering with Pending Status must submit all missing documents to complete their application files within 30 days after the start of classes of the first term. The Chancellor may extend this deadline if he or she determines that significant extenuating circumstances warrant an extension.

To register for subsequent terms, pending students must be unconditionally admitted to the graduate program for which they have applied. Students entering with Pending Status are not eligible for any form of financial assistance, and students withdrawn for failure to supply required documents are responsible for tuition and fees as described in the University's refund policy.

Admission Process and Decision

Admissions documents are collected by the Director of Admissions, who submits the application file to the Chancellor. Students are notified in writing upon the determination by the Chancellor, usually within three weeks of the Wright Graduate University's receipt of the student's completed application file. The Chancellor and the Chief Operating Officer may formally make the offer of admission and sign student enrollment agreements on behalf of the University.

- The registration deadline for each quarter is 30 days before the quarter start date. Late registrations and changes to registration are accepted on a contingent basis. Priority is given to students who have registered on time.
- Enrollment and participation in Wright Graduate University programs creates a contract of education between the student and the institution. Enrollment at the Wright Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the University. Students are enrolled upon completion of an enrollment agreement, signed by the student and either the Chancellor or the Chief Operating Officer.

Program Description and Learning Objectives

The WGU Doctor of Education in Transformational Leadership and Coaching prepares graduates to apply their advanced scholar practitioner skills as leaders in a wide range of fields including coaching, education, business, training, and human services. Through the doctoral program, you build and employ these skills to bring out the best in yourself and those you lead and coach. As a graduate, you are trained to develop, implement, and assess transformational vision and strategy for individuals and, depending on your interest and experience, for groups and institutions—facilitating the development of learning organizations and enhancing quality of life in a wide array of fields. You develop the skills to assess the current state and challenges of the individuals or groups you coach and/or lead, determine their vision and pathways to realize the vision, and facilitate the implementation and assessment of solutions to individual or organizational challenges using coaching and a wide array of leadership skills to

motivate individuals and teams to their highest potential. The following are the primary program learning objectives and related expected outcomes:

- Employ visionary transformational leadership skills as appropriate to various environments and situations.
- Adapt transformational emergence coaching skills to a wide range of individual and group settings.
- Conduct advanced developmental professional business training for audiences across various organizational levels.
- Produce complex, strategic, integrative, and professional business communication.
- Educate others on the application of principles for personal responsibility in an organizational context.
- Compose iterative, strategic self-development for personal, career, and organizational success.
- Employ a wide range of social-emotional intelligence skills in personal life, leadership, and coaching.
- Create integrative, transdisciplinary planning and problem-solving strategies using Wright Ideal State Action Planning (ISAP), Purposeful Living Process (PLP), and other technologies.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>

Doctor of Education in Transformational Leadership and Coaching

Course #	Course Title	Quarter Hours
AC00	Integrative Learning and Transformational Development for Leadership and Coaching	8
AC12	Foundations of Human Development & Emotional Intelligence for Coaching & Leadership	8
AC22	Foundations of Human Relationships for Coaching & Leadership	8
AC32	Coaching & Leadership Approaches to Developing Personal Power	8
AC42	Purposeful Living in Coaching & Leadership	8
AC72	Transformational Leadership & Group Dynamics	8
AC82	Professional & Leadership Coaching	8
AC99	Master's Capstone Project	2
AC311	Advanced Developmental Approaches to Facilitating Human Emergence & Performance in Leadership & Coaching	6
AC321	Advanced Adlerian Approaches to Leadership & Coaching in Human Emergence & Performance	6
AC331	Existential & Humanistic Approaches Applied to Coaching & Leadership	6
AC351	Systems Assessment, Intervention & Design	6
AC365	Training Development, Analysis, and Delivery Lab	6
AC367	Advanced Training Development, Design, and Delivery Lab	6
AC411	Advanced Transformational Coaching	6
AC412	Advanced Transformational Group Leadership	6
AC431	Research Methodologies & Design I	6
AC437	Research Methodologies & Design II	6
AC511	Comprehensive Qualifying Exams	8
AC600	Dissertation	22
PL01	Year of More: Nourishment & Self Care Quarter	0
PL02	Year of More: Family & Intimacy Quarter	0
PL03	Year of More: Personal Power Quarter	0
PL04	Year of More: Purposeful Living & Spiritual Development Quarter	0
PL05	Group Process Training	0
PL07	Personal Empowerment Process	0
PL08	Coaching Lab	0
PL09	Emotional Intelligence Transformation Lab	0
PL10	Social Intelligence Transformation Lab	0
TOTAL		148

Completion of the Performative Learning trainings is a non-credit bearing graduation requirement for completion of the doctoral degree. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

The statute of limitations for program completion of the EdD degree is 19 quarters from the first quarter of enrollment in the program (plus the length of any approved leaves.)

AC511 serves as the Ed.D program's comprehensive qualifying exams. Upon successfully passing these exams, students will become Doctoral Candidates.

The Doctoral Dissertation Process

The culminating experience of the Doctor of Education program is completion of a dissertation. The dissertation is expected to reflect originality of thought and to make a significant contribution to the field or advance knowledge about an area of transformational leadership or coaching under study. Doctoral students enter the dissertation phase once they have achieved doctoral candidacy. Doctoral candidacy is achieved upon successful of all doctoral coursework (AC311 through AC437) and the Comprehensive Qualifying Examinations (AC511). An overview of the dissertation milestones is below. All milestones must successfully be completed before the Doctor of Education degree will be conferred upon the candidate by the University. The dissertation may be completed in no less than two quarters and may take no more than six quarters depending on the type and depth of research and the candidate's pace of progress. Please refer to the "Dissertation Manual" in the appendix of this Catalog for full details of the requirements of the doctoral dissertation.

Participation in three monthly weekend learning sessions is required for each quarter in which a student is enrolled in the dissertation (AC600) course. All monthly weekend learning sessions are conducted at the Elkhorn, Wisconsin campus and made available for distance participation via online meeting or telephone. Real-time attendance is required for at least one of the three weekend sessions. If a student is unavailable to participate live, their participation includes conducting an in-depth review of recorded material and submitting time-stamped notes.

1. **Select a topic.** The topic will begin as a broad area of interest and will be refined over time during doctoral coursework. By the end of the doctoral coursework the topic will be well-refined after many consultations with faculty members.
2. **Identify a faculty chair.** One of the primary criteria in selecting a chair should be that individual's familiarity and degree of comfort with the topic area. The chair must be a core faculty member at Wright Graduate University.
3. **Form the dissertation committee.** The committee members review and recommend revisions for every draft of the dissertation in addition to offering guidance and support. More importantly, the committee members, singly and collectively, offer their expertise in the various stages of topic selection, design and reporting of findings. The Dissertation Manual provides more guidance on the dissertation committee.

4. **Draft the dissertation proposal.** The proposal's main function is to present a cogent case justifying the study at hand by stating why the topic should be studied and why the methodology is appropriate. The first proposal draft serves as the initial articulation of the proposed study, and the essentially unrefined ideas of the student and faculty committee. For dissertations other than grounded theory dissertations, the proposal also includes a comprehensive review of the literature.
5. **Revise and receive approval on the dissertation proposal.** Once the recommended changes are made, the Dissertation Committee again reviews and provides feedback. The student will continue to work with the faculty committee toward the development of the final proposal draft until approval of the proposal is obtained.
6. **Submit application for Institutional Review Board (IRB) approval.** The IRB is primarily concerned with insuring that the rights of human participants (including those represented in archival datasets) are observed and protected, and that the research design poses minimal risks to participants. The level of IRB required will be dictated by the type of dissertation research the student identifies in their dissertation proposal and IRB application.
7. **Research and write the dissertation.** In this milestone, the actual dissertation research and writing of the findings will occur. Writing the dissertation entails synthesizing the professional literature to establish the need for the current research, integrating the status of the literature with the specific steps taken in the current study, reporting and analysis of the study data and the implications of the research, both, in terms of the questions raised in the proposal and for future research in the field.
8. **Complete the final oral review.** The oral defense of the dissertation is an opportunity for the student to demonstrate personal mastery of the topic area and to present and justify the completed research study. The oral review is scheduled once the written dissertation is completed. The dissertation oral defense is open to any member of the University community. Attendance is required for the student, faculty chair and members of the faculty dissertation committee, including outside readers.
9. **Obtain the final dissertation approval.** Once the oral defense is completed, the student will receive any final revisions required from the faculty committee, along with a timeframe for submitting the revised draft. Acceptance by the committee, provided all other requirements are met, is the final requirement for graduation. The student's graduation date will be the last date of the quarter in which his/her committee approves the final dissertation draft.
10. **Proofreading and binding.** Once the final dissertation draft is accepted by the faculty committee, the draft will be sent to an outside proofreader by the student, for final editing and proofing. The student is responsible for producing three bound copies and submitting to the University. Diploma and transcripts are released upon the Registrar's receipt of the required bound copies.

Dissertation Committee Composition

Committee Size: a minimum of three qualified faculty members.

Institutional Affiliation: the committee must include at least two (2) core Wright Graduate University faculty members and one (1) individual from another appropriately accredited institution with relevant subject matter expertise.

Degrees Earned: All dissertation committee members must possess the doctoral degree consistent with WGU faculty qualifications policy. Additionally, at least two committee members must have earned a doctoral degree from an appropriately accredited institution other than Wright Graduate University.

Chair: the committee chair must be a Wright Graduate University core faculty member.

Others: on occasion, given particular expertise, or familiarity with the data source of the study, additional professionals not affiliated with Wright Graduate University may be invited to participate as a committee member beyond the three minimum as defined above. Any non-faculty member must meet approval requirements set forth by the University before joining the dissertation committee.

Approval: the core faculty must approve the selection of the dissertation committee members. It is the responsibility of the committee chair (who is a Wright Graduate University core faculty) to assure that all committee members have earned appropriate academic credentials, scholarship, experience, and practice in the field of study and that this information is appropriately documented in doctoral students' academic files.

Attendance Policy

Attendance at WGU is defined by real-time participation at a weekend learning session, participation on the student portal through online discussions, and participation in mentoring. Attendance information is submitted by faculty to the registrar after each weekend learning session and mentoring session, recorded in the student portal, and compiled with participation data from the learning management system into a weekly report by the registrar.

As class participation is a core element of every WGU course, attendance and class participation are evaluated to assess student learning and, as a result, participation will impact the final grade earned for every course. Instructors verify attendance by roll call throughout each weekend learning session and submit both their attendance record and learning session grades to the registrar to be recorded at the end of each weekend. Administrators may verify attendance logs in video and conference system records if in question.

Tardiness: If a student is more than 15 minutes late, he/she will be held to the make-up work standard below for any instructional time missed. Two tardies in one weekend learning session constitute an absence, and that weekend will not suffice to meet the real-time participation requirement for the student's course unless approved by the chancellor in cases of unavoidable, unforeseen circumstances. Failure to attend one full weekend learning session real-time per quarter will result in an F grade for the course.

Make-Up Work: If a student misses 15 minutes or more of any class session, the student must view the relevant recordings and submit notes for the missed time. It is the student's responsibility to locate the relevant recordings and class resources in the learning management system and understand missed assignments by viewing the recording; faculty do not provide special instruction for make-up work.

Any student who does not demonstrate attendance for 14 consecutive days will be withdrawn unless the student notifies the school that there is an extraordinary circumstance and states he/she will return within the week. Then, if after 21 consecutive days of absence the student still has not attended class or posted attendance online, he/she will be withdrawn from the school, even if the student makes contact with the school or attempts to attend class after that date.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) ensures that students are progressing through their program of study both academically and in a timely manner. In order to be considered to be making satisfactory progress toward a degree or certificate, a student must both maintain specified cumulative grade point averages and a specified completion rate. To determine satisfactory progress, a student's cumulative grade point average and completion rate will be evaluated at the end every quarter after grades are posted, approximately 10 days after the end of the quarter. The maximum time frame that a student is allowed to complete a program is 1.5 times the program length.

The minimum cumulative grade point average (CGPA) and completion rate required for the Doctor of Education program based on quarter progression is as follows:

Quarter	Minimum Percentage of Cumulative Credit Hours Completed that were Attempted	Minimum CGPA
1	67%	2.00
2	67%	2.50
3	67%	2.75
4 and beyond	67%	3.00

Students are expected to complete the requirements for their program in the scheduled time frame, but in no case may the quarter units attempted exceed 1.5 times the quarter units required to complete the program. At the end of each quarter, if the student has less than the minimum acceptable cumulative grade point average and/or has not earned at least the percentage of attempted credits described in the chart above (required to complete the program within 150% of the program length), he or she will be notified and placed on Academic Warning for the remainder of the current quarter (i.e. if you are placed on academic warning for your quarter one performance, ten days after the quarter ends you will be placed on warning for the next quarter, quarter two). If a student fails to achieve satisfactory progress by the end of the quarter in which they are on Academic Warning, the student will be withdrawn from the program (unless the student files and is granted an appeal as defined below). If the student regains SAP by the end of the quarter, they will be removed from Academic Warning. WGU does not offer summer terms. All periods of enrollment count toward Satisfactory Academic Progress, including periods when a student does not receive financial aid.

Satisfactory Academic Progress Appeals, Probation, and Academic Plans

A student may appeal the University's determination of withdrawal due to failure to re-establish satisfactory progress by the end of the warning period to the Chancellor based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student or other extraordinary situations. The student's appeal must be received on or before the first Wednesday of the first week of the new quarter for the student to be eligible to register for the following quarter. If it is determined that a student should have been withdrawn at the end of the prior quarter for failure to maintain or regain SAP, he or she will not be charged for the new quarter.

The appeal must contain 1) an explanation of why the student failed to meet the SAP standards; and 2) a description of what has changed in the student's situation that will enable him or her to again meet the satisfactory progress standards. Supporting documentation should be submitted if possible.

The Chancellor will review the information submitted in the context of the student's entire academic record, and notify the student of his or her decision within 24 hours. This decision is final. If the appeal is granted, then the student will be placed on probation for the quarter, and the Chancellor's notice to the student will outline the requirements of the academic plan the student must follow. The terms of the academic plan must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required CGPA for graduation.

At the end of the probationary quarter, the student's progress will be evaluated based upon the academic plan. If the student is meeting the SAP standards, or he or she has met all of the terms of the academic plan, the student will be eligible to remain in school. In all subsequent quarters the student must again meet the SAP standards or the terms of the academic plan.

If the student fails to meet the terms of the academic plan at the end of the probationary quarter, the student will be terminated. Second appeals in this situation will only be granted at the discretion of the Chancellor, and based upon very exceptional circumstances.

Procedure for re-establishing Satisfactory Academic Progress (SAP)

A student who is placed on Academic Warning and re-establishes SAP at the end of the Academic Warning period will be removed from Academic Warning. A student who is placed on Probation and re-establishes SAP at the end of the Probation period will be removed from Probation.

The effect on SAP for all Withdrawal and Incomplete Grades

Grade	Status/ Grading Points	Included in in GPA Calculation	Included in Completion Time Calculation
I	Incomplete*	NO	YES
IP	In Progress* (applies only to courses 511 and 600, which may be taken over multiple quarters)	NO	YES
W	Withdrawal**	NO	NO
WF	Withdrawal After Deadline/ Fail (0 points)**	NO	YES
AU	Audited/No Credit**	NO	NO
RT	Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.***	NO	YES

* No credit awarded. Converts to F if not completed in specified period.

** No credit awarded.

*** Higher of two attempts included in CGPA

The effect on SAP for repeated courses

The higher of the two grades earned for a repeated course will be used in calculating the CGPA. The credits attempted for both courses are included in the calculation of the completion rate.

The effect on SAP for non-punitive grades and non-credit or remedial courses

WGU does not offer remedial courses. The grade assignment of W and/or AU are non-punitive grades that do not impact CGPA or completion rate calculations.

The effect on SAP when a student seeks to earn an additional credential

If a student seeks an additional credential, the credits and grades attempted in the original credential that apply to the new credential are included in the determination of a student's satisfactory academic progress, both in CGPA and completion rate.

The effect on SAP for Extended-Enrollment Status

The University does not offer extended-enrollment status.

The effect on SAP when student changes programs or is re-admitted to the same program.

If a student is re-admitted into the University or changes program of study, the credits and grades that are applicable to the student's current program of study will be included in the CGPA and in credits attempted for determining the student's satisfactory academic progress and the appropriate evaluation level for the student.

The effect on SAP for Transfer Credits

The University does not accept transfer credits from other postsecondary institutions for the Doctor of Education in Transformational Leadership and Coaching.

Re-entry for students dismissed due to failure to meet SAP

Students who have been dismissed for lack of satisfactory progress may apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. Such a student will be enrolled for a probationary quarter upon reentry. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals.

Readmission

Students dismissed for any reason other than lack of satisfactory academic progress may also apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. The time frame for re-admittance will be commensurate with the reason for dismissal. This policy does not apply to voluntary withdrawals.

Graduation Requirements

Acceptance of the final dissertation draft by the faculty dissertation committee is the final requirement for graduation, provided all other required courses and mandatory learning activities in the program have been successfully completed. The student's graduation date will be the last date of the quarter in which his/her committee approves the final dissertation draft. The student is responsible for producing three bound copies and submitting to the University. The Doctor of Education degree is conferred and diploma/transcripts released upon the Registrar's receipt of bound copies.

A minimum cumulative GPA of 3.0 (B), with no grade lower than a 2.0 (C) for any course is required to receive a graduate certificate or degree. A completer is defined as a student who has completed the requisite courses for the degree program in which they have enrolled, but whose GPA does not meet the minimum GPA required for graduation.

Graduation Ceremonies

When graduation ceremonies are scheduled, all students who have completed the graduation requirements are eligible to participate. Graduates will be notified by e-mail and officially invited to attend. Graduates must alert the school of any address/name changes after completing the program.

Graduates choosing to participate in the graduation ceremony will be charged a graduation fee. For more information see the Registrar's Office.

Graduates are encouraged to return for the official ceremonies. This is an opportunity for graduates to celebrate their success, visit with former classmates, and share information about current employment experiences with their former instructors.

Master of Business Administration

64 Quarter Credit Units including MBA Capstone Project

Admission Requirements

Applicants must have two years of business experience and must demonstrate the ability to perform successfully at the graduate level in both the academic and applied components of the WGU curriculum. Submission requirements include:

- Application form. Application forms are available on the Wright Graduate University website and at the administrative offices.
- Official, sealed transcript documenting receipt of a bachelor's degree or higher from an accredited college or university, received within thirty days after the start of the term. Applicants for admission who have international degrees from institutions not accredited by an accrediting agency recognized by the U.S. Department of Education will need to have their international transcripts evaluated for degree equivalency to an accredited U.S. degree/ school. (See "Degree Equivalency Evaluation" section for instructions.)
- Applicants whose native language is not English must demonstrate competency in written and spoken English, as evidenced by a score of at least 60 on the paper-based TOEFL exam, 71 on the internet-based TOEFL exam, or a passing score on a recognized international equivalent exam (See "English Language Proficiency Requirements" for detail on these exams). If the applicant has earned a degree from an appropriately accredited institution where English is the principal language of instruction, he or she is exempt from the testing requirement.

Program Transfers

Students seeking to transfer from one program to another program or matriculate to a new certificate program or master's program upon

completion of the one for which he/she originally enrolled at WGU should meet with an admissions representative. Transfers between programs or to new programs after successful completion of another program require Chancellor's approval and are based upon consideration of the student's satisfactory academic progress status in their current program of study, course scheduling and space availability.

Conditional Admission

Students applying for admission to the MBA program may be conditionally admitted with Pending Status if all the required documentation has not been received at the time the student wishes to register for the course.

Students admitted under Pending Status may register for courses in their initial term of admission only. Students entering with Pending Status must submit all missing documents to complete their application files within 30 days after the start of classes of the first term. The Chancellor may extend this deadline if he or she determines that significant extenuating circumstances warrant an extension.

To register for subsequent terms, pending students must be unconditionally admitted to the graduate program for which they have applied. Students entering with Pending Status are not eligible for any form of financial assistance, and students withdrawn for failure to supply required documents are responsible for tuition and fees as described in the University's refund policy.

Admission Decision and Process

Admissions documents are collected by the Director of Admissions, who submits the application file to the Chancellor. Students are notified in writing upon the determination by the Chancellor, usually within

three weeks of the Wright Graduate University's receipt of the student's completed application file. The Chancellor and the Chief Operating Officer may formally make the offer of admission and sign student enrollment agreements on behalf of the University.

- The registration deadline for each quarter is 30 days before the quarter start date. Late registrations and changes to registration are accepted on a contingent basis. Priority is given to students who have registered on time.
- Enrollment and participation in Wright Graduate University programs creates a contract of education between the student and the institution. Enrollment at the Wright Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the University. Students are enrolled upon completion of an enrollment agreement, signed by the student and either the Chancellor or the Chief Operating Officer.

Program Description and Learning Objectives:

The Master of Business Administration provides core understanding of human development, motivation, and influence that is critical to business relationships, communication, and effectiveness. In this degree program you will learn to apply your studies in a real-world array of influential leadership and communication skills – from one-to-one interactions to one-to-many, performative behavior-based self-development assignments, applied projects, and team activities—applied in Master of Business Administration the business domains of your choosing from sales to operations, medicine to manufacturing, and education to consulting.

The following are the primary program learning outcomes for the Master of Business Administration in Transformational Leadership and Management. Attainment of these outcomes will ensure your ability to:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/ business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for professional success.
- Manifest social-emotional intelligence.
- Exercise integrative, transdisciplinary problem-solving.
- Demonstrate integrous, ethical business development and customer service.
- Demonstrate accountability for inclusive financial/ operational management of an organization.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>

Master of Business Administration

Course #	Course Title	Quarter Hours
MBA 100	Integrative Learning and Transformational Development for Business Leadership	7
MBA 101	Principles of Accounting and Finance*	1
MBA 102	Principles of Economics*	1
MBA 103	Survey of Business Law*	1
MBA 112	Foundations of Human Development & Emotional Intelligence for Transformational Business	7
MBA 122	Foundations of Human Relationships for Transformational Business	7
MBA 132	Approaches to Developing Personal Power and Influence	7
MBA 142	Purpose, Mission, and Principles in Transformational Business	7
MBA 172	Group & Organization Dynamics for Transformational Business Leadership	7
MBA 182	Professional & Leadership Coaching for Transformational Business	7
MBA 151	The Fundamentals of Business	1
MBA 152	Applied Leadership in Operations	1
MBA 153	Financial Analysis and Decision Making	1
MBA 154	Managing to Results	1
MBA 155	Markets and Uncertainty	1
MBA 161	Applied Network Science and Social-Emotional Intelligence for Business Development	1
MBA 162	Foundations of Consultative Sales	1
MBA 163	Self-Management and Systems for Sales Professionals	1
MBA 164	Managing the Buying Process: Understanding Microeconomics, Client Decision-Making, and Account Management	1
MBA 165	Marketing and Authentic Brand Management	1
MBA 166	Sales Team Management, Development, and Culture	1
MBA 195	MBA Capstone Project	1
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence	0
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence	0
PL03	Year of More: Personal Power	0
PL04	Year of More: Purposeful Living & Leadership	0
PL05	Group Process Training	0
PL07	Personal Emergence Process	0
PL08	Coaching Lab	0
TOTAL		64

*Students that do not have prior college coursework in these areas must complete the applicable courses prior to graduation. See "Transfer of Credit and Equivalency" section.

Completion of the Performative Learning trainings is part of our “practice what you teach” methodology where students participate with non-credit seeking students in a non-credit bearing co-requisite graduation requirement for completion of the MBA. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with the corporate entity Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Attendance Policy

Attendance at WGU is defined by real-time participation in a weekend learning session, participation on the student portal through online discussions, and participation in mentoring. Attendance information is submitted by faculty to the registrar after each weekend learning session and mentoring session, recorded in the student portal, and compiled with participation data from the learning management system into a weekly report by the registrar.

As class participation is a core element of every WGU course, attendance and class participation are evaluated to assess student learning and, as a result, participation will impact the final grade earned for every course. Instructors verify attendance by roll call throughout each weekend learning session and submit both their attendance record and weekend learning session grades to the registrar to be recorded at the end of each weekend. Administrators may verify attendance logs in video and conference system records if in question.

Tardiness: Faculty report all instances of tardiness to the registrar with their weekend learning session attendance report. If a student is more than 15 minutes late, he/she will be held to the make-up work standard below for any instructional time missed. Two tardies in one weekend learning session constitute an absence, and that weekend will not suffice to meet the real-time participation requirement for the student’s course unless approved by the chancellor in cases of unavoidable, unforeseen circumstances. Failure to attend one full weekend learning session real-time per quarter will result in an F grade for the course.

Make-Up Work: If a student misses 15 minutes or more of any class session, the student must view the relevant recordings and submit notes for the missed time. It is the student’s responsibility to locate the relevant recordings and class resources in the learning management system and understand missed assignments by viewing the recording; faculty do not provide special instruction for make-up work.

Any student who does not demonstrate attendance for 14 consecutive days will be withdrawn unless the student notifies the school that there is an extraordinary circumstance and states he/she will return within the week.

Then, if after 21 consecutive days of absence the student still has not attended class or posted attendance online, he/she will be withdrawn from the school, even if the student makes contact with the school or attempts to attend class after that date.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) ensures that students are progressing through their program of study both academically and in a timely manner. In order to be considered to be making satisfactory progress toward a degree or certificate, a student must both maintain specified cumulative grade point averages and a specified completion rate. To determine satisfactory progress, a student's cumulative grade point average and completion rate will be evaluated at the end every quarter after grades are posted, approximately 10 days after the end of the quarter. The maximum time frame that a student is allowed to complete a program is 1.5 times the program length.

The minimum cumulative grade point average (CGPA) and completion rate required for the Master of Arts Program based on quarter progression is as follows:

Quarter	Minimum Percentage of Cumulative Credit Hours Completed that were Attempted	Minimum CGPA
1	67%	2.00
2	67%	2.50
3	67%	2.75
4 and beyond	67%	3.00

Students are expected to complete the requirements for their program in the scheduled time frame, but in no case may the quarter units attempted exceed 1.5 times the quarter units required to complete the program. At the end of each quarter, if the student has less than the minimum acceptable cumulative grade point average and/or has not earned at least the percentage of attempted credits described in the chart above (required to complete the program within 150% of the program length), he or she will be notified and placed on Academic Warning for the remainder of the current quarter (i.e. if you are placed on academic warning for your quarter one performance, ten days after the quarter ends you will be placed on warning for the next quarter, quarter two). If a student fails to achieve satisfactory progress by the end of the quarter in which they are on Academic Warning, the student will be withdrawn from the program (unless the student files and is granted an appeal as defined below). If the student regains SAP by the end of the quarter, they will be removed from Academic Warning. WGU does not offer summer terms. All periods of enrollment count toward Satisfactory Academic Progress, including periods when a student does not receive financial aid.

Satisfactory Academic Progress Appeals, Probation, and Academic Plans

A student may appeal the University's determination of withdrawal due to failure to re-establish satisfactory progress by the end of the warning period to the Chancellor based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student or other extraordinary situations. The student's appeal must be received on or before the first Wednesday of the first week of the new quarter for the student to be eligible to register for the following quarter. If it is determined that a student should have been withdrawn at the end of the prior quarter for failure to maintain or regain SAP, he or she will not be charged for the new quarter.

The appeal must contain 1) an explanation of why the student failed to meet the SAP standards; and 2) a description of what has changed in the student's situation that will enable him or her to again meet the satisfactory progress standards. Supporting documentation should be submitted if possible.

The Chancellor will review the information submitted in the context of the student's entire academic record, and notify the student of his or her decision within 24 hours. This decision is final. If the appeal is granted, then the student will be placed on probation for the quarter, and the Chancellor's notice to the student will outline the requirements of the academic plan the student must follow. The terms of the academic plan must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required CGPA for graduation.

At the end of the probationary quarter, the student's progress will be evaluated based upon the academic plan. If the student is meeting the SAP standards, or he or she has met all of the terms of the academic plan, the student will be eligible to remain in school. In all subsequent quarters the student must again meet the SAP standards or the terms of the academic plan.

If the student fails to meet the terms of the academic plan at the end of the probationary quarter, the student will be terminated. Second appeals in this situation will only be granted at the discretion of the Chancellor, and based upon very exceptional circumstances.

Procedure for re-establishing Satisfactory Academic Progress (SAP)

A student who is placed on Academic Warning and re-establishes SAP at the end of the Academic Warning period will be removed from Academic Warning. A student who is placed on Probation and re-establishes SAP at the end of the Probation period will be removed from Probation.

The effect on SAP for all Withdrawal and Incomplete Grades

Grade	Status/ Grading Points	Included in in GPA Calculation	Included in Completion Time Calculation
I	Incomplete*	NO	YES
IP	In Progress* (applies only to courses 511 and 600, which may be taken over multiple quarters)	NO	YES
W	Withdrawal**	NO	NO
WF	Withdrawal After Deadline/ Fail (0 points)**	NO	YES
AU	Audited/No Credit**	NO	NO
RT	Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.***	NO	YES

* No credit awarded. Converts to F if not completed in specified period.

** No credit awarded.

*** Higher of two attempts included in CGPA

The effect on SAP for repeated courses

The higher of the two grades earned for a repeated course will be used in calculating the CGPA. The credits attempted for both courses are included in the calculation of the completion rate.

The effect on SAP for non-punitive grades and non-credit or remedial courses

WGU does not offer remedial courses. The grade assignment of W and/or AU are non-punitive grades that do not impact CGPA or completion rate calculations.

The effect on SAP when a student seeks to earn an additional credential

If a student seeks an additional credential, the credits and grades attempted in the original credential that apply to the new credential are included in the determination of a student's satisfactory academic progress, both in CGPA and completion rate.

The effect on SAP for Extended-Enrollment Status

The University does not offer extended-enrollment status.

The effect on SAP when student changes programs or is re-admitted to the same program.

If a student is re-admitted into the University or changes program of study, the credits and grades that are applicable to the student's current program of study will be included in the CGPA and in credits attempted for determining the student's satisfactory academic progress and the appropriate evaluation level for the student.

The effect on SAP for Transfer Credits

Transfer credits accepted toward the student's MBA program will be included as credit hours attempted and earned when calculating the SAP maximum timeframe and quantitative progress.

Re-entry for students dismissed due to failure to meet SAP

Students who have been dismissed for lack of satisfactory progress may apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. Such a student will be enrolled for a probationary quarter upon reentry. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals.

Readmission

Students dismissed for any reason other than lack of satisfactory academic progress may also apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. The time frame for readmittance will be commensurate with the reason for dismissal. This policy does not apply to voluntary withdrawals.

Graduation Requirements

Upon successful completion of all required courses and mandatory learning activities in a program, the graduate will be awarded a Graduate Certificate, Master of Arts degree, or Doctor of Education degree, whichever is applicable, provided all financial obligations have been met. A minimum cumulative GPA of 3.0 (B), with no grade lower than a 2.0 (C) for any course is required to receive a graduate certificate or degree.

A completer is defined as a student who has completed the requisite courses for the degree program in which they have enrolled, but whose GPA does not meet the minimum GPA required for graduation.

A student who chooses to discontinue attendance at any time is entitled to be graduated in any program if the student meets the graduation requirements of that program, regardless of the program in which the student was originally accepted for admission, without further action on the student's part or additional administrative paperwork. Students may reject this program completion option by notifying the institution.

Graduation Ceremonies

When graduation ceremonies are scheduled, all students who have completed the graduation requirements since the previous graduation are eligible to participate. Graduates will be notified by e-mail and officially invited to attend. Graduates must alert the school of any address/name changes after completing the program.

Graduates choosing to participate in the graduation ceremony will be charged a graduation fee. For more information see the Registrar's Office.

Graduates are encouraged to return for the official ceremonies. This is an opportunity for graduates to celebrate their success, visit with former classmates, and share information about current employment experiences with their former instructors.

Admission Requirements

Applicants must demonstrate the ability to perform successfully at the graduate level in both the academic and applied components of the WGU curriculum. Submission requirements include:

- Application form. Application forms are available on the Wright Graduate University website and at the administrative offices.
- Official, sealed transcript documenting receipt of a bachelor's degree or higher from an accredited college or university, received within thirty days after the start of the term. Applicants for admission who have international degrees from institutions not accredited by an accrediting agency recognized by the U.S. Department of Education will need to have their international transcripts evaluated for degree equivalency to an accredited U.S. degree/ school. (See "Degree Equivalency Evaluation" section for instructions.)
- Applicants whose native language is not English must demonstrate competency in written and spoken English, as evidenced by a score of at least 60 on the paper-based TOEFL exam, 71 on the internet-based TOEFL exam, or a passing score on a recognized international equivalent exam (See "English Language Proficiency Requirements" for detail on these exams). If the applicant has earned a degree from an appropriately accredited institution where English is the principal language of instruction, he or she is exempt from the testing requirement.

Additional Requirement for Transformational Leadership

In addition to the above requirements, admission to the Graduate Certificate in Transformational Leadership requires prior completion of PL01 and PL04. Individuals who are currently enrolled in one of these non-credit courses offered through Wright Living may apply and be conditionally admitted pending completion of both. Consult an admissions staff member for recommendations on timing for completion of these non-credit requirements.

Program Transfers

Students seeking to transfer from one program to another program or matriculate to a new certificate program or master's program at upon completion of the one for which he/she originally enrolled at WGU should meet with an admissions representative. Transfers between programs or to new programs after successful completion of another program require Chancellor's approval and are based upon consideration of the student's satisfactory academic progress status in their current program of study, course scheduling and space availability.

Admission Process and Decision for Graduate Certificate Programs

Admissions documents are collected by the Director of Admissions, who submits the application file to the Chancellor. Students are notified in writing upon the determination by the Chancellor, usually within three weeks of the Wright Graduate University's receipt of the student's completed application file. The Chancellor and the Chief Operating Officer may formally make the offer of admission and sign student enrollment agreements on behalf of the University.

- The registration deadline for each quarter is 30 days before the quarter start date. Late registrations and changes to registration are accepted on a contingent basis. Priority is given to students who have registered on time.
- Enrollment and participation in Wright Graduate University programs creates a contract of education between the student and the institution. Enrollment at the Wright Graduate University constitutes an agreement by the student to abide by the rules, regulations, and policies of the University. Students are enrolled upon completion of an enrollment agreement, signed by the student and either the Chancellor or the Chief Operating Officer.

Conditional Admission for Certificate Programs

Students applying for admission to a graduate certificate program may be conditionally admitted with Pending Status if all the required documentation has not been received at the time the student wishes to register for the course. Students admitted under Pending Status may register for courses in their initial term of admission only.

Students entering with Pending Status must submit all missing documents to complete their application files within 30 days after the start of classes of the first term. The Chancellor may extend this deadline if he or she determines that significant extenuating circumstances warrant an extension.

To register for subsequent terms, pending students must be unconditionally admitted to the graduate program for which they have applied. Students entering with Pending Status are not eligible for any form of financial assistance, and students withdrawn for failure to supply required documents are responsible for tuition and fees as described in the University's refund policy.

Graduate Certificate in Emotional Intelligence for Leadership and Coaching

24 Quarter Credit Units

Program Description and Learning Objectives

This three course certificate is core to coaching and transformational leadership. Emotional intelligence is not only a recognized factor in successful leadership, coaching, training, and teaming, but is a key aspect of executive success. By increasing your emotional intelligence, you will understand yourself and others and become an even more potent agent at work, in community leadership, and in interpersonal relationships. People with well-developed emotional intelligence become highly effective transformational leaders, team members, coaches, trusted advisors, and insightful decision-makers.

In this certificate program, you will study the foundations and components of emotional intelligence, such as the purpose of emotions, their role in effective decision-making and communication, and the ways that emotional data contribute to positive self-concept and executive hardiness. You will develop skills in responsible self-expression and social awareness with the goal of experiencing more ownership for and satisfaction in daily outcomes.

Wright Graduate University's four graduate certificate programs comprise courses that are scaffolded into the Master of Arts in Transformational Leadership and Coaching. In these certificate programs, competency of program outcomes below is developed to varying degrees with in-depth mastery achieved only through the cumulative completion of the Master of Arts in Transformational Leadership and Coaching degree.

The following are the primary program learning outcomes:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for personal, career, and organizational success.
- Manifest social-emotional intelligence skills in personal life, leadership, and coaching.
- Exercise integrative, transdisciplinary planning and problem-solving.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>.

Course #	Course Title	Quarter Hours
AC00	Introduction to the Six Core Disciplines of Wright Integrative Learning in Transformational Coaching & Leadership	8
AC12	Foundations of Human Development & Emotional Intelligence for Coaching & Leadership	8
AC22	Foundations of Human Relationships for Coaching & Leadership	8
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence Quarter	0
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence Quarter	0
TOTAL		24

Completion of the Performative Learning trainings is a non-credit bearing graduation requirement for completion of the certificate. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Graduate Certificate in Social Intelligence for Leadership and Coaching

24 Quarter Credit Units

Program Description and Learning Objectives

This three-course certificate enhances effective social interaction. Social intelligence is fundamental to the ability to influence others, get work done, and succeed as a coach or transformational leader. It is essential to understanding individual motivation, the way groups function, the blocks and limiting beliefs that inhibit effectiveness, how authentic personal power can manifest, and the way people function in relation to authority.

In this certificate program, you will inventory and analyze the many varieties of influence and personal power you already employ, as well as self-imposed blocks that prevent you from realizing your full power. Skills taught include identifying personal power styles and learning different means of influencing and motivating others. An overview of developmental and existential philosophy helps you understand the power of orienting to principles in any situation, including the power of being your most authentic, truthful self.

In this program, you also learn to identify and use purpose as a guiding and sorting tool in daily life. Purpose is an essential element of work that informs every aspect of coaching, leadership, and vocational success. In this certificate, you identify an initial life purpose statement and discover ways in which having a clearer sense of mission brings deeper meaning and greater performance to all careers. You'll analyze your natural gifts and talents and explore how applying those gifts in the service of others can generate a lifelong sense of satisfaction and meaning.

Wright Graduate University's four graduate certificate programs comprise courses that are scaffolded into the Master of Arts in Transformational Leadership and Coaching. In these certificate programs, competency of program outcomes below is developed to varying degrees with in-depth mastery achieved only through the cumulative completion of the Master of Arts in Transformational Leadership and Coaching degree.

Graduate Certificate Programs

The following are the primary program learning outcomes:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for personal, career, and organizational success.
- Manifest social-emotional intelligence skills in personal life, leadership, and coaching.
- Exercise integrative, transdisciplinary planning and problem-solving.

Course #	Course Title	Quarter Hours
AC00	Integrative Learning and Transformational Development for Leadership and Coaching	8
AC32	Coaching & Leadership Approaches to Developing Personal Power	8
AC42	Purposeful Living in Coaching & Leadership	8
PL03	Year of More: Personal Power Quarter	0
PL04	Year of More: Purposeful Living & Leadership Quarter	0
TOTAL		24

Completion of the Performative Learning trainings is a non-credit bearing graduation requirement for completion of the certificate. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>.

Graduate Certificate in Transformational Leadership

24 Quarter Credit Units

Program Description and Learning Objectives

This certificate requires the completion of three courses. Transformational leadership is an emerging model of leadership. Transformational leaders empower and develop themselves, those they lead, and their organizations to achieve extraordinary outcomes while generating high levels of satisfaction and commitment. WGU leaders engage in their own personal transformation as they lead. Such leaders have a transformative effect on the people around them, and ultimately, on their world. Research shows that transformational leaders' teams and direct reports accomplish more than they imagined possible and fulfill more of their potential. They suffer less burnout and have a greater sense of fulfillment.

You will learn the four tracks of Wright Transformational Leadership Training (TIME):

- Teaming—leading effective work teams, starting with being a fully engaged team member and graduating to heading an organization
- Influencing—coaching for success and developing the skills of effective speaking and training
- Managing—overseeing and leading effective areas of a company, measuring and assuring high performance
- Empowering—the arts of delegating, empowering communication, and motivating and facilitating optimal performance

Contrary to some opinions, we believe that the skills and qualities of transformational leaders can be taught. In this program, all content and practices are grounded deeply in your personal and professional experience. Program faculty will support you to make positive, creative contributions that influence all the people and initiatives you touch in powerful ways.

Wright Graduate University's four graduate certificate programs comprise courses that are scaffolded into the Master of Arts in Transformational Leadership and Coaching. In these certificate programs, competency of program outcomes below is developed to varying degrees with in-depth mastery achieved only through the cumulative completion of the Master of Arts in Transformational Leadership and Coaching degree.

The following are the primary program learning outcomes:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for personal, career, and organizational success.
- Manifest social-emotional intelligence skills in personal life, leadership, and coaching.
- Exercise integrative, transdisciplinary planning and problem-solving.

Graduate Certificate Programs

Course #	Course Title	Quarter Hours
AC00	Integrative Learning and Transformational Development for Leadership and Coaching	8
AC32	Coaching & Leadership Approaches to Developing Personal Power	8
AC72	Transformational Leadership & Group Dynamics	8
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence Quarter	0
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence Quarter	0
PL03	Year of More: Personal Power Quarter	0
PL04	Year of More: Purposeful Living & Leadership Quarter	0
PL05	Group Process Training	0
TOTAL		24

Completion of the Performative Learning trainings is a non-credit bearing graduation requirement for completion of the certificate. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>

Graduate Certificate in Transformational Coaching

32 Quarter Credit Units

Program Description and Learning Objectives

This four course certificate is core to developing key competencies that will enhance your coaching effectiveness. This program introduces the Wright model of emergence coaching, which is dedicated to helping people achieve their full potential and reach possibilities beyond what they thought were possible. It also integrates the International Coaching Federation (ICF) coaching competencies within a unified coaching curriculum.

In this program, you will have the opportunity to develop and practice coaching skills as part of applied projects within each course. You will also take an in-depth course in professional and leadership coaching that includes supervised coaching work guided by weekly academic, performative, and applied assignments and discussion posts. The curriculum focuses on such important coaching skills as developing rapport, creating a winning context for coaching, intentional speaking, contextual listening, asking powerful questions, defining action steps, creating accountability, and using grounded leadership. You will build skill in holding vision for people and facilitating their emotional expression and personal discovery.

Wright Graduate University's four graduate certificate programs comprise courses that are scaffolded into the Master of Arts in Transformational Leadership and Coaching. In these certificate programs, competency of program outcomes below is developed to varying degrees with in-depth mastery achieved only through the cumulative completion of the Master of Arts in Transformational Leadership and Coaching degree.

The following are the primary program learning outcomes:

- Demonstrate visionary transformational leadership skills.
- Demonstrate transformational emergence coaching skills.
- Conduct professional/business training.
- Demonstrate professional/business communication.
- Demonstrate a principle-based philosophical orientation to personal responsibility.
- Initiate strategic self-development for personal, career, and organizational success.
- Manifest social-emotional intelligence skills in personal life, leadership, and coaching.
- Exercise integrative, transdisciplinary planning and problem-solving.

Graduate Certificate Programs

Course #	Course Title	Quarter Hours
AC00	Integrative Learning and Transformational Development for Leadership and Coaching	8
AC12	Foundations of Human Development & Emotional Intelligence for Coaching & Leadership	8
AC22	Foundations of Human Relationships for Coaching & Leadership	8
AC82	Professional & Leadership Coaching	8
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence Quarter	0
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence Quarter	0
PL03	Year of More: Personal Power Quarter	0
PL04	Year of More: Purposeful Living & Leadership Quarter	0
PL07	Personal Emergence Process	0
PL08	Coaching Lab	0
TOTAL		32

Completion of the Performative Learning trainings is a non-credit bearing graduation requirement for completion of the certificate. The Performative Learning trainings are not offered by Wright Graduate University. They are offered through a consortium arrangement with Wright Living, the non-credit division of the Wright Foundation for the Realization of the Human Potential. Information about the Performative Learning trainings is contained in the course description section. Costs associated with the Performative Learning trainings are contained in the Catalog Addendum.

Graduate Placement

Information on graduates' placement in employment can be found in the University's Annual Consumer Information Report at <http://wrightgrad.edu/gainful-employment-consumer-information>

Attendance Policy

Attendance at WGU is defined by real-time participation in a weekend learning session, participation on the student portal through online discussions, and participation in mentoring. Attendance information is submitted by faculty to the registrar after each weekend learning session and mentoring session, recorded in the student portal, and compiled with participation data from the learning management system into a weekly report by the registrar.

As class participation is a core element of every WGU course, attendance and class participation are evaluated to assess student learning and, as a result, participation will impact the final grade earned for every course. Instructors verify attendance by roll call throughout each weekend learning session and submit both their attendance record and session grades to the registrar to be recorded at the end of each weekend. Administrators may verify attendance logs in video and conference system records if in question.

Tardiness: If a student is more than 15 minutes late, he/she will be held to the make-up work standard below for any instructional time missed. Two tardies in one weekend learning session constitute an absence, and that weekend will not suffice to meet the real-time participation requirement for the student's course unless approved by the chancellor in cases of unavoidable, unforeseen circumstances. Failure to attend one full weekend learning session real-time per quarter will result in an F grade for the course.

Make-Up Work: If a student misses 15 minutes or more of any class session, the student must view the relevant recordings and submit notes for the missed time. It is the student's responsibility to locate the relevant recordings and class resources in the learning management system and understand missed assignments by viewing the recording; faculty do not provide special instruction for make-up work.

Any student who does not demonstrate attendance for 14 consecutive days will be withdrawn unless the student notifies the school that there is an extraordinary circumstance and states he/she will return within the week.

Then, if after 21 consecutive days of absence the student still has not attended class or posted attendance online, he/she will be withdrawn from the school, even if the student makes contact with the school or attempts to attend class after that date.

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) ensures that students are progressing through their program of study both academically and in a timely manner. In order to be considered to be making satisfactory progress toward a degree or certificate, a student must both maintain specified cumulative grade point averages and a specified completion rate. To determine satisfactory progress, a student's cumulative grade point average and completion rate will be evaluated at the end every quarter after grades are posted, approximately 10 days after the end of the quarter. The maximum time frame that a student is allowed to complete a program is 1.5 times the program length.

The minimum cumulative grade point average (CGPA) and completion rate required for Graduate Certificate Programs based on quarter progression is as follows:

Graduate Certificate Programs

Graduate Certificate Programs:

Quarter	Minimum Percentage of Cumulative Credit Hours Completed that were attempted	Minimum CGPA
1	50%	3.00
2	67%	3.00
3	67%	3.00
4	67%	3.00

Students are expected to complete the requirements for their program in the scheduled time frame, but in no case may the quarter units attempted exceed 1.5 times the quarter units required to complete the program. At the end of each quarter, if the student has less than the minimum acceptable cumulative grade point average and/or has not earned at least the percentage of attempted credits described in the chart above (required to complete the program within 150% of the program length), he or she will be notified and placed on Academic Warning for the remainder of the current quarter (i.e. if you are placed on academic warning for your quarter one performance, ten days after the quarter ends you will be placed on warning for the next quarter, quarter two). If a student fails to achieve satisfactory progress by the end of the quarter in which they are on Academic Warning, the student will be withdrawn from the program (unless the student files and is granted an appeal as defined below). If the student regains SAP by the end of the quarter, they will be removed from Academic Warning. WGU does not offer summer terms. All periods of enrollment count toward Satisfactory Academic Progress, including periods when a student does not receive financial aid.

Satisfactory Academic Progress Appeals, Probation, and Academic Plans

A student may appeal the University's determination of withdrawal due to failure to re-establish satisfactory progress by the end of the warning period to the Chancellor based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student or other extraordinary situations. The student's appeal must be received on or before the first Wednesday of the first week of the new quarter for the student to be eligible to register for the following quarter. If it is determined that a student should have been withdrawn at the end of the prior quarter for failure to maintain or regain SAP, he or she will not be charged for the new quarter.

The appeal must contain 1) an explanation of why the student failed to meet the SAP standards; and 2) a description of what has changed in the student's situation that will enable him or her to again meet the satisfactory progress standards. Supporting documentation should be submitted if possible.

The Chancellor will review the information submitted in the context of the student's entire academic record, and notify the student of his or her decision within 24 hours. This decision is final. If the appeal is granted, then the student will be placed on probation for the quarter, and the Chancellor's notice to the student will outline the requirements of the academic plan the student must follow. The terms of the academic plan must ensure the student will be able to complete the program within the maximum timeframe (1.5 times the program length) and with the required CGPA for graduation.

At the end of the probationary quarter, the student's progress will be evaluated based upon the academic plan. If the student is meeting the SAP standards, or he or she has met all of the terms of the academic plan, the student will be eligible to remain in school. In all subsequent quarters the student must again meet the SAP standards or the terms of the academic plan.

If the student fails to meet the terms of the academic plan at the end of the probationary quarter, the student will be terminated. Second appeals in this situation will only be granted at the discretion of the Chancellor, and based upon very exceptional circumstances.

Procedure for re-establishing Satisfactory Academic Progress (SAP)

A student who is placed on Academic Warning and re-establishes SAP at the end of the Academic Warning period will be removed from Academic Warning. A student who is placed on Probation and re-establishes SAP at the end of the Probation period will be removed from Probation.

The effect on SAP for all Withdrawal and Incomplete Grades

Grade	Status/ Grading Points	Included in in GPA Calculation	Included in Completion Time Calculation
I	Incomplete*	NO	YES
IP	In Progress* (applies only to courses 511 and 600, which may be taken over multiple quarters)	NO	YES
W	Withdrawal**	NO	NO
WF	Withdrawal After Deadline/ Fail (0 points)**	NO	YES
AU	Audited/No Credit**	NO	NO
RT	Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.***	NO	YES

* No credit awarded. Converts to F if not completed in specified period.

** No credit awarded.

*** Higher of two attempts included in CGPA

The effect on SAP for repeated courses

The higher of the two grades earned for a repeated course will be used in calculating the CGPA. The credits attempted for both courses are included in the calculation of the completion rate.

The effect on SAP for non-punitive grades and non-credit or remedial courses

WGU does not offer remedial courses. The grade assignment of W and/or AU are non-punitive grades that do not impact CGPA or completion rate calculations.

The effect on SAP when a student seeks to earn an additional credential

If a student seeks an additional credential, the credits and grades attempted in the original credential that apply to the new credential are included in the determination of a student's satisfactory academic progress, both in CGPA and completion rate.

The effect on SAP for Extended-Enrollment Status

The University does not offer extended-enrollment status.

The effect on SAP when student changes programs or is re-admitted to the same program.

If a student is re-admitted into the University or changes program of study, the credits and grades that are applicable to the student's current program of study will be included in the CGPA and in credits attempted for determining the student's satisfactory academic progress and the appropriate evaluation level for the student.

Graduate Certificate Programs

The effect on SAP for Transfer Credits

The University does not accept transfer credits from other postsecondary institutions for Graduate Certificate Programs.

Re-entry for students dismissed due to failure to meet SAP

Students who have been dismissed for lack of satisfactory progress may apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. Such a student will be enrolled for a probationary quarter upon reentry. This procedure applies only to dismissals caused by lack of satisfactory progress and when the student is reentering the same curriculum. It does not apply to voluntary withdrawals.

Readmission

Students dismissed for any reason other than lack of satisfactory academic progress may also apply to be readmitted into the same curriculum, as the class schedule permits, after 6 months. The time frame for readmittance will be commensurate with the reason for dismissal. This policy does not apply to voluntary withdrawals.

Graduation Requirements

Upon successful completion of all required courses and mandatory learning activities in a program, the graduate will be awarded a Graduate Certificate, Master of Arts degree, or Doctor of Education degree, whichever is applicable, provided all financial obligations have been met. A minimum cumulative GPA of 3.0 (B), with no grade lower than a 2.0 (C) for any course, is required to receive a graduate certificate or degree.

A completer is defined as a student who has completed the requisite courses for the degree program in which they have enrolled, but whose GPA does not meet the minimum GPA required for graduation.

A student who chooses to discontinue attendance at any time is entitled to be graduated in any program if the student meets the graduation requirements of that program, regardless of the program in which the student was originally accepted for admission, without further action on the student's part or additional administrative paperwork. Students may reject this program completion option by notifying the institution.

Graduation Ceremonies

When graduation ceremonies are scheduled, all students who have completed the graduation requirements are eligible to participate. Graduates will be notified by e-mail and officially invited to attend. Graduates must alert the school of any address/name changes after completing the program.

Graduates choosing to participate in the graduation ceremony will be charged a graduation fee. For more information see the Registrar's Office.

Graduates are encouraged to return for the official ceremonies. This is an opportunity for graduates to celebrate their success, visit with former classmates, and share information about current employment experiences with their former instructors.

Computer Requirement

Students are required to have access to a laptop computer and the Internet for all coursework. The computer must meet the following specifications:

- Windows XP, Vista, 7, 8, 10 or a Mac with a currently supported operating system
- Internet capability
- Soundcard & speakers
- Current Internet web browser: Google Chrome, Mozilla Firefox, Microsoft Edge (only available to Windows 10 users)

Reenrollment

If a student withdraws and later wishes to reenter the program, he or she should submit a written request to the Chief Operating Officer. All requests must include payment of the current re-enrollment application fee. If a student discontinues their enrollment and is re-entered within 180 days, the student may be reentered under the terms and costs stated on the original enrollment agreement

- The written request for readmission should include an explanation of the reasons the former student wishes to return to WGU. Re-applicants will be asked to document how their circumstances have changed to permit timely completion of the program requirements. Additional application materials and a new application form may be required if the out-of-school period has been especially lengthy.
- A review of the re-applicant's prior academic progress will be conducted by the Chancellor and other faculty. The Chancellor makes the final readmission decision. Upon acceptance, prior work completed at the Wright Graduate University will be evaluated for applicability to current program requirements. Re-admitted students will be subject to current graduation requirements in the program they are re-entering.
- The Chief Operating Officer will notify the student of the outcome of the request for re-enrollment and any conditions for re-enrollment. No student

will be readmitted without first settling any and all financial obligations to the Wright Graduate University.

Non-Matriculating Students

Qualified applicants may enroll for individual master's level courses as a non-matriculated student. Those interested in attending as a non-matriculated student must complete the same requirements for admission as degree- or certificate-seeking students. Admission to a particular course is at the discretion of the instructor(s). If seats in the course are limited, degree- and certificate-seeking students will always be given preference. Credit earned at WGU as a non-matriculated student will be transferred if the student successfully applies for admission into a WGU degree or certificate program.

Auditing Students

Interested members of the community may audit courses on a space available by submitting a registration form to the registrar's office (no application or application fees required). Audit fees are based on the credit hour value of the course, although no academic credit is awarded. There are three types of auditing available:

Regular audit: \$100 per credit. Regular auditors are entitled to participate in monthly weekend learning sessions and six mentoring sessions per quarter during which written work may be discussed (no written feedback provided to discussion posts and other submissions).

Full participation audit: \$300 per credit. Full participation auditors are entitled to participate in monthly weekend learning sessions and receive six mentoring sessions per quarter as well as written feedback on weekly discussion posts and other course submissions.

Senior audit: For persons aged 70 and above, full participation audit is available at no cost.

Tuition & Fees

1. Tuition is based on quarter credit units. Tuition is \$591 per credit hour for the master's and certificate programs and \$667 per credit hour for the doctoral program. The total tuition cost for each program is listed in the addendum to this catalog.
2. Students must pay tuition in full prior to the first day of the quarter unless:
 - The student has met with Financial Aid and received a tentative offer of Title IV Federal Student Aid, or
 - The student has established an approved monthly payment plan, and by the first day of the quarter has made the first payment. A monthly payment plan is one in which payment in full of the balance is made in three equal monthly installments by the end of the term.

A student requesting a payment plan other than three equal monthly installments due to extenuating circumstances affecting availability of funds (such as awaiting confirmed employer reimbursement) may request an alternate payment plan to be approved by the accounting office.

Students on payment plans that become 15 days delinquent will incur a registration hold for the next quarter until the past-due balance is resolved or a new payment plan is approved by the accounting office.

3. No interest is charged for monthly payment plans. No setup fees are charged for monthly payment plans.

Students who cancel their enrollment within five calendar days of signing an enrollment agreement are entitled to a full refund, according to Wisconsin state law.

4. Fees for Performative Learning provided by the Wright Foundation must be paid in full prior to the first day of the performative learning training. A student will not be allowed to attend the training prior to having paid in full, or having paid the first installment of an agreed-upon payment plan.

A student requesting a payment plan other than three equal monthly installments due to extenuating circumstances affecting availability of funds (such as awaiting confirmed employer reimbursement) may request an alternate payment plan to be approved by the accounting office.

Students on payment plans that become 15 days delinquent will incur a registration hold for the next quarter until the past-due balance is resolved or new payment plan is approved.

5. No interest is charged for performative learning fee payment plans. No setup fees are charged for monthly payment plans.

Other Fees

Returned Check Fee and Declined Credit Card Transactions: \$25 per occurrence. This fee is charged for paper and electronic checks, and automatic credit card payments returned from a bank regardless of reason, i.e., insufficient funds, closed accounts, etc.

Official Transcript Fee, Each Copy: \$5. This fee is charged for each requested copy of a student's transcript (one official transcript is provided, without charge, to the student at the time of graduation). All financial obligations to the Wright Graduate University must be met before any degree, certificate, or transcript can be issued.

Library: The Wright Graduate University maintains a library at the main campus. There are no usage fees. Lost, mutilated, or stolen items will be replaced at the expense of the student.

Financial Assistance

The purpose of financial aid is to assist students who might otherwise be unable to pursue the higher education program of their choice. Financial aid is awarded to those who apply and qualify on the basis of need, regardless of sex, age, race, color, religion, creed or national origin. Need is defined as the difference between the cost of attendance for one academic year and the amount a student or student's family can be reasonably expected to contribute to these costs. WGU has developed a Financial Aid Handbook which describes, in detail, the programs and process for students' applying for financial assistance.

All degree and certificate programs offered by the University are eligible for Federal Student Assistance funds through Title IV.

- WGU participates in various financial aid assistance programs, and students seeking financial assistance through those programs are encouraged to apply to determine what they qualify for. Aid received from federal financial aid programs must be used for educational purposes only. Students are responsible for all tuition and fees, including performative learning fees through the Wright Foundation, until funds from outside sources are received.
- Federal Student Aid is available to those students who qualify. To apply for federal financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA). Use the school code G42374. Financial aid is not guaranteed from one academic year to the next, and students must reapply for aid with each new award year and academic year.
- Consult with the WGU Financial Aid Department and the WGU Student Financial Aid Handbook for details and assistance on financial aid programs and policies, as well as required disclosures on the following:
 - Sources of Assistance
 - Eligibility Requirements
 - Procedures for Awarding and Disbursing Aid.
- Rights and responsibilities of students receiving Title IV Financial Aid, including criteria for continued student eligibility, are contained in the Student Financial Aid Handbook.
- Outside Scholarships: Outside scholarships received by the Chief Operating Officer on behalf of a student will be applied to the student account. If doing so results in a credit, the student may request the funds be released to them for other educational expenses (books, etc.). The Chief Operating Officer will determine the appropriateness of the request in consultation with the granting organization/ individual.

Cancellation and Refund Policy

STUDENT'S RIGHT TO CANCEL: A student may cancel this transaction, without any penalty or obligation, within five (5) calendar days from the date specified on the enrollment agreement. ***A student's notification of cancellation may be conveyed to the institution in any manner such as a signed request to cancel form, email, telegram, or verbal notification.*** If you cancel, any property traded in, any payments made by the student under the contract or sale, and any negotiable instruments executed by the student will be returned within 10 business days following notice to the University of your cancellation, and any security interest arising out of the transaction will be canceled. If the student cancels, he/she must make available to the University at your residence, in substantially as good condition as when received, any goods delivered to you under this contract or sale; or you may, if you wish, comply with the instructions regarding the return shipment of the goods at the University's expense and risk. If you do make the goods available to the University and the University does not pick them up within 20 days of the date of your notice of cancellation, the student may retain or dispose of the goods without any further obligation. Refunds resulting from a cancellation will be issued within 30 days of notice of cancellation. A student requesting cancellation more than 5 days after signing an enrollment agreement, but prior to beginning a course or program, is entitled to a refund of all monies paid.

RETURN TO TITLE IV: A recipient of Federal Title IV financial aid who withdraws from the College during a period in which the student does not complete more than 60% of the weeks of instructional time in the period that the student was scheduled to complete will have the amount of Title IV funds he or she did not earn calculated according to federal regulations (34 CFR 668.22). The calculation for all students will be based on the student's last date of attendance.

The percentage of Title IV financial aid that is earned for a payment period is the number of days the student has been enrolled for the payment period up to the last day attended, divided by the total days in the payment period.

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the college, the student (or parent, if a Federal PLUS Loan) must return or repay, as appropriate, the remaining amount. Any loan funds that must be returned by the student (or parent for a PLUS Loan) are repaid in accordance with the terms and conditions of the promissory note. If the student is required to return unearned grant funds, the student is required to return the amount of the unearned grant funds that exceeds 50 percent of the grant funds received.

REFUND POLICY FOR WITHDRAWAL FROM THE PROGRAM: You may withdraw from the University at any time and receive a pro rata refund for the current term if you have completed less than 60 percent of the scheduled days through the last day of attendance in that term, regardless of if any equipment, kits, or other materials have been returned to the University. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period, unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control. Requests for refunds in mitigating circumstances must be made to and approved by the Chancellor.

All tuition charges and performative learning fees are governed by the University refund policy in the event of withdrawal.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

1. The student notifies the University of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
2. The University terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the University, failure to participate in academic activities for 14 consecutive calendar days*, and/or failure to meet financial obligations to the University or the Wright Foundation.
3. The student fails to return from a leave of absence.

For the purpose of determining the amount of the refund, the student's **last date of attendance (LDA)** will be used. The LDA is defined as the last date the student participated in an academically related activity. Pro rata refund shall be determined as the number of days remaining after the last day of attendance by the student in any course with prefix "AC," divided by the total number of days in the 12 week quarter, rounded downward to the nearest ten percent. For courses with prefix "PL," pro rata refund shall be determined as the number of hours remaining after the last hour of attendance by the student divided by the total number of hours in the PL course, rounded downward to the nearest ten percent. The amount paid minus the amount earned by Wright Graduate University (total charges minus pro-rata refund amount) represents the refund amount.

*The date of determination (DOD) for determining a student's withdrawal is the date the student notifies the University of their intent to withdraw, the date the University determines the student must be

withdrawn based on existing policy, or the date that the student was scheduled to return from a leave of absence and failed to return. **All Refunds will be issued by the University within 30 days of the DOD in accordance with Distance Education Accrediting Commission (DEAC) standards.**

The following chart summarizes the refund policy.

Last Day of Attendance	Refund Owed
Day 1-14 (AC) / <16% (PL)	100%
Day 15-17 (AC) / 17-20% (PL)	80%
Day 18-25 (AC) / 21-30% (PL)	70%
Day 26-33 (AC) / 31-40% (PL)	60%
Day 34-42 (AC) / 41-50% (PL)	50%
Day 43-50 (AC) / 51-59% (PL)	40%
Day 51-84 (AC) / >60% (PL)	0%

Example Refund

A student enrolls in the Master of Arts in Transformational Leadership and Coaching, consisting of 57 credit hours and the enrollment agreement reflects the following charges:

The cost per credit hour is identified as \$591.00. If a student is enrolled in one 6 credit course, and is attending PL01, the costs for the term would be: $\$591 \times 6 \text{ credits} = \$3,546$ Tuition, plus \$1,750 for PLO1 Performative Learning Fees, for a total of \$5,296.00.

A term is 12 weeks in length, representing 84 days. If a student stops attending at the end of the 5th week, or after 35 days, the % of time remaining in the course attended is 49/84, or 58%, rounded down to 50%. The amount of tuition Wright Graduate University would refund is \$1,773.00 ($\$3,546 \times 50\%$). If the hours remaining in the 46-hour PL01 performative learning course were 16, the % of time remaining in the course is 16/46, or 34.8% rounded down to 30%, no refund would be offered as 60% or more of the performative learning course hours have

elapsed. Of the \$5,296.00 charged for the enrollment period, \$1,773.00 would be refunded to the student, and \$3,523.00 would be retained by Wright Graduate University.

Wright Graduate University is approved as a NC-SARA institution (National Council for State Authorization Reciprocity Agreement), and as such will apply the tuition refund policies of the Wisconsin Educational Approval Program (EAP) for students located in other SARA states; and for students located in non-SARA states, will follow any relevant tuition refund policies of those states. California residents are directed to the California tuition refund policies which are provided as a supplement to the Enrollment Agreement.

ADD/DROP PERIOD: The add-drop period shall be the first fourteen calendar days of any academic quarter for courses with prefix "AC" and up to the first 16% of hours in a performative learning course with prefix "PL." A student may drop a course or courses without penalty during this period by emailing the Registrar and the Chancellor. Provided notice is received by 11:59pm Central time on the fourteenth day for courses with prefix "AC" or before the 16% hour for courses with prefix "PL," the student shall be entitled to a full refund for that course. With permission of the instructor, a student may add a course until 11:59pm Central time on the fourteenth day of the quarter for courses with prefix "AC" and until the 16% hour for courses with prefix "PL."

DEFINITION OF INSTRUCTIONAL UNIT FOR WITHDRAWAL/REFUND PURPOSES: "Unit" means credits, hours, class days, or other approved instructional time periods. Wright Graduate University defines a unit as a day in the 84 day, 12 week quarter of instruction for courses with a prefix of "AC." For performative learning (courses with a prefix of "PL"), a unit is defined as an hour in the total hours of instruction in the performative learning course.

What is Transformational Leadership?

Transformational leadership is a relatively new and evolving model of leadership in which leaders empower and develop themselves, their followers, and their organization to achieve extraordinary outcomes while generating high levels of satisfaction and commitment. Transformational leaders engage in their own personal transformation that has a transformative effect on the people around them, and ultimately, their world. Followers of transformational leaders accomplish more than they imagine and achieve more of their potential.

The traditional model of leadership in organizations has been transactional leadership, which seeks to achieve an outcome through an exchange of value (exchanging work for money, for example). This more common, current management paradigm—effective in many ways—is insufficient to respond to current global challenges.

Transformational leadership seeks to go further, living a principle-based life and responding to higher missions and purposes within the individual—often changing the status quo in the process.

What is Transformational Coaching?

Transformational coaching involves interactions with a coach for the purpose of increasing a coaching client's effectiveness, performance, personal development, and growth.

Transformational coaching empowers individuals to take responsibility for their lives and their outcomes through understanding where they came from, who they are, and who they want to be while improving performance and enhancing their quality of life. Coaching provides education, training, skill development, and emotional expression to overcome barriers and achieve outcomes.

Transformational coaching helps the client become aware of how unconscious patterns have been wired into the brain from a very young age, and to choose to develop new pathways. The benefit of this process is that results will not be short-lived if the client is dedicated to continuing to transform. By holding a vision for the client beyond what the client envisions for him or herself and believing he/she is capable of realizing that vision, the client can achieve levels of career and life satisfaction previously held as impossible.

The Wright Curricular Model

The learning model utilized by the Wright Graduate University is based on principles of adult learning and designed to accommodate the needs, requirements, and learning styles of midlife and mid-career professionals. Programs at Wright Graduate University combine theory with practice in a learning model that emphasizes academic understanding, research and writing skills, performative learning, and application.

The academic model used at WGU is offered through the completion of a variety of learning activities, including:

- Participation in weekly discussion forums on the LMS and responding to the submissions of faculty and peers.
- Attendance at weekend learning sessions at the Elkhorn campus or via online meeting or telephone.
- Completion of research, reports, assignments, and quizzes, online or in-person.
- Participation in the weekly 2-hour performative learning training sessions, conducted by Wright Living every Tuesday from 6 – 8 p.m., or other performative learning, in applicable courses.
- Completion of biweekly, ½ hour mentoring sessions (weekly for first-quarter students) with a faculty member.
- Completion of 45-minute, bi-weekly coaching sessions (in applicable courses).
- Submission of weekly online discussion questions.

Mentoring

A core element in the success of WGU students is one-on-one mentoring. Each student admitted to WGU programs is assigned to a faculty member who meets with the student bi-weekly for thirty minutes. Mentoring sessions are used to provide the student with academic, logistical, and/or personal support.

Leave of Absence

Students must petition the Chancellor in writing for an approved leave of absence (LOA). The request must be made and approved prior to the start of the quarter for which he or she is requesting the LOA. The request must be signed and dated and include an explanation of the request and the student's plan to resolve the issue, permitting the student's return to class. An LOA may be granted if appropriate documentation is provided and WGU determines that the student can be scheduled to return and complete their course of study within the guidelines provided to each student at enrollment. Acceptable reasons for requesting an LOA include medical situations, personal emergencies, military obligations, or other circumstances beyond the student's control. Only one leave of absence is generally granted in a 12-month period; however, a well-documented situation may merit the approval of an additional leave. LOAs cannot exceed a cumulative total of 180 days in a 12-month period.

Academic Integrity and Code of Conduct

The ideal of academic integrity is crucial to the integrity of a university; conversely, academic dishonesty undermines the very basis upon which institutions of higher education are organized and function. All students, faculty, and staff at the Wright Graduate University are expected to meet the highest standards of integrity in the performance of their academic work. Students, faculty, and staff are expected to report observed cases of academic dishonesty to the Chancellor.

The Standards of Academic Integrity proscribe such conduct as the giving or receiving of unauthorized help in examinations or other assignments, plagiarism and other unacknowledged or undocumented use of source material, copyright law violations, and forgery. Students may not re-use their own work without explicit disclosure regarding the nature of its original use and/or explicit permission from faculty on a per-assignment basis.

A student shall be subject to discipline for any violation of the Standards of Academic Integrity. Faculty and staff members shall be subject to reprimand for any violation of the Standards of Academic Integrity. Sanctions imposed will be commensurate with the violations and may include, but not be limited to, any one of the following: an official reprimand; a requirement to repeat an assignment, an examination, or a course; a requirement to complete an alternative assignment or examination; a failing grade for an assignment, examination, or course; suspension; or expulsion from the Wright Graduate University. WGU has the right to investigate alleged violations and enforce disciplinary action as it determines appropriate. Students that are not satisfied with the outcome of a school decision may file a student grievance.

In addition, consequences for copyright infringement include both civil and criminal penalties. Unauthorized reproduction and/or distribution of copyrighted material, including peer-to-peer file sharing, may subject a student to damages or fines of up to \$250,000 and/or imprisonment up to five years, plus court costs and attorneys' fees. For more information please see the University's annual Consumer Information publication (<http://wrightgrad.edu/gainful-employment-consumer-information>) and the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Revocation of a Degree

If evidence arises that an academic degree was earned in violation of the Standards of Academic Integrity, a faculty member may recommend to the Chancellor that the degree be revoked. The Chancellor may then refer the matter to the Student Grievance Committee (SGC) for its recommendation. If the SGC, after an appropriate hearing, recommends to the Chancellor that the degree be revoked, the Chancellor will forward his or her own recommendation to the Board of Directors. The Board will have final authority in decisions regarding revocation of a degree.

Plagiarism Prevention

All academic work submitted to the faculty of the Wright Graduate University is subject to checking through Turnitin.com. The decision whether or not to submit such work for checking is in the discretion of the individual faculty member, and some may elect not to submit such student work.

Any student who objects to such submissions and is subsequently accused of plagiarism bears the responsibility for proposing an alternative means of verifying that their work is original work in a manner satisfactory to the faculty concerned and to the SGC.

Students may also check their own work prior to submission to the faculty, if they so desire, through a faculty member's account.

Grading

The University's grading system is as follows:

	Percentage	Grade	Status/Grading Points
Excellent	92.5 – 100	A	4.00
	89.5 – 92.49	A-	3.75
Above Average	86.5 – 89.49	B+	3.50
	82.5 – 86.49	B	3.00
	79.5 – 82.49	B-	2.75
Average	76.5 – 79.49	C+	2.50
	72.5 – 76.49	C	2.00
Below Average	69.5 – 72.49	C-	1.75
*Not passing	66.5 – 69.49	D+	1.50
	60.0 – 66.49	D	1.00
Unsatisfactory *Not passing	Below 60	F	0.00

The syllabus for each course describes the basis upon which the course is graded, including the rubric by which projects are graded. A minimum cumulative GPA of 3.0 (B), with no grade lower than a 2.0 (C) for any course is required to receive a graduate certificate or degree.

Grades are recorded on the student's transcript by the Registrar. Students may access their grades on the LMS approximately 10 days after the end of the quarter.

A student who withdraws from a course within the first fourteen days of the quarter will not be charged for the course.

If a student withdraws from a course having attended less than 60% of the course, he/she will be assigned a grade of "WF" for that course, and charges for the course will be prorated in accordance with the College refund policy (withdrawal after having attended 60% of the course will result in an F being assigned). The student must retake and complete the course with a passing grade if the student chooses to re-enter.

If a student fails a course, the student must successfully repeat the course prior to graduation. Repeating a course will incur additional tuition charges. When a student repeats a course, the lower grade will be replaced with an RT and the higher grade will be used in calculating the CGPA

Courses with a grade assignment I, IP, WF, RT, TR, and AU are not included in determining the CGPA. Refresher and non-credit remedial programs are not offered.

A student may receive one of the following grades when the course is not completed or the requirements for earning course credits are not met:

Grade	Status/Grading Points
I	Incomplete*
IP	In Progress* (applies only to Ed.D courses 511 and 600, which may to be taken over multiple quarters)
W	Withdrawal**
WF	Withdrawal/After Deadline/Fail = 0 Points**
TR	Recognizes completion of requirement through consortium
AU	Audited/No Credit**
RT	Used to identify a repeated course for which a higher grade was earned and indicated elsewhere on the transcript.***

* No credit awarded. Converts to F if not completed in specified period

** No credit awarded

*** Higher of two attempts included in CGPA

Incomplete Coursework and Grades

If a student reaches the end of a quarter and has not completed and submitted the required assignments and/or project(s) he/she will fail the course. However, incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of a quarter may result in an Incomplete being entered in the student's record.

To apply for an incomplete and extension, students must submit a written request to the instructor detailing the reasons why the coursework is not completed and an estimate of time it will take to complete the coursework.

With the approval of the instructor, a student will have up to one additional quarter to amend the "Incomplete" grade. During the extension, a grade of "I" will be posted with the registrar by the instructor. If and when the outstanding assignment(s) or project(s) have been submitted to the instructor, the "I" will be replaced by a standard grade (scale above). In the event that the student does not submit the work by the end of the extension period so that a new grade may be assigned by the faculty, the "Incomplete" grade will become a failing grade (F).

Incomplete extensions are not automatic and approval is up to the discretion of the course instructor.

Timely Submission of Graded Assignments (Late Work Policy)

It is the expectation that all assignments (e.g., discussions, papers, projects) for courses are turned in on time by the published due date in Canvas. If a student experiences extenuating circumstances that impact their ability to complete an assignment, including health, work or family issues, it is the student's responsibility to contact, via Canvas messaging, the faculty of record in a timely manner. This request must be submitted and approved prior to the published assignment deadline or no late work will be accepted. The request must include your extenuating circumstances as well as a proposed submission date. The proposed submission date must be reasonable for the stated extenuating circumstance and must be no later than the end of the current quarter. Approval for late submission is determined by the faculty of record. Any assignment submitted late and without an approved exception will earn zero (0) points.

Change of Grade

When a grade has been recorded in the student record, the grade may not be changed without approval of the Professor. Students who feel that they have received an erroneous grade may appeal the grade to the Chancellor no later than 30 days from the date the grade is posted.

Course Numbering System

- 1–99 MA and certificate courses, and performative learning
- 100–199 MBA courses
- 300–399 Doctoral lower level courses
- 400–499 Doctoral advanced courses, research courses, and labs
- 500–599 Dissertation preparation
- 600–699 Dissertation

Definition of a Unit of Credit

A quarter credit unit is comprised of at least 10 hours of academic engagement and 20 hours of preparation. Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that is assigned by the institution; contributing to an academic online discussion; initiating contact with a faculty member to ask a question about the academic subject studied in the course and laboratory work, externship, or internship. Preparation is typically homework, such as reading and study time, and completing assignments and projects.

During the course of their studies at the Wright Graduate University, students have regular contact with faculty members in a variety of settings and venues. The WGU model recognizes the independence of the adult student but also provides tremendous opportunity for support.

Students have direct contact with their faculty as they give feedback online, mentor students, and evaluate the student's work product for each course. While students work independently as they read original sources and write the required discussion posts, their faculty are available for assistance and/or discussion at the student's request. Meeting requests may also initiate from faculty who recognize that a student needs additional support, for example, if a work product is late or does not meet minimum standards.

As part of the student advisory and support process, students have the opportunity to talk one-on-one with their faculty of record for at least six mentoring sessions per quarter to discuss academic progress, personal growth, and the integration of what they are learning.

During the weekend learning sessions students interact with faculty through faculty-led presentations, group discussions, and one-on-one interactions. Other academic engagement activities include assigned group discussions on specific academic topics and relevant audio/video presentations.

Definition of an Academic Year

An academic year is defined as 3 quarters. Each quarter consists of 12 weeks of instruction and a one week break.

Transfer of Credit and Equivalency

Transfer Out

The transferability of credits you earn at Wright Graduate University for the Realization of Human Potential is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma you earn in the MA in Transformational Leadership and Coaching or certificates you earn in Transformational Leadership, Social Intelligence for Leadership and Coaching, Emotional Intelligence for Leadership and Coaching, and Transformational Coaching, is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals.

Transfer In

Residency Requirement: For WGU certificate, Master of Arts, and Doctor of Education programs, all credits earned towards the completion of a WGU degree or certificate must be earned at the Wright Graduate University.

For the Master of Business Administration program, students who have completed previous undergraduate or graduate business education credits or credit by examination (such as CLEP) that are equivalent to the following courses may request a transcript evaluation to determine equivalency:

- MBA 101: Principles of Accounting and Finance
- MBA 102: Principles of Economics
- MBA 103: Survey of Business Law

WGU only accepts such courses for transfer credit when earned from institutions accredited by agencies that are recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA) or, for non-U.S. institutions, an accepted foreign equivalent that is listed in the International Handbook of Universities. Transferrable courses with a grade of "B" or above may apply to the Master of Business Administration degree program requirements.

The mandatory non-credit-bearing graduation requirement that is offered through the consortium agreement with Wright Living will be recorded as a TR upon completion.

Performative competencies — No credit granted

Previous completion of a seminar, class, or program through Wright Living, which is required for completion of WGU degree or certificate, will be noted on the student's transcript as TR once they have provided documentation, such as a transcript, certificate, or diploma, indicating that the student successfully completed the activity. The student may also obtain a WGU Performative Activity Verification form and submit to the registrar of Wright Living to validate completion of the activity.

Requesting Academic Transcripts

To request an official copy of their academic transcript, students must submit an official request to the Office of the Registrar.

How to Request an Official Transcript

- Current and former students should request transcripts through the WGU Registrar.
- All requests for transcripts must be in writing and signed by the student.
- Written requests may be either 1) delivered in person to the WGU Registrar or 2) scanned and attached to an email to be sent to registrar@wrightgrad.edu.

Requesting Multiple Copies of Your Official Academic Transcript

- You can request up to ten copies per quarter. Each copy is packaged in its own sealed envelope.
- Use the same request for multiple copies if they are to be sent to the same address. Submit separate requests if the copies are to be mailed to different addresses.

Turnaround Time and Fees

- Standard service: \$5 per transcript
- Ready for pick-up or mailing five business days after the request is received (for example, requests received on Monday are generally mailed out the following Monday)
- Next-day pick-up service: \$5 per transcript plus \$4 next-day fee
- Must be requested by phone or in person at the WGU Administrative Office
- Federal Express service: \$5 per transcript plus \$15 overnight service fee

Please Note: Transcripts and diplomas are not issued for students with an outstanding balance due to WGU. In case of outstanding balance, transcripts may be issued only to employers.

Curriculum Program Review

Monitoring students' success and satisfaction during and after their course of study is an essential element of the Wright Graduate University's mission. As such, formal program review will incorporate aggregate data from student orientation, surveys conducted after each course is attended, graduation surveys, and post-graduation surveys every two years.

Student assessment will include the following:

- Student progress
- New skills applied to job/career, as reported in employer satisfaction surveys
- Written and oral communication skills
- Community involvement and contribution to social change
- Papers published, projects implemented, and grants received
- Admission to post-graduate study
- Assessment of progress in the areas of career, compensation, health, personal satisfaction, relationships, and community
- Overall satisfaction with quality of Wright Graduate University programs and curriculum

Research Ethics Policy

The decision to undertake research rests upon a considered judgment of the researcher about how best to contribute to the advancement of science and of human welfare. The researcher has an obligation to carry out the research with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and generally accepted professional standards governing the conduct of research involving individuals or groups of persons. In furtherance of that goal, the following policy is set forth to govern research in the Wright Graduate University.

The Board of Directors of the Wright Graduate University affirms the policy that all student dissertation research or other research involving individuals or groups of persons carried out under the aegis or sponsorship of the WGU should be in adherence to relevant professional ethical guidelines for research dealing with human participation and animal subjects. For human subjects this policy includes all data collection regardless of whether the contact with subjects is face-to-face, via mailed questionnaires, or by a third party collecting the data. Proposals for all research must be reviewed and approved or granted exempt status by the Institutional Review Board of the Wright Graduate University before the research is undertaken.

Wright Graduate University will maintain an active Institutional Review Board (IRB), appointed by the Chancellor upon recommendation from the Chief Academic Officer. The procedures used will be in accordance with the Institutional Review Guidebook and the Policy Guidance set forth by the Office for Human Research Protections of the U.S. Department of Health and Human Services. It will be the responsibility of the IRB to develop and oversee all research ethics procedures, including education of the Wright Graduate University academic community about the importance of research ethics and the guidelines for IRB application process.

Student Complaint/Grievance Process

The University and administration work with each student to resolve the issues a student may have. Every student is encouraged to discuss his or her concerns or complaints with faculty or staff most able to assist the student in resolving the matter. If, however, the student is not satisfied with these efforts, then the student may pursue a formal review by following the procedure outlined below:

1. Make a signed, written complaint to a school official describing the basis of the complaint in sufficient detail to allow the faculty/Chief Operating Officer to begin an investigation. Academic concerns should be directed to the Chancellor, while administrative concerns should be directed to the Chief Operating Officer.
2. The Chancellor or Chief Operating Officer will schedule an appointment with the student within three working days to discuss the complaint.
3. The Chief Operating Officer will confirm the completion of the investigation with a written report of the disposition of the complaint mailed to the student within five working days of the meeting with the student.
4. If the student is not satisfied with the Chancellor, Chief Operating Officer or designee's report of disposition of the complaint, the student may appeal this result in writing to the CEO within 10 working days of receipt. The appeal letter must include a copy of the written disposition report and an explanation why the student is not satisfied with that outcome.

5. The CEO will review the written disposition report and the student's appeal letter and will conduct any further investigation necessary, including requesting additional information from the student or others.
6. The CEO will provide both the student and the faculty with a written appeal finding mailed within 10 working days of the receipt of the appeal letter. This written decision is the final disposition of the complaint.
7. If the student is not satisfied with the CEO's report of the appeal, he or she may appeal to the Board of the Wright Graduate University for the Realization of Human Potential

No reprisal of any kind shall be taken against any participant involved in a grievance procedure.

Any student who has a complaint that is not successfully resolved through the procedures outlined in this document may contact the Wisconsin Educational Approval Program, the Illinois Board of Higher Education, IACBE, and/or DEAC.

Department of Student Professional Services
Educational Approval Program,
P.O. Box 8366
4822 Madison Yards Way,
Madison, WI 53705;
www.dsps.wi.gov;
dspseap@wisconsin.gov;
608-266-1996

Illinois Board of Higher Education,
1 N. Old State Capital Plaza, Suite 333,
Springfield, IL 62701,
217-782-2551

Distance Education Accrediting Commission
1101 17th Street NW, Suite 808
Washington, DC 20036;
202-234-5100;
<http://www.deac.org>

International Accrediting Commission on Business Education
at 11960 Quivira Road, Suite 300
Overland Park, KS, 66213, USA
iacbe@iacbe.org

Anti-Harassment Policy

Members of the Wright Graduate University (WGU) community share a vision of a society in which individuals are able to pursue their goals with respect and dignity, and without harassment, intimidation, or exploitation. The Wright Graduate University seeks to create an environment that supports personal development, the discovery and transmission of knowledge, and a positive work environment. All members of the community are expected to contribute to the maintenance of this environment by adhering to high professional standards of conduct and ethical principles. Therefore, this policy prohibits the harassment, intimidation, and exploitation of any member of this community as a necessary measure in support of WGU's mission, vision, and values.

The Wright Graduate University strictly prohibits harassment of any type against an employee, student, or outside third party because of that individual's sex, age, marital status, sexual orientation, gender identity, race, color, ancestry, physical or mental disability, religion, national origin, or any other protected category identified or inferred in Title VII of the Civil Rights Act of 1964, and not specifically mentioned herein. This document also automatically incorporates any categories of discrimination and harassment that subsequently may be recognized in the future by legal precedent or federal legislation. WGU disapproves of and will not tolerate any unlawful harassment of employees or students by faculty, staff, fellow students, or non-employees with whom WGU has a business relationship (such as service providers or other vendors). The harassment precluded by this policy includes any harassment against an individual because that individual is perceived to have any of the characteristics mentioned above or is associated with a person who has or is perceived to have any such characteristic. Further, this harassment policy is extended to prohibit abhorrent behavior such as persistent antagonistic, aggressive, or threatening acts or behaviors exhibited through any means (including electronic media) that have the effect of creating a hostile or intimidating learning or working environment for students, faculty and staff of WGU. WGU assumes the responsibility of taking appropriate action in responding to reported instances of harassment using the Complaint Process outlined in this policy. Faculty, staff, and students should report instances of harassment experienced personally as well as any third-party witnessing of harassment against other members of the WGU community.

Definitions

- Harassment is any conduct directed toward an individual or groups based on one or more of the listed traits or protected categories, severe or pervasive enough to create a hostile or intimidating work or learning environment for that particular individual or group. Furthermore, this conduct can be physical, verbal or nonverbal, or accomplished through electronic means. Further, this harassment policy is extended to prohibit abhorrent behavior such as persistent antagonistic, aggressive, or threatening acts or behaviors exhibited through any means (including electronic media) that have the effect of creating a hostile or intimidating learning or working environment for students, faculty and staff of WGU.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when 1) submission to such conduct is made whether explicitly or implicitly a term or condition of an individual's academic progress or employment, 2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual, or

3) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance creating an intimidating, hostile, or offensive environment. Examples include: persistent, unwanted attempts to change a professional relationship to a personal one; repeated intimations, hints, or suggestions that sexual relations are terms or conditions for participation in a WGU education or work-related activity, or repeated flirting and/or sexual joking.

Potential complainants may include third parties as well as the direct complainant. A third party may perceive favoritism or bias resulting from a relationship (between a faculty member and his or her current student, for example) and sense that other students are not receiving equal treatment in terms of ratings or grades.

Consensual relationships between faculty, administrators, managers, staff, and students are prohibited when either party is in a position to:

- a) Evaluate the other's academic performance or progress,
- b) Evaluate the other's professional performance (i.e., a manager and a staff person),
- c) Exercise judgment in situations in which there is the application of a Wright Graduate University policy or procedure.

If a consensual relationship exists prior to either party entering into an evaluative situation, it will be the responsibility of the individual with the power or status advantage to take whatever steps are necessary to immediately remove him/herself from that association. Failure to do so will lead to appropriate disciplinary action by Wright Graduate University.

Consensual sexual relationships between members of the community where neither individual is in a position to exercise direct power or authority over the other may also be inappropriate because of a perception of power or influence. Any member of the faculty or administrative staff who engages in such a relationship must accept responsibility for assuring that it does not result in a conflict of interest or raise other issues of professional ethics. In cases of doubt, advice and counsel should be sought from the individual's administrative supervisor.

Complainant(s): An individual or group of individuals who report harassment or discrimination based on the generic description of such acts as outlined in this policy.

Complaint Advisor: A faculty or staff member within the WGU community who has received training that provides the individual with knowledge of the legal and WGU policy guidelines regarding discrimination and harassment.

Reviewing Manager: A WGU manager who has been delegated the authority to act on behalf of the Chancellor in investigating and resolving discrimination and harassment complaints.

Respondent(s): An individual or group of individuals who have been identified as allegedly perpetrating acts of discrimination or harassment based on the generic description of such acts as outlined in this policy.

Harassment Complaint Procedures

Individuals who feel that they have been harassed may choose to use an informal or formal complaint procedure, depending on the severity of the act or acts. All complaints of harassment will be promptly and thoroughly investigated and handled discreetly, with facts made available to those who need to know to investigate and resolve the matter.

If a complaint of discrimination, harassment, or sexual harassment is found to be substantiated, appropriate corrective action will follow, up to and including separation of the offending party from the University, consistent with University procedure. The University prohibits retaliation against anyone for registering a complaint, assisting another in making a complaint, or participating in an investigation of a complaint. Anyone experiencing any conduct that he or she believes to be retaliatory should immediately report it to the Chancellor.

At the current time the Chancellor will serve as the Complaint Advisor and will receive initial harassment complaints from employees and students. The Chancellor will support potential complainants in preparing a written report of the incident or incidents; helping the complainant identify harassment; supporting the individual in confronting the alleged harasser/s; and in referring the complainant to other internal or external resources as needed. The Chancellor will be the point person for complaints from vendors or individuals external to the immediate WGU community, or for complaints where individuals other than WGU students, faculty or staff have been identified as alleged perpetrators.

In the future, when WGU has more faculty and staff, the Chancellor will appoint and train four members (three faculty members and one staff member) of the WGU community to serve as points of contact (Complaint Advisors) to receive initial harassment complaints from employees and students. The entire WGU community will be made aware of the names and other contact information for these individuals via the WGU Website. This information will be updated annually. These individuals will support potential complainants in preparing a written report of the incident or incidents; helping the complainant identify harassment; supporting the individual in confronting the alleged harasser/s; and in referring the complainant to other internal or external resources as needed. The Chancellor will be the point person for complaints from vendors or individuals external to the immediate WGU community, or for complaints where individuals other than WGU students, faculty or staff have been identified as alleged perpetrators.

Master of Arts and Certificate Courses

AC 00 – Integrative Learning and Transformational Development – 8 Credits

This first course of your degree program begins your adventure of yearning-based learning. In it, you learn the basic processes of the Wright Performative approach to learning, growing, and personal transformation from the inside out. This springboard course orients you to your journey as a Wright Graduate University scholar practitioner. It provides a foundation for your own transformation, your development as a transformational leader, and the successful completion of your Master's program at Wright Graduate University.

You are introduced to the intellectual, research, and practice areas of leadership with an emphasis on understanding yourself and others for effective management and leadership in organizational, team, and one-to-one aspects of your personal and professional life. In the Overview component you learn the six core academic disciplines—Neuroscience, behavioral economics and other related research; Adlerian; Humanistic; existential; developmental; and educational disciplines which bring to light applied insights and skills in organizational management and leadership. In the Performative component, you focus on your own learning and growing that you apply through weekly behavioral assignments to enhance your effectiveness in all areas of your life, including your profession. You assess yourself and others with the CARE personality profile to provide a common foundation for continued social emotional intelligence development. In the Applied component, coaching skills provide foundational skills in one-to-one leadership and relationship management. You also learn and apply the team empowerment structure with which you will manage your cohort activities including plenary meetings and other projects.

You learn the best practices to get the most out of the on-line learning component of your studies. You are oriented to the Wright Graduate University online community and engage in rich developmental interactions with your classmates. You orient to weekly lesson, reading, and discussion processes that you follow throughout your studies. You discover the ebb and flow rhythms that you follow each quarter to help facilitate your planning and self-management. You learn to track and plan your personal, leadership, and social emotional intelligence development through your Purposeful Leadership Process.

You explore emergence as a fundamental dynamic in optimizing individuals and group performance. You begin to understand the critical thinking skills of coaching, leadership, and business management that allow an individual to better apprehend, analyze, and make decisions from more accurate analysis of sensory, analytic, and other grounded data. Your analysis provides insight into themes patterns for which you design actions and interventions for change and better goal achievement. You develop as an individual in all areas of life, as well as a scholar practitioner, business professional, leader, and coach who practices what you preach and teach. No prerequisites or co-requisites.

AC 00 – Introduction to the Six Core Disciplines of Wright Integrative Learning in Transformational Coaching & Leadership – 1 credit*

In this foundational course, you will be introduced to the core disciplines of Wright Integrative Learning. This exciting introduction to the master's and certificate programs at WGU will take you on a tour of the logistics, conceptual foundations, and methodological approach to maximizing human potential. You will write your first paper showing your initial understanding of the WGU approach to

personal and professional transformation by writing about how Wright Integrative Learning uses the theories and methodologies from its six core disciplines: Developmental, Adlerian, Human Potential, Existentialism, Educational Theory, and Neuroscience and Other Research. This course is part of the orientation process, and introduces you to the basic concepts and theorists in each of these disciplines. It also provides you with an overview of how these theories and methodologies can be integrated to form a comprehensive approach to coaching and leading others to consciously engage in their own transformation as you engage in your own transformation. No prerequisite. * Offered only to MA students who entered prior to January 27, 2022, for completion of prior program requirements.

AC 12 – Foundations of Human Development & Emotional Intelligence for Coaching & Leadership – 8 credits

This foundational course helps you as a coach and leader to understand the developmental process of individuals. You learn theories and research of child development and how these processes impact adult behavior, emotional intelligence, and career and life success. By understanding how you became who you are, you are better able to become who you could be and help others do the same in coaching, leadership, and teaming. You learn about emotional intelligence, a recognized factor in successful leadership, coaching, training, and teaming, while also developing your emotional intelligence skills and facility. Individual developmental needs and emotional intelligence are analyzed and facilitated from the perspectives of the six core fields of Developmental Psychology, Adlerian Psychology, Human Potential, Existentialism, Educational Theory, and Neuroscience and Other Research, and their synthesis in Wright Integrative. Topics covered include attachment theory, the purpose and neuroscience of emotions; the contribution of emotions to learning, effective decision-making and communication; and how emotional data support positive self-concept and executive hardiness. Prerequisite: AC00. Prerequisite or co-requisite: PL01.

AC 22 – Foundations of Human Relationships for Coaching & Leadership – 8 credits

Patterns of relating are founded on earliest childhood experiences. Current neuroscience is demonstrating that our earliest family experience is encoded in our neural pathways and our personal strengths and limitations are determined by this programming, especially in developing fulfilling, powerful, influential relationships. In almost all vocations, success is greatly influenced by the quality and depth of relationships. This course introduces you to leading theories of adult development and explores the many subtle links between childhood and adult relating—all with an eye toward coaching and leading individuals and groups to higher performance. You learn about social and emotional intelligence and develop relationship skills needed for effective interactions. You will understand the neurological foundations of self-limiting behavior as you employ increasingly effective group and interpersonal strategies. Skills taught in this course are founded on systems and attachment theories, humanistic and developmental psychology, and existentialist perspectives. Prerequisite: AC00. Prerequisite or co-requisite: PL02.

AC 32 – Coaching & Leadership Approaches to Developing Personal Power – 8 credits

The ability to influence others and get work done—in other words, personal power—is a key attribute of all human beings you will tap and develop in your coaching and leadership. This course helps you identify and understand the many varieties of personal power you already employ, as well as self-imposed blocks and limiting beliefs that prevent you as well as those you coach and lead from realizing full personal impact. You discover the relationship of authenticity and personal power. Skills taught include identifying your personal power styles, learning different means of influencing and motivating others, and developing your social intelligence. An overview of developmental psychology and existential philosophy helps you understand the power of orienting to principles in any situation, including the power of orienting towards personal principles of truth and authenticity. Prerequisite: AC00. Prerequisite or co-requisite: PL03.

AC 42 – Purposeful Living in Coaching & Leadership – 8 credits

Purpose is an essential element that informs every aspect of career and life success. Your study of principled behavior and purposeful living will give added meaning and direction to all your coaching and leadership. You will identify an initial life purpose statement and discover ways in which having a clearer sense of purpose gives focus and perspective to all you do. Learning to live the principles of transformation bring deeper meaning and greater performance to all your coaching and leadership. You will analyze your natural gifts and talents and explore how applying those gifts in the service of others can generate career success and a lifelong sense of satisfaction and meaning. An overview of existential philosophy, human potential, Adlerian education and psychology, and other aspects of Wright Integrative helps you understand the relationships of applying principles such as intent, choice, and responsibility to successful leadership and coaching. Prerequisite: AC00. Pre-requisite or co-requisite: and PL04.

AC 72 – Transformational Leadership & Group Dynamics – 8 credits

Leadership is the capacity of every individual to influence the thoughts, feelings, and actions of others. It is typically understood as the ability to effect and manage change in people and organizations. Through self-assessment, case studies, theoretical modeling, and analysis of personal laboratory experience, you dive into the world of thinkers on leadership as you study yourself and others in laboratory situations. In this course, you make use of historical and emerging leadership principles and technologies to deepen your understanding of the leadership resources you have at your disposal. You learn the four components of transformational leadership and how transformational leadership differs from transactional leadership. You refine your personal leadership development aims as you explore how to be a more effective leader in every area of your life, and influence others to do the same. You also study the models, mechanisms, and dynamics of groups and identify the conscious and unconscious behaviors that influence group functioning. After taking this course, you will never see group dynamics the same again. Prerequisite: AC00 & AC32, PL01, PL02, PL03, and PL04. Corequisite: PL05.

AC 82 – Professional & Leadership Coaching – 8 credits

In this course, you will learn the theory, skills, principles and practices that undergird professional coaching, as they will provide a solid foundation for your development as an effective professional coach or business leader. You will acquire an understanding of the philosophical, theoretical, and ethical foundations of coaching while being introduced to various types of coaching including but not limited to transformational, emergence, career, personal and goals coaching. You will also be introduced to the International Coach Federation Core Coaching Competencies. You will learn how to demonstrate each competency in real-time conversations and experience the effect of these skills as a client. You will experiment with the language of coaching and distinguishing the effects of coaching techniques in various settings. You will learn a defined process to structure a coaching session and engagement and learn about the benefits of the structure as well as the vulnerabilities of a poorly structured engagement. You will learn evidence-based methodologies to establish credibility, build trust and demonstrate empathy with a coaching client or business client. You will complete the course having effectively coached and having been coached. This course helps you establish a firm foundation towards becoming a professional coach or transformational business leader who operates with mutuality and responsibility to help others reach their full potential, whether in a coaching practice or in any professional or personal setting. After this course, you may take a complementary laboratory course on how to build and manage a sustainable coaching practice or launch your coaching career (PL11 and PL 12 respectively). Prerequisites: AC00, AC12, and AC22 or permission of instructor. Corequisites: PL07 and PL08.

AC 95 – Master’s Capstone Project – 8 credits*

The master’s capstone provides an opportunity for you to bring your yearning-based learning studies to focus in one coherent study of your learning and development through your master’s program.

Your capstone project will demonstrate an in-depth understanding of Wright Integrative as it is used in the process of transformation and emergence, demonstrating the interrelationship of the six core disciplines—Developmental, Adlerian, Human Potential, Existentialism, Educational Theory, and Neuroscience and Other Research. With professor approval and guidance, you will apply these in depth to an area of your special interest regarding your own transformation and professional interest. Prerequisite: All Master’s Coursework. With permission of instructor, a student with permission to enroll in two courses concurrently per the exception on catalog page 27 may take the final non-capstone course concurrently with AC95 * Offered only to MA students who entered prior to January 27, 2022, for completion of prior program requirements.

AC 99 – Master’s Capstone Project – 2 credits

The master’s capstone provides an opportunity for you to bring your yearning-based learning studies to focus in one portfolio demonstrating your transformational learning and development throughout the program. Your capstone project will demonstrate your in-depth understanding of Wright Integrative as it is used in the transdisciplinary process of transformation and emergence and as it is applied in coaching and leadership, in both personal and professional settings. With professor approval and guidance, you will review, synthesize and apply your learning to date (and during the two-quarter capstone project) to produce four products: a narrative of your transformational leadership development to date and into the future, a case study that demonstrates your integrative problem-solving, an enhanced resume annotated with competencies you define and intend to use in the course of your career, and a portfolio of artifacts from your program studies that demonstrate transformational leadership and coaching acumen in

action. The MA Capstone project is designed to be completed over the course of the final two quarters of the program. Prerequisite: AC00, AC12, AC22, AC32, AC42.

Doctoral Courses

AC 311 – Advanced Developmental Approaches to Facilitating Human Emergence & Performance in Leadership & Coaching – 6 credits

In this course, you deepen your understanding of human development as it relates to coaching and leadership. This increased depth allows you to intervene more effectively with intent to facilitate the development of individuals and groups. You strengthen your grasp of how patterns for individual accomplishment are set in early childhood. Identifying and understanding such patterns is foundational to strengthening individual capacity to develop and even transform in every aspect of life, including career, interpersonal relationships, and health. In this course, you examine the principles of developmental psychology and the Wright Developmental Model and their implications for adult performance, and apply developmental approaches to your particular areas of academic and professional pursuit and interest. Prerequisite: None. Corequisite: PL09 or PL10.

AC 321 – Advanced Adlerian Approaches to Leadership & Coaching in Human Emergence & Performance – 6 credits

Adlerian psychology provides a historically important framework for understanding the processes of lifelong learning, mastery of fundamental life tasks, and the fulfillment of human potential at the individual, group, and societal levels. In this course, you expand and deepen your understanding of the Adlerian framework for facilitating individual development through coaching and leadership. You explore enhanced coaching, leadership, and training by further integrating Adlerian principles and concepts within the Wright Integrative approach to personal transformation. The course further develops intervention and strategy skills as you apply to your work environment, be it corporate or individual coaching. Advanced visioning and goal achievement approaches will be explored as you add to your mastery of life tasks and enhanced personal and social effectiveness. Prerequisite: None. Corequisite: PL09 or PL10.

AC 331 – Existential & Humanistic Approaches Applied to Coaching & Leadership – 6 credits

In this course you advance your knowledge of existential and human potential approaches and synthesize them into your integrative framework as it is applied to the areas of your focus for your leadership and coaching. For past students, these have ranged from education to lifestyle enhancement, parenting to psychotherapy. Existential principles and human potential approaches are viewed from the perspective of emerging neuroscience and cognitive science to maximize the empowerment by coaches and leaders. Human potential approaches will be used to facilitate group interaction as well as to cultivate individual potential while existential philosophy will be applied to individual and group empowerment. The core tenets of existential philosophy—truth, choice, engagement, and personal responsibility, among others—are grounded in daily work experience as well as in individuals' missions, corporate missions, and operating agreements. Prerequisite: None. Corequisite: PL09 or PL10.

AC 351 – Systems Assessment, Intervention, & Design – 6 credits

By analyzing systems thinking—what it is, how it evolved, and how it is currently practiced—you will understand and use systems theory to intervene and make transformational interventions with individuals, families, groups, and organizations. You will also train others in systems analysis and intervention. In this course, you explore the relationship between culture and systems, discover ways systems relate to each other, and recognize how information flows within a system. You deepen your understanding of systems and increasingly recognize the interconnectedness of actions, organizations, and social systems. You also apply systems thinking to laboratory groups and actual work, family, and community scenarios as you use principles, operating agreements, truth-telling in naming belief systems, verbalizing power and control, and other interventions to effect systemic change. Corequisite: PL09 or PL10.

AC 365 – Training Development, Analysis, and Delivery Lab – 6 credits

In this course you build on the work that you did in AC431 and your first year applied projects to more deeply develop your capacity as a curriculum developer, trainer, and educator. You refine and deliver versions of the various learning modules of your dissertation (or related) training. You select a Wright Integrative training to modify, tailoring it to your research topic and to the participant group you will be studying. (If your research methodology does not include a training intervention, you modify a Wright Integrative training related to your dissertation topic or for another purpose identified in consultation with your faculty.) You complete and deliver a preliminary version of your proposed dissertation training or comparable training and deepen your understanding and application of emergence and transformative learning methodologies. You also complete two deliverables as part of your training design and delivery: you enhance your literature review as you build a glossary of key terms and concepts that provide the conceptual foundation of your training, and you submit an in-depth discussion of the training/learning methodologies on which your training is based. You also discuss how you are developing as an educator and scholar practitioner over the course of this quarter, working closely with your faculty member to ensure that you are on track with this project and using it to advance your comprehensive exam and dissertation project. You respond to in-depth, performative, and applied assignment prompts related to the design of overall training objectives, specific learning module objectives, conceptual content, and learning activities and assessment techniques. You also develop marketing material to support enrollment of participants for your training. You design and deliver three iterations of specific sections of the training, using an action research methodology to provide formative and summative learning assessments and progressively improve your training design and delivery. In discussion posts you reflect on your development as a curriculum designer, educator/trainer, business professional, and thought leader related to your dissertation research. Prerequisite: AC311, AC321, AC331, AC351, and 431, or permission of instructor. Corequisite: PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 367– Advanced Training Development, Design, and Delivery Lab – 6 credits

In this course you build on the work that you did in AC437 and AC365 and more deeply develop your capacity as a curriculum developer, trainer, and educator. You refine and deliver versions of the various learning modules of your dissertation (or related) training. You select a Wright Integrative training to modify, tailoring it to your research topic and to the participant group you will be studying. (If your research methodology does not include a training intervention, you modify a Wright Integrative training related to your dissertation topic or for another purpose identified in consultation with your faculty.) Building on your draft dissertation proposal in the AC437 research course and your initial draft of your training design and delivery experience in AC365, you complete and deliver a revised version of your proposed dissertation (or comparable) training. You also complete two essays as part of your final deliverables: you enhance your literature review as you build a glossary of key terms and concepts that provide the conceptual foundation of your training, and you submit an in-depth discussion of the training/learning methodologies on which your training is based. You also discuss how you are developing as an educator and scholar practitioner over the course of this quarter, working closely with your faculty member to ensure that you are on track with this project and using it to advance your comprehensive exam and dissertation project. You respond to in-depth, performative, and applied assignment prompts related to the design of overall training objectives, specific learning module objectives, conceptual content, and learning activities and assessment techniques. You also develop marketing material to support enrollment of participants for your training. You design and deliver three iterations of specific sections of the training, using an action research methodology to provide formative and summative learning assessments and progressively improve your training design and delivery. In discussion posts you reflect on your development as a curriculum designer, educator/trainer, business professional, and thought leader related to your dissertation research. Prerequisite: AC 365, AC431, and AC437 or permission of instructor. Corequisite: PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 411 – Advanced Transformational Coaching – 6 credits

In this course you develop and enhance your skills in advanced emergence coaching, building on the foundation developed at the master's level. You learn to apply the principles and practices of emergence coaching and leadership in a variety of business, organizational and life contexts, facilitating your own and others' transformative learning and increased effectiveness. You also learn coaching approaches from the core disciplines of the Wright educational curriculum as they are integrated into the advanced emergence coaching framework. You participate in mentoring and supervision sessions with faculty throughout the quarter, focusing on your learning and application in your life, career, coaching and leadership work. You also participate in a social-emotional intelligence lab (SEI lab) where you will develop competencies as an engaged team member and influencer. You learn to identify and track a wide range of individual dynamics, assess and facilitate depth of emotional expression, and lead to enhanced emergence of positive potential. You will also complete an applied project where you conduct a brief seminar/training for an appropriate audience on the principles of emergence coaching. **Prerequisites:** AC311, AC321, AC331, and AC351, or permission of instructor. **Corequisite:** PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 412 – Advanced Transformational Group Leadership & Coaching II– 6 credits

In this course you develop or enhance your skills in complex group leadership by co-leading or assisting a group appropriate to your experience level as determined by faculty. If faculty determines that your experience warrants it, you may assist or co-lead a transformations laboratory. You participate in group supervision with faculty on your leadership. You learn to identify and track a wide range of dynamics in groups, assess and facilitate depth of emotional expression, lead to enhance group cohesion, and empower individuals in the group. You identify key leadership issues and challenges and assess your and your fellow leaders' levels of operating on the TIME transformational leadership continuum. You write an online project chronicling your learning, leadership, and outcomes. You also complete an applied project where you conduct a brief seminar/training for an appropriate audience on the principles of transformational leadership. **Prerequisite:** AC 411. **Corequisite:** PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 431 – Research Methodologies & Design I – 6 credits

The Research Methodologies and Design quarters are designed to help you build skill in scholarly inquiry. In these courses, you survey a range of research practices, and then focus on a selected practice for further study. Working with a faculty member, you design a program that explores this research practice in depth and applies it to an area of study you choose. You learn the elements of research design as well as how to design epistemologically sound research. You demonstrate understanding of the architecture of research design and how to match research tools with research objectives; the elements of good research design; how to develop, design, and write up a research plan; and how to critique research studies and reports and be a skilled consumer of research. **Prerequisites:** AC311, AC321, AC331, and AC351 or permission of instructor. **Corequisite:** PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 437 – Research Methodologies & Design II – 6 credits

The Research Methodologies and Design quarters are designed to help you build skill in scholarly inquiry. In AC431, you surveyed a range of research designs and methods and related those to your proposed dissertation topic. You explored the process of formulating a clear research problem, purpose, and question and how various qualitative and quantitative research methodologies enable you to structure your inquiry. You also considered which research design and methodology would be most appropriate for your dissertation research topic and question. In this course you will focus on designing your chosen research methodology to structure your proposed dissertation project. Your work products for this course will include a working draft of your dissertation proposal, including the methodology and design sections of your dissertation – subject to review as you approach your comprehensive exams and actual dissertation project. You will also be completing a draft of your literature review chapter in preparation for your comprehensive exam and dissertation. Most doctoral dissertation projects at WGU also include the design and delivery of a Wright Integrative training intervention related to your topic. This course will prepare you for assessing participant learning and designing or selecting appropriate pre- and post-test measures as part of your research methodology. You will be working closely with a faculty member whom you may choose to be head of your dissertation committee. With faculty guidance, you will design the project to explore the area of research that you choose to approach in depth. You will learn the elements of this particular research methodology as you learn to design epistemologically sound research. You will demonstrate understanding of the architecture of research and training design, how to match this research tool with your research objectives, and how to design a specific research project or research plan. Your work product will be of the quality expected of doctoral dissertation methodology and design chapters. Prerequisites: AC431. Corequisite: PL09 or PL10 (required for students during quarters one through eight of doctoral program).

AC 511 – Comprehensive Qualifying Exams – 8 credits

In this course learners complete their comprehensive qualifying exams. This course is designed to be completed in 1-2 quarters. Upon successfully passing these exams, students will become Doctoral Candidates. Prerequisite: All first- and second-year EdD coursework (AC311 through AC437).

AC 600 – Dissertation – 22 credits

This course includes completing your dissertation. It includes creating and obtaining approval of the dissertation proposal; writing and obtaining approval of the IRB application; data collection and analysis, dissertation writing including literature review, final oral review, revisions, and final approval. This course is designed to be completed in two to six quarters, depending on the research method selected by the student and other factors to be incorporated in the student's planning with his or her dissertation advisor and committee. Prerequisite: All other doctoral courses and achievement of doctoral candidacy. (Note: While acceptance of the final dissertation draft by the faculty dissertation committee is the final requirement for graduation, the degree will not be conferred nor diploma/transcripts released until three bound copies of the dissertation have been received by the registrar.)

MBA Courses

MBA 100 – Integrative Learning and Transformational Development for Business Leadership – 7 credits

This first course of your degree program begins your adventure of yearning-based learning. In it, you learn the basic processes of the Wright Performative approach to learning, growing, and personal transformation from the inside out. This springboard course orients you to your journey as a Wright Graduate University business scholar practitioner. It provides a foundation for your own transformation, your development as a transformational leader, and the successful completion of your MBA program at Wright Graduate University.

You are introduced to the intellectual, research, and practice areas of business management with an emphasis on understanding yourself and others for effective management and leadership in organizational, team, and one-to-one aspects of your business. In the Overview component you learn the six core academic disciplines—neuroscience, behavioral economics and other related research; Adlerian; Humanistic; existential; developmental; and educational disciplines which bring to light applied insights and skills in organizational management and leadership. In the Performative component, you focus on your own learning and growing that you apply through weekly behavioral assignments to enhance your effectiveness in all areas of business. You assess yourself and others with the CARE personality profile to provide a common foundation for continued social emotional intelligence development. In the Applied Component, coaching skills provide foundational skills in the one-to-one leadership and relationship management. You also learn and apply the team empowerment structure with which you will manage your cohort activities including plenary meetings and other projects.

You learn the best practices to get the most out of the on-line learning component of your studies. You are oriented to the Wright Graduate University online community and engage in rich developmental interactions with your classmates. You orient to weekly lessons, reading, and discussion processes that you follow throughout your studies. You discover the ebb and flow rhythms that you follow each quarter to help facilitate your planning and self-management. You learn to track and plan your personal, leadership, and social emotional intelligence development through your Purposeful Leadership Process.

You explore emergence as a fundamental dynamic in optimizing individuals and group performance. You begin to understand the critical thinking skills of coaching, leadership, and business management that allow an individual to better apprehend, analyze, and make decisions from more accurate analysis, sensory, analytic, and other grounded data. Your analysis provides insight into themes patterns for which you are designing actions and interventions for change and better goal achievement. You develop as an individual in all areas of life, as well as a scholar practitioner, business professional, leader, and coach who practices what you preach and teach. **No prerequisites or corequisites.**

MBA 101 – Principles of Accounting and Finance – 1 credit

This course is designed to provide a basic understanding of financial accounting, including introductory accounting theory, concepts, principles and procedures. Specific attention will be devoted to the preparation, understanding, and analysis of financial data and financial statements. Students will also be exposed to current events in accounting and application of business ethics. Students will be expected to interpret current events in terms of accounting measurements and communication. **No prerequisites or corequisites.**

MBA 102 – Principles of Economics – 1 credit

This course evaluates basic economic principles through practical lessons. The purpose of the course is for students to develop a logical, conceptual, and analytical understanding of economic principles and to deal with problems associated with the allocation of resources, decisions made by consumers, production by firms, and pricing in various market conditions, government actions in markets, measuring aggregate output, economic growth, employment and unemployment, money and banking, and fiscal and monetary policies intended to achieve economic goals. **No prerequisites or corequisites.**

MBA 103 – Survey of Business Law – 1 credit

This course introduces students to multiple facets of business law, including online commerce. The course emphasizes the basic concepts of how businesses are organized and operate within a legal environment. Students will also analyze ethical situations encountered by business owners. **No prerequisites or corequisites.**

MBA 112 – Foundations of Human Development & Emotional Intelligence for Transformational Business – 7 credits

The people you lead run the enterprise or section of the enterprise you lead. The better you understand yourself and those you lead, the better you lead. Transformational leadership begins with yourself. Research shows that a growth mindset and learning organization lead to more effectiveness.

This foundational course helps you as a coach and leader to understand the developmental process of others. To be more sensitive to your business leadership style, you learn theories and research of child development and how these processes impact adult behavior, emotional intelligence, and career and life success. By understanding how you became who you are, you are better able to become who you could be and help others do the same in coaching, leadership, and teaming. Leadership foundations begin with the one-to-one experience, even when you lead large groups, each individual responds to you as an individual. The phrase, one-to-many refers to the collective of those you lead, and teaming refers to how effectively individuals interact in shared outcome activities.

You learn about emotional intelligence, a recognized factor in successful leadership, coaching, training, and teaming, while also developing your emotional intelligence skills and facility. Individual developmental needs

and emotional intelligence are analyzed and facilitated from the perspectives of the six core fields of Developmental Psychology, Adlerian Psychology, Human Potential, Existentialism, Educational Theory, and Neuroscience and other research, and their synthesis in Wright Integrative. Topics covered include attachment theory; the purpose and neuroscience of emotions; the contribution of emotions to learning, effective decision-making and communication; and how emotional data support positive self-concept and executive hardiness. **Prerequisite: MBA. 100 Prerequisite or Corequisite: PL01**

MBA 122 – Foundations of Human Relationships for Transformational Business – 7 credits

Patterns of relating are founded on earliest childhood experiences. Current neuroscience is demonstrating that our earliest family experience is encoded in our neural pathways and our personal strengths and limitations are determined by this programming, especially in developing fulfilling, powerful, influential relationships. In almost all vocations, success is greatly influenced by the quality and depth of relationships. This course introduces you to leading theories of adult development and explores the many subtle links between childhood and adult relating—all with an eye toward coaching and leading individuals and groups to higher performance. You will learn about social and emotional intelligence and develop relationship skills needed for effective interactions. You will understand the neurological foundations of self-limiting behavior as you employ increasingly effective group and interpersonal strategies. Skills taught in this course are founded on systems and attachment theories, humanistic and developmental psychology, and existentialist perspectives. Prerequisite: MBA 100. Prerequisite or Corequisite: PL02

MBA 132 – Approaches to Developing Personal Power and Influence – 7 credits

The ability to influence others and get work done—in other words, personal power—is a key attribute of all human beings you will tap and develop in your coaching and leadership. This course helps you identify and understand the many varieties of personal power you already employ, as well as self-imposed blocks and limiting beliefs that prevent you as well as those you coach and lead from realizing full personal impact. You discover the relationship of authenticity and personal power. Skills taught include identifying your personal power styles, learning different means of influencing and motivating others, and developing your social intelligence. An overview of developmental psychology and existential philosophy helps you understand the power of orienting to principles in any situation, including the power of orienting towards personal principles of truth and authenticity. Prerequisite: MBA 100. Prerequisite or Corequisite: PL03

MBA 142 – Purpose, Mission, and Principles in Transformational Business – 7 credits

Purpose in business professionals gives focus to careers. Purposeful businesses tend to have greater alignment of staff, social, and environmental concerns. Purpose is an essential element that informs every aspect of business activity, personal career, and life success. Identified principles of purpose provide operational strategic touchstones for decisions that enhance integrity, service, and employee/customer loyalty.

Your study of principled behavior and purposeful living provides added meaning and direction to all aspects of your enterprise, to planning, managing, client services, coaching, and leadership. Enterprise purpose statements tend to lack the power of those businesses for which the leaders have personal purpose and principles they bring to work. You identify an initial life purpose statement and discover ways in which having a clearer sense of purpose gives focus and perspective to all you do. Learning to live the principles of purpose enhances your transformational living and leadership and brings deeper meaning and greater performance to all aspects of your enterprise operations and leadership from teaming, to coaching, and leadership.

To arrive at your personal purpose statement, you analyze your natural gifts and talents, as well as life traumas and challenges. Purpose leads you to apply those gifts in the service of others to generate career success, lifelong satisfaction, and meaning. An overview of existential philosophy, human

potential, Adlerian education and psychology, and other aspects of Wright Integrative helps you understand the relationships of applying principles such as intent, choice, and responsibility along with the principles of purpose, commitment, alignment, and accountability to successful leadership and coaching. Prerequisite: MBA 100. Prerequisite or Corequisite: PL04

MBA 151 – The Fundamentals of Business – 1 credit

This course supports your development as a business professional who understands and can effectively plan, execute, and measure your business activities. In it you are learning powerful tools to harness the potential of your workforce with the tools of Open Book Management (OBM). You develop greater financial literacy and employee empowerment and inclusion.

You learn to understand and use income statements, balance sheets, and cash flow statements for planning, implementing, and measuring success. Combined, you are learning powerful tools to manage operations. You begin your study of OBM, to align employees and focus the business on the most important factors driving success. Whatever your level of business experience, this and the following courses are designed to give you the tools to use OBM to help an organization achieve its purpose and mission.

This course meets every other week throughout the quarter. For each meeting, you have reading and/or video viewing, as well as an assignment to apply the learning. In response to these applied lessons, you will write on what you did and learned in the business skills of leading, coaching, training, managing, teaming (applied) and what you learned and how you grew personally in your own development—who you are becoming (performative.) You develop your vision as a leader and receive support to build on that vision. You receive feedback on your development in response to assignments and your participation in every-other-week meetings. No prerequisites or corequisites.

MBA 152 – Applied Leadership in Operations – 1 credit

This course is intended to support your development as a business professional who understands and can use the tools of Open Book Management (OBM) to achieve business success by increasing financial literacy and employee empowerment. You learn more about OBM and the leadership traits that facilitate a successful implementation of this operating system. You practice and learn to communicate the reasons for OBM implementation, and the theory and practice involved in teaching employees financial literacy and the empowerment related to sharing financial success with the workforce. Whatever your level of business experience, this course is designed to give you the tools to use OBM to help an organization achieve its purpose and mission.

This course meets every other week throughout the quarter. For each meeting, you have reading and/or video viewing, as well as an assignment to apply the learning. In response to these applied lessons, you will write on what you did and learned in the business skills of leading, coaching, training, managing, teaming (applied) and what you learned and how you grew personally in your own development—who you are becoming (performative.) You develop your vision as a leader and receive support to build on that vision. You receive feedback on your development in response to assignments and your participation in every-other-week meetings. Prerequisite: MBA 151

MBA 153 – Financial Analysis and Decision Making – 1 credit

This course is intended to continue your development as a business professional who understands and can use the tools of Open Book Management (OBM) to achieve business success by increasing financial literacy and employee empowerment. This quarter takes a close look at

financial analysis and its application to decision making. You take your understanding of the elements of accounting that you engaged in in MBA 151 much deeper, and here analyze the financials of your target company and a publicly traded company. You then use financial analysis to guide decision making.

Whatever your level of business experience, this course is designed to give you the tools to use OBM to help your organization achieve its purpose and mission.

This course meets every other week throughout the quarter. For each meeting, you have reading and/or video viewing, as well as an assignment to apply the learning. In response to these applied lessons, you will write on what you did and learned in the business skills of leading, coaching, training, managing, teaming (applied) and what you learned and how you grew personally in your own development—who you are becoming (performative). You develop your vision as a leader and receive support to build on that vision. You receive feedback on your development in response to assignments and your participation in every-other-week meetings. Prerequisite: MBA 151

MBA 154 – Managing to Results – 1 credit

This course is intended to continue your development as a business professional who understands and can use the tools of Open Book Management (OBM) to achieve business success by increasing financial literacy and employee empowerment. This quarter takes a closer look at focusing employees on key organizational goals: establishing an annual critical number towards which all employees focus; identifying and acting on the main drivers that affect that critical number; creating mini games that align and reward employees for achieving steps towards that critical number; and understanding the theory and practice of gainsharing to build “a company of owners.” Whatever your level of business experience, this course is designed to give you the tools to use OBM to help your organization achieve its purpose and mission.

This course meets every other week throughout the quarter. For each meeting, you have reading and/or video viewing, as well as an assignment to apply the learning. In response to these applied lessons, you will write on what you did and learned in the business skills of leading, coaching, training, managing, teaming (applied) and what you learned and how you grew personally in your own development—who you are becoming (performative). You develop your vision as a leader and receive support to build on that vision. You receive feedback on your development in response to assignments and your participation in every-other-week meetings. Prerequisite: MBA 151

MBA 155 – Markets and Uncertainty – 1 credit

This course is intended to continue your development as a business professional who understands and can use the tools of Open Book Management (OBM) to achieve business success by increasing financial literacy and employee empowerment. This course focuses on the “big picture” for organizations: long range planning, data analytics, macroeconomics, and the importance of data. You learn how to take the data you’re tracking and turn it into high-level business planning. Whatever your level of business experience, this course is designed to give you the tools to help your organization achieve its purpose and mission.

This course meets every other week throughout the quarter. For each meeting, you have reading and/or video viewing, as well as an assignment to apply the learning. In response to these applied lessons, you will write on what you did and learned in the business skills of leading, coaching, training, managing, teaming (applied) and what you learned and how you grew personally in your own development—who you are becoming (performative.) You develop your vision as a leader and receive support to build on that vision. You receive feedback on your development in response to assignments and your participation in every-other-week meetings. Prerequisite: MBA 151

MBA 161 – Applied Network Science and Social-Emotional Intelligence for Business Development – 1 credit

People are the fundamental unit of business, and being skilled at cultivating and navigating relationships is the key to business development. This course introduces the student to applied network science coupled with social emotional intelligence as vehicles of personal development and transformational business sales. You discover and enhance the value of your network through interpersonal strategies known as the “Wonders of Intentional, Influential Networking” (WIIN). While focusing on maximizing benefit to you, those you touch, and the world, you lay the essential groundwork for business development systems and disciplines. Prerequisite: None

MBA 162 – Foundations of Consultative Sales – 1 credit

This course develops and deploys foundational business sales consultative selling skills that uncover customer needs, discern the correctness of product or service fit, and overcome objections where appropriate. You develop self-management systems to maximize purposeful activity and time management while minimizing limiting conceptions you may have of yourself, sales, the sales process, and others’ expectations. Employing and enhancing the metrics you began in quarter one, you add straightforward ways to introduce yourself and your value proposition in networking and sales activities. If you are not already engaged in selling professionally, you determine (with faculty consultation) what product or service you sell in the following quarters to engage in transformational business development. Prerequisite: MBA 161

MBA 163 – Self-Management and Systems for Sales Professionals – 1 credit

In this quarter your understanding of business development systems and metrics expands from your self-management as a sales professional to greater focus on managing prospective customer relationships. In particular, you integrate sales pipeline disciplines and analysis tools that provide actionable insights to move prospects along in stages of relationship you identify. You will explore sales ethics as you practice the principle of selling as transformational service, overcoming customer/client objections while accurately discerning their needs and whether your offering meets them. You do this in a context of increasingly clear goal-setting and accountability practices as you begin to sell your chosen product or service. Prerequisite: MBA 162

MBA 164 – Managing the Buying Process: Understanding Microeconomics, Client Decision-Making, and Account Management – 1 credit

This quarter reveals the inner workings of client decision-making and how to influence it as a business professional. You will leverage applied behavioral economics and microeconomics to discern general patterns of consumer behavior and specifically to assess the buying process and profile of customers to whom you sell. Having identified those processes, you will increasingly negotiate win/win agreements and develop standards for maintaining contact with and closing new business with customer accounts. You will explore organizational dynamics of complex sales, learning to recognize who has decision-making authority and influence and partnering with prospects/customers to benefit all parties.

Prerequisite: MBA 163

MBA 165 – Marketing and Authentic Brand Management – 1 credit

Your identity as a transformational business professional, particularly in the realm of sales, is this course's starting point. Successful salespeople recognize that they are selling themselves, their company, and the customer's best interest—not just a product or service. Guided by experts in the field who are committed to honest, authentic integrated marketing, in this course you will differentiate between your identity, your brand, and your marketing: who you (and your organization) are, what others think about you, and what you communicate about you. Finally, you will hone your ability to execute marketing analytics, plans, proposals, and presentations as tactics to support business development.

Prerequisite: MBA 164

MBA 166 – Sales Team Management, Development, and Culture – 1 credit

Managing and developing winning sales teams is the natural extension of developing yourself as a sales professional in a transformational business context. In this course, the skills gained so far in the sales series come together as you extend your concern to integrating sales as service into a larger culture, whether you are an organization of one marshaling support and accountability from trusted advisors, or a player in a complex organization. Finally, you will revisit and develop the skills of maintaining momentum as you consider the yearly cycle of sales management. Prerequisite: MBA 165

MBA 172 – Group & Organizational Dynamics for Transformational Business Leadership – 7 credits

This course takes you into the Wright Graduate University's unique definition of leadership, the capacity of every individual to influence the thoughts, feelings, and actions of others. In other words, we are all leading all the time. You grow as a leader by identifying the gaps between desired outcomes and actual results. You learn and grow as you apply the Evolving process to expand your communication, leadership, supervisory, teaming, coaching, and management skills to bridge the gap and develop as an increasingly effective business professional. Learning means you discover what you know now that you did not know before. Growing means developing new or expanded thinking, feeling, and actions or applying current skills in unimagined new areas. We refer to the five hats of leadership—managing, supervising, training, coaching, and teaming. You will learn more about these five hats as you progress as a business leader, trainer, coach, and leader.

Through self-assessment, case studies, theoretical modeling, and analysis of personally-applied assignments,

and observing and intervening real-time in groups to which you belong, you dive into the world of thinkers on leadership as you study yourself and others through reading and in performative learning situations.

Before reading about other views of group dynamics and leadership, you dive in as a scholar practitioner experiencing, then analyzing group dynamics—also becoming an applied social scientist. You plan and track your personal transformation in your Purposeful Leadership Planner. You learn to use historical and emerging leadership principles and technologies to deepen your understanding of the leadership resources you have at your disposal. You learn the four components of Transformational Leadership and how Transformational Leadership differs from Transactional Leadership. You deepen your understanding and application of Evolving as you further deploy your Purposeful Leadership Process (PLP) to facilitate your own Evolving and leadership effectiveness. As you explore how to be a more effective leader in every area of your life, you influence others to do the same. You also study the models, mechanisms, and dynamics of groups and identify the conscious and unconscious behaviors that influence group functioning. Most students comment after taking this course, that they could never see themselves or group dynamics the same again.

Taking this course, you join decades of leaders who have similarly begun or enhanced their personal leadership journey through this personally engaged study of applied group process. They have become international leaders of their professional associations, national leaders in governance, leading economic theorists, professors, highly successful entrepreneurs, and philanthropists. **Prerequisite:** MBA100 & MBA132. **Corequisite:** PL05

MBA 182 – Professional & Leadership Coaching for Transformational Business – 7 credits

In this course, you will learn the theory, skills, principles and practices that undergird professional coaching, as they will provide a solid foundation for your development as an effective professional coach or business leader. You will acquire an understanding of the philosophical, theoretical, and ethical foundations of coaching while being introduced to various types of coaching including but not limited to transformational, emergence, career, personal and goals coaching. You will also be introduced to the International Coach Federation Core Coaching Competencies. You will learn how to demonstrate each competency in real-time conversations and experience the effect of these skills as a client. You will experiment with the language of coaching and distinguishing the effects of coaching techniques in various settings. You will learn a defined process to structure a coaching session and engagement and learn about the benefits of the structure as well as the vulnerabilities of a poorly structured engagement. You will learn evidence-based methodologies to establish credibility, build trust and demonstrate empathy with a coaching client or business client. You will complete the course having effectively coached and having been coached. This course helps you establish a firm foundation towards becoming a professional coach or transformational business leader who operates with mutuality and responsibility to help others reach their full potential, whether in a coaching practice or in any professional or personal setting. After this course, you may take a complementary laboratory courses on how to build and manage a sustainable coaching practice or launch your coaching career (PL11 and PL12 respectively). **Prerequisite** MBA100, MBA112, and MBA122; or permission of instructor. **Corequisite:** PL07 and PL08

MBA 195 – MBA Capstone Project – 1 credit

The master's capstone provides an opportunity for you to bring your yearning-based learning studies to focus in one portfolio demonstrating your transformational business learning and development through your MBA. Your capstone project will demonstrate your understanding and application of the core business fields you have learned, as well as an in-depth understanding of Wright Integrative as it is used in the transdisciplinary process of transformation and emergence. With professor approval and guidance, you will review, synthesize and apply your learning to date (and during the two-quarter capstone project) to produce four products: a narrative of your transformational business leadership development to date and into the future, a case study that demonstrates your integrative problem-solving, an enhanced resume annotated with competencies you define and intend to use in the course of your career, and a portfolio of artifacts from your program studies that demonstrate your business leadership experience. The MBA Capstone project is designed to be completed over the course of the final two quarters of the program. Prerequisite: MBA 100 through MBA 163

Performative Learning (PL) Trainings

All Performative Learning Trainings are non-credit bearing.

PL 01 – Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence Quarter – 0 credits

Required for AC12, Foundations of Human Development & Emotional Intelligence for Coaching & Leadership. In this PL you learn and undertake weekly assignments to further develop your emotional intelligence—identifying your emotions, understanding their role in effective functioning and personal and professional satisfaction and success, experimenting with emotional expression, being in the moment, and developing skills of emotional regulation and facility. No prerequisite.

PL01 includes:

- A weekend training beginning the quarter
- A weekly evening 2-hour class for 13 weeks
- A 45-minute coaching session biweekly
- Weekly online written check-ins demonstrating what you learned and how you grew

PL 02 – Year of More: Robust Relationships: Foundations of Social Intelligence Quarter – 0 credits

Required for AC22, Foundations of Human Relationships for Coaching & Leadership. In this PL you explore the impact of your family relationships on your relationships in the rest of your life, your work, and with those you coach and lead. You diagram your family tree and identify your family limiting beliefs and family member roles and special circumstances in order to identify behavioral patterns as they were laid down neurologically in your earliest years. You learn the neuroscience related to your early experiences in your family system, identify the impact of these early experiences in your life today, and develop a future vision for your relationships. You identify skills for more genuine relationships; understand how early family beliefs, norms, and patterns developed and influence current relationships;

identify unconscious beliefs that drive daily actions; gain greater choice to live your own values; and be more responsible in communication. No prerequisite.

PL02 includes:

- A weekend training beginning the quarter
- A weekly evening 2-hour class for 13 weeks
- A 45-minute coaching session biweekly
- Weekly online written check-ins demonstrating what you learned and how you grew

PL 03 – Year of More: Personal Power Quarter – 0 credits

Required for AC32, Coaching & Leadership Approaches to Developing Personal Power. In this PL you study forms of personal power and develop strategies to enhance your use of your personal power. You use your enhanced skills to overcome barriers, take more risks, and develop new ways to understand and apply the principle of intention. You understand and apply the law of requisite variety, develop more connected relationships, and take greater personal responsibility in work and other areas. You learn, practice, and apply different skills of personal power each week in your personal and professional life and in your coaching and leadership. No prerequisite.

PL03 includes:

- A weekend training beginning the quarter
- A weekly evening 2-hour class for 13 weeks
- A 45-minute coaching session biweekly
- Weekly online written check-ins demonstrating what you learned and how you grew

PL 04 – Year of More: Purposeful Living & Leadership Quarter – 0 credits

Required for AC42, Purposeful Living in Coaching & Leadership. In this PL you practice living with the principles of purpose, learn about the qualities of purposeful living, and begin to identify your own life purpose. You further challenge disempowering and limiting childhood beliefs, choose empowering beliefs and principles to live by, and find ways to experience every interaction as growthful. You learn about developmental models of personal development and apply these as a map to guide your spiritual development in ways that can apply to believers of all faiths. You learn and practice the skills of principle based leadership and coaching. No prerequisite.

PL04 includes:

- A weekend training beginning the quarter
- A weekly evening 2-hour class for 13 weeks
- A 45-minute coaching session biweekly
- Weekly online written check-ins demonstrating what you learned and how you grew

PL 05 – Group Process Training – 0 credits

Required as corequisite for AC72, Transformational Leadership & Group Dynamics. This PL introduces you to group process in a group experience. You analyze the experience, get feedback, and apply academic and theoretical perspectives to your experience. You apply the analytic and intervention skills you learn to groups you attend, wherever you are. You develop a foundation to continue to become increasingly aware of group dynamics and how to intervene in groups to better achieve your and your groups' objectives. You learn to identify formal and informal group decision processes and identify who makes decisions, who influences those decisions, and how they do it. You develop foundations for insight into who aligns with whom to control how groups interact, how groups break down, and how conflict is managed. You learn foundational skills to enhance group functioning, facilitate enhanced participation, and empower participants in the groups you lead or belong. Prerequisites: PL01, PL02, PL03, PL04, or Instructor Permission.

PL 07 – Personal Emergence Process – 0 credits

Required as corequisite of AC82, Professional & Leadership Coaching. In this PL you learn powerful communication and facilitation skills including contextual listening, intentional speaking, and the power of presence to facilitate expression and problem solving in others. You discover the power of flow, aliveness, and truth in individuals naturally and easily solving their own problems with no advice. This PL provides a powerful foundation for your coaching and leadership, underlining the wisdom of individuals and groups to solve their own problems. You will discover the power of emotions and expressing them responsibly and how that impacts interactions with others. In learning how to have greater range of expression of emotions during these trainings, you develop a greater self-awareness and sense of self. You experience greater responsibility for the ways you communicate which increases satisfaction in life. As a coach and leader, you learn co-voyaging, a personal responsibility skill that helps you take responsibility for your own AC82 experience in ways that increase your insight and effectiveness. No prerequisite.

PL 08 – Coaching Lab – 0 credits

Required for AC82, Professional & Leadership Coaching. In this PL, you engage in a coaching experience where you recruit coaching clients, coach them, learn and practice coaching skills, share your coaching experiences with other coaching students, and receive feedback and coaching to increase your effectiveness. You will gain skill and experience in the ICF coaching competencies as you increase your coaching proficiency. Prerequisites: PL01, PL02, PL03, and PL04, or instructor permission.

PL 09 – Social and Emotional Intelligence Transformation Lab I – 0 credits

Required for EdD In this PL you participate in a social and emotional intelligence transformation lab for a two-year period. You learn to identify, name, and responsibly and fully express emotions. You develop skills of social and emotional intelligence and to up- and down-regulate emotional expression. You practice effective self-care, learn to engage in conflict productively, and to be clear about desires and intentions. You identify unmet developmental needs and develop the skills to address them. You enhance your personal power and influence as you learn to orient to vision; to even more deeply tell the truth; to become aware of and effectively express judgments; to engage in conflict productively; to be clear about desires and intentions and to fulfill these, especially in coaching and leadership.

Prerequisites: PL01, PL02, PL03, and PL04.

Social and Emotional Intelligence Transformation lab includes:

- A weekly 2½ hour evening meeting
- Three weekend trainings per year
- A 45-minute coaching session biweekly
- Participation in a quarter-length team project once per year
- Weekly online written check-ins demonstrating what you learned and how you grew

PL10 – Social and Emotional Intelligence Transformation Lab II – 0 credits

This optional course is available for students seeking to continue the lab experience beyond PL09. In this PL you participate in a social and emotional intelligence transformation lab for a two-year period. You learn to identify, name, and responsibly and fully express emotions. You develop skills of social and emotional intelligence and to up- and down-regulate emotional expression. You practice effective self-care, learn to engage in conflict productively, and to be clear about desires and intentions. You identify unmet developmental needs and develop the skills to address them. You enhance your personal power and influence as you learn to orient to vision; to even more deeply tell the truth; to become aware of and effectively express judgments; to engage in conflict productively; to be clear about desires and intentions and to fulfill these, especially in coaching and leadership.

Prerequisites: PL01, PL02, PL03, and PL04, and PL09.

Social and Emotional Intelligence Transformation Lab includes:

- A weekly evening 2½ hour meeting
- Three weekend trainings per year
- A 45-minute coaching session biweekly
- Participation in a quarter-length team project once per year
- Weekly online written check-ins demonstrating what you learned and how you grew

PL 11 – Coaching Practice Development Lab – 0 credits

This optional PL is foundational for the professional coach. It provides educational webinars and group laboratory experience in sales and business development for developing a coaching practice.

No prerequisite.

- Coaching Practice Development lab includes:
- A one and one half hour sales lab every other week.
- Participation in an ad hoc sales team as part of the sales lab.
- Participation in an at-risk (\$20) sales contest every other week.
- Weekly reports on sales activity and results.
- A selection from up to 36 webinars offered every two weeks.
- Individual coaching for 45 minutes every other week (paid by student).
- Reading as assigned. *The Wright Coaching Manual* and *To Sell is Human* by Daniel Pink are required.

PL 12 – Coaching Practice Management Lab – 0 Credits

This optional PL covers basic accounting, billing, contract management, and other foundational business operations skills. There are two elements to this lab including attendance at the three-hour entrepreneurs' program every three weeks for at least one term and individual coaching in practice management. This course requires individual motivation and represents critical skills to be learned with highly successful entrepreneurs including consultants, professional sales people, insurance business people, designers, writers, corporate advisors, manufacturer's representatives, and others running businesses from start-ups to over \$20,000,000 annually. You are advised to purchase an accounting program and begin managing yourself as a business even if you have yet to acquire paying clients. **No prerequisite.**

- Coaching Practice Management lab includes:
- Attending a three-hour lab every three weeks.
- Participation in an ad hoc entrepreneurs' team.
- Reading as assigned. *The Wright Coaching Manual* and others as needed.
- Optional materials: Computer, QuickBooks, or other accounting program.

Student Code of Conduct

The Wright Graduate University experience is designed to help you learn and apply the skills of personal transformation to live a great life, not just to fill you with new information. This is a high-performance education. We want to maximize the benefit for all involved to transform the student, transform the teacher, and transform the world. The following operating agreements will help you get the most out of your participation in the program, enhance the quality of your life in all areas, and cultivate ways of being that will support you as a transformational leader and coach.

Students at Wright Graduate University are expected to adhere to the Code of Student Conduct described below. These standards are a supplement to (not a replacement for) the standards elsewhere on this catalog, including but not limited to regulations on academic integrity, sexual harassment, campus safety and drug/alcohol use.

Violations of policy may result in any of a range of consequences, from verbal or written reprimand to withdrawal from the program. Students dismissed for Code of Student Conduct violations may appeal the violation using the Student Grievance Process.

Agreements

- Create value for yourself. Those who benefit the most from the activity don't wait for information to come to them. They participate and generate meaning and value for themselves. The more that you can accept this responsibility to create value for yourself, the more you will find creative ways to contribute, participate, and benefit.
- Create value for the activity and do not detract. Use your participation to move the group or activity forward and not detract or delay it in any way.
- Participate fully. The more you invest and participate in any class or experience, the more you will benefit. Research has shown that those who participate the most get the most out of their experience. Do your best in every way possible.
- Be on time. You and others have invested significant resources to participate in this education. To make your work together the most productive, it is critical that you show up on time and ready to work. Take your own breaks as needed during class, but avoid taking breaks that will delay class transitions. If you are going to be late, miss class, or attend remotely, inform your instructor so they may plan accordingly.
- Tell the truth. You can always decline to share information about yourself. However, an educational experience is a great opportunity to take risks, be more open and honest, and disclose more about yourself rather than telling a story about someone else or making a generalization. The more open you are, the more you will gain from the experience.
- Keep confidentiality. We maintain an environment of integrity, safety, and freedom to participate by upholding confidentiality. Students agree not to disclose the content of other students' work outside of the learning context and for the purpose of supporting learning. Students agree to share only from their own experience when talking with others within or outside their performative training. In an attempt to maximize learning, Wright Living performative learning instructors and WGU faculty may communicate with one another in the service of learning and growing. Students are encouraged to keep all relevant faculty members informed and current on issues that may arise in the course of their learning experiences.

Student Code of Conduct

- Be coachable and open-minded. Be coachable and be open and be open to having your opinion shifted and changed. The more the environment is open, the more likely it is that creative solutions will emerge for everyone involved.
- No side conversations. Educational success is maximized when everyone pays attention and supports the group unity. Do not have side conversations. Keep your focus and attention on the group momentum so that you, and all of fellow students, can have the greatest collective success.
- Be coachable on limiting thinking and beliefs. Throughout your program you will begin to notice that you have limiting beliefs about yourself, others, and the world—beliefs that get in the way of your leading and coaching. This limited thinking may show up in a ‘victim-based’ mindset—like blaming others or circumstances for your current situation, or complaining without examining your own responsibility in the matter. You may be interrupted when you are speaking in a way that reinforces these limiting beliefs so that you can start to become aware of the things keeping you from your dreams.
- Practice e-etiquette. With email, online discussions, our learning management systems, and all other WGU online communications, you agree to the following:
 - Communicate responsibly. Do not blame or shame others. Take responsibility for your own reactions and emotional charges. Use communications (including logistical communications) to learn, grow, inspire, and play. Be uplifting and growth oriented.
 - Use the appropriate medium. Do not use online media for emotional communications. Use text messages only for immediate/urgent (requiring response within minutes, not hours) and straightforward (non-complex) communications. Talk to the person either in person or on the phone instead of communicating digitally.
 - Schedule conversations when appropriate. Faculty and administration have responsibilities to multiple students, and as such, any thread of communications that requires more than one round of responses should be handled by scheduling a conversation during office hours or, at the faculty/ administrator’s discretion, another time they make themselves available.
 - Follow guidance and instruction given by any faculty member, administrator, or designated senior student moderator regarding communication for an online medium.
- No business transactions. We believe that growth and development is enhanced when there are no ongoing issues of exchanging money or conducting business between students. To this end, we require that WGU students refrain from conducting business transactions with each other during the period they are at WGU. Referrals and networking are okay. Existing business relationships can of course continue.
- No social or romantic involvement. We provide an environment of personal growth where students can experiment with new beliefs and behaviors. The safety for this experimentation is aided when there is no romantic, or sexual involvement. To this end, WGU students shall not engage in romantic, or sexual relationships with other WGU students during the period they are at WGU. Existing relationships can of course continue.

- No physical violence. In providing a safe place for students to experiment with different behaviors and full expression of emotions, all students agree to absolutely no physical violence with each other. If you do break or damage anything, you pay for the damage you make or create.
- No alcohol or drugs. WGU complies with the Drug Free Schools and Communities Act and forbids use, possession, distribution, or sale of illegal and illicit drugs or alcohol by students, faculty or staff anywhere on school property or as part of any of its activities. Anyone in violation of state, federal or local regulations, with respect to illegal drugs or alcohol, may be subject to both criminal prosecution and school disciplinary action. For the performative learning courses, students may not partake of alcohol or other mind-altering substances (unless prescribed) for at least 24 hours before the performative activity. Failure to abide by this policy will result in the student sitting out of that session of the performative learning activity.
- Handle charges, reactions, and grievances responsibly. Through your participation, charges or issues may arise, that things will happen or individuals will do things that you may feel are inappropriate or that you disagree with. It is your sole responsibility to use those charges or issues to identify your own unfinished business and to take responsibility for that business in the manner listed below:
- Operate as if you assume good will on the part of others no matter how wrong or misguided you think they are or what you disagree with.
 - Any time an issue arises or you have a charge or reaction, you may start with anger, but then immediately:
 - Identify the fear/ hurt underneath the anger and take responsibility for your pain.
 - Identify your projection or transference.
- You may not, through your actions, ways of being, or behaviors require any additional resources to support you beyond what is typically and reasonably provided to any student.
- If you are unable to expediently resolve your concern with the person involved directly, you agree to resolve your concerns through the articulated grievance policy.
- Seek external resources as needed. In the course of your preparation as a transformational leader and coach, buried feelings or unfinished business may arise from the educational experience. The university's services are limited to non-therapeutic academic mentoring and career advising. You agree to take full responsibility for these feelings and seek therapy or other appropriate remediation and in no way hold the university or associated people or groups responsible. Should an issue arise that interferes with your academic performance or safety, or compromises the academic experience of another student, the university may require that you seek therapy or counseling (referrals available from the Chancellor/career services office).

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA) sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information The Wright Graduate University may disclose to third parties without receiving prior written consent from the student.

I. Types of Educational Records Kept

The Wright Graduate University will maintain student records for six years from graduation or last date of attendance. Such records will minimally include the following:

- A copy of the enrollment agreement and other instruments relating to payment for educational services.
- Student information, including student name; permanent or other address at which the student may be reached; records relating to financial payments and refunds; and, record of attendance.
- Date of completion or termination and the reason(s) thereof.
- Record of any student grievance and subsequent resolution.
- The Wright Graduate University shall provide upon request a transcript to any student who has satisfied all financial obligations currently due and payable to the school. The original transcript will be maintained indefinitely. It will provide the name of the student, the title of the program, total number of credit hours of instruction received, dates of enrollment,

II. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his or her records should submit a written request to the appropriate school official. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review his/her own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in his/her file prior to January 1, 1975; (iii) confidential letters and recommendations placed in his/her file after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

III. Disclosure of Educational Records

The Wright Graduate University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

- A. To Wright Graduate University officials who have been determined by the school to have legitimate educational interests in the records.

A school official is: 1) a person employed by the school in an administrative, supervisory, academic or research, or support staff position; or 2) a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Directors.

Legitimate interest: A student serving on an official committee or assisting another school official, or any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for the Wright Graduate University has a legitimate educational interest.
- B. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs, or in connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
- C. To organizations conducting certain studies for or on behalf of the school.
- D. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
- E. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
- F. To comply with a judicial order or lawfully issued subpoena.
- G. To appropriate parties in health or safety emergencies.
- H. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
- I. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph H above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The Wright Graduate University, in such instances, may only disclose the name of the perpetrator—not the name of any other student, including a victim or witness—without the prior written consent of the other student(s)).
- J. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.

IV. Record of Requests for Disclosure

Except with respect to those requests made by the student him/herself, those disclosures made with the written consent of the student, or to requests by or disclosures to Wright Graduate University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), the Wright Graduate University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. The student may inspect this record.

V. Directory Information

The Wright Graduate University designates the following information as directory information. (Directory information is personally identifiable information that may be disclosed without the student's consent):

- Student's name
- Address: local, email and Web site
- Telephone number (local)
- Date and place of birth
- Program of study
- Participation in officially recognized activities
- Dates of attendance
- Degrees and certificates awarded
- Most recent previously attended school
- Photograph of the student, if available
- Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)

Notice of these categories and of the right of an individual in attendance at the Wright Graduate University to request that his or her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Chief Operating Officer's office. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

Directory information may be changed by writing to info@wrightgrad.edu.

VI. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

A student must ask the Chief Operating Officer to amend a record. As part of the request, the student should identify the part of the record he/she wants to have changed and specify why he/she believes it to be inaccurate, misleading, or in violation of his or her privacy rights.

The Wright Graduate University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.

Upon request, the Wright Graduate University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of the Wright Graduate University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.

The Wright Graduate University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.

If, as a result of the hearing, the Wright Graduate University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.

If a statement is placed in the education records of a student in the paragraph above, the Wright Graduate University will: (a) maintain the statement with the contested part of the record for as long as the record is maintained; and (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

If, as a result of the hearing, the Wright Graduate University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.

VII. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by the Wright Graduate University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Other Complaints

The Wright Graduate University is regulated by The Educational Approval Program (EAP). The Wisconsin EAP is a postsecondary education agency charged with the following responsibilities:

- Evaluating and approving private trade, technical, career, distance learning, and degree-granting schools.
- Collecting and disseminating student outcome and satisfaction information from schools.
- Performing annual reviews of schools.
- Conducting regular on-site evaluations of schools.
- Holding schools accountable for improving their performance and effectiveness.
- Supporting options for innovative and quality programs offered by schools.

EAP Strategic Values & Goals

- Assure Wisconsin consumers that EAP-approved schools are well run, educationally sound, and financially stable.
- Protect consumers and help schools through regulatory enforcement and processes that are reasonable, consistent, firm, fair, and timely.
- Demonstrate a commitment to the private postsecondary education sector by supporting the success of students and schools.
- Regularly update and/or revise applicable statutes, administrative rules, and oversight policies and procedures to reflect changes in the career education sector.

Any question a student has regarding any policies and procedures, enrollment agreements, or financial concerns that have not been satisfactorily answered by the institution may be directed to the Educational Approval Program (EAP):

Department of Safety and Professional Services
Educational Approval Program,
P.O. Box 8366
4822 Madison Yards Way,
Madison, WI 53705;
www.dsps.wi.gov;
dspseap@wisconsin.gov;
608-266-1996

Arbitration

Every student and Wright Graduate University agrees that any dispute or claim between the student and Wright Graduate University (or any company affiliated with Wright Graduate University, or any of its officers, directors, trustees, employees or agents) arising out of or relating to a student's enrollment or attendance at Wright Graduate University whether such dispute arises before, during, or after the student's attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be, at the student's or Wright Graduate University's election, submitted to and resolved by individual binding arbitration pursuant to the terms described herein. This policy, however, is not intended to modify a student's right, if any, to file a grievance with any state educational licensing agency. Either party may elect to pursue arbitration upon written notice to the other party. Such notice must describe the nature of the controversy and the remedy sought. If a party elects to pursue arbitration, it should initiate such proceedings with American Arbitration Association ("AAA") at 225 N. Michigan Ave., Chicago, Illinois, 60601-7757. This provision does not preclude the parties from mutually agreeing to an alternate arbitration forum or administrator in a particular circumstance. If either party wishes to propose such an alternate forum or administrator, it should do so within twenty (20) days of its receipt of the other party's intent to arbitrate.

Wright Graduate University agrees that it will not elect to arbitrate any undividable claim of less than the relevant jurisdictional threshold that a student may bring in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If that claim is transferred or appealed to a different court, however, or if a student's claim exceeds the relevant jurisdictional threshold Wright Graduate University reserves the right to elect arbitration and, if it does so, each student agrees that the matter will be resolved by binding arbitration pursuant to the terms of this Section.

If either a student or Wright Graduate University chooses arbitration, neither party will have the right to a jury trial, to engage in discovery, except as provided in the applicable arbitration rules, or otherwise to litigate the dispute or claim in any court (other than in small claims or similar court, as set forth in the preceding paragraph, or in an action to enforce the arbitrator's award). Further, a student will not have the right to participate as a representative or member of any class of claimants pertaining to any claim subject to arbitration. The arbitrator's decision will be final and binding. Other rights that a student or Wright Graduate University would have in court also may not be available in arbitration.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against a student may not be joined or consolidated with claims brought by or against any other person. Any arbitration hearing shall take place in the federal judicial district in which the student resides. Upon a student's written request, Wright Graduate University will pay the filing fees charged by the arbitration administrator, up to a maximum of \$3,500 per claim. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law gives a right to recover any of those fees from the other party. If the arbitrator determines that any claim or defense is frivolous or wrongfully intended to oppress the other party, the arbitrator may award sanctions in the form of fees and expenses reasonably incurred by the other party (including arbitration administration fees, arbitrators' fees, and attorney, expert and witness fees), to the extent such fees and expenses could be imposed under Rule 11 of the Federal Rules of Civil Procedure. The Federal Arbitration Act (FAA), 9 U.S.C. §§ 1, et seq., shall govern this arbitration provision. This arbitration provision shall survive the termination of a student's relationship with Wright Graduate University.

Wright Foundation for the Realization of Human Potential Loan Policy and Criteria

The Wright Foundation for Transformational Leadership awards student loans to Wright Graduate University doctoral students who have been enrolled and admitted to Wright Graduate University. In addition to the Foundation loans described below, students are encouraged to explore other third-party loans that may be available at a lower interest rate to assist in funding their education.

Doctoral students are eligible to receive up to 100% of the cost of tuition and fees billed directly by Wright Graduate University. Loan funds can only be used to pay WGU institutional charges. The Foundation will not discriminate on the basis of race, religion, gender, ethnicity, or sexual orientation in administering this loan program.

Application, Approval Process & Loan Disbursement:

- The student submits to the Foundation the Student Loan application together with a narrative essay and three letters of recommendation (see Student Financial Aid Handbook for application). Incomplete Applications will not be considered.
- The Foundation verifies the student's admission status with Wright Graduate University.
- Within 30 days of receipt of the student's completed application the Foundation notifies the student of loan approval and eligibility (up to 100% of tuition and fees) or if the loan is denied, the basis of the denial. All decisions by the Foundation are final. Availability of loan funds for new enrollments is contingent upon Foundation board approval.
- The Foundation disburses to Wright Graduate University the loan amount being awarded for each term. The student has the opportunity to decline or accept the loan amount being applied to his or her tuition with the Wright Graduate University.
- Wright Graduate University certifies the student's costs and enrollment then submits the certified loan request to Tuition Options, our loan servicer. Tuition Options will provide promissory notes, payment schedules, and support to students regarding the repayment of the loan.
- The student accepts the loan by signing the loan agreement/promissory note issued with Tuition Options. Once the Master Promissory Note is completed, the disbursements will happen according to its scheduled cycle, the first at least 21 days after the submission of all documentation and a signed promissory note.

Interest Rate, Loan Repayment and Collections:

- The annual interest rate is 8%
- Students are required to make a minimum monthly payment of \$50.00 while in school. Students who fail to make payments as scheduled may be withdrawn from school. Due to extenuating circumstances that can be documented, a student may appeal in writing to the Chief Operating Officer for a reduction/elimination of the minimum monthly payment for a specified time period. Supporting documentation is to be included with all appeals filed. The Chancellor's decision will be rendered, in writing, within 30 days of receipt of an appeal. The Chief Operating Officer's decision on all appeals is final
- The term of repayment shall be based on the student's total loan amount. (The total loan amount is the sum of all WFRHP student loans for a student over the course of the programs for which they have enrolled.)

– Under \$3,001	24 months	– \$7,001-14,000	96 months
– \$3,001-7,000	48 months	– Over \$14,000	120 months
- The Foundation reserves the right to use all legal means of securing repayment for loans, including reporting to credit bureaus. <http://wrightgrad.edu/financial-assistance>



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Chief Growth Officer, Guaranteed Rate

Chris Vaughan, PhD

Chief Executive Officer, Sequence Consulting

Course Titles Updated 8/13/22

The course numbered AC00 is incorrectly titled on pages 33 and 62.

The correct name of the course is Integrative Learning and Transformational Development for Leadership and Coaching.

Tuition Charges Updated 8/9/22

Program	Months	Quarter Credit	Appl. Fee	Tuition Charge Per Credit	Total Tuition	Performative Learning	Performative Learning Fee	Estimated Books	Total
Emotional Intelligence for Leadership and Coaching Certificate	9	24	\$0	\$591	\$14,184	PL01 PL02	\$3,480	\$400	\$18,064
Social Intelligence for Leadership and Coaching Certificate	9	24	\$0	\$591	\$14,184	PL03 PL04	\$3,480	\$400	\$18,064
Transformational Leadership Certificate	12	24	\$0	\$591	\$14,184	PL01 through PL05	\$8,760	\$400	\$23,344
Transformational Coaching Certificate	15	32	\$0	\$591	\$18,912	PL01 PL02 PL03 PL04 PL07 PL08	\$9,360	\$600	\$28,872
Master's Degree	21	58	\$0	\$591	\$34,278	PL01 through PL08	\$11,160	\$1,400	\$46,838
EdD Degree**	60	148	\$0	\$667	\$94,308	PL01 through PL10	\$31,800	\$2,400	\$129,908
MBA	22	64	\$0	\$591	\$37,824	PL01 through PL08	\$12,660	\$1,400	\$51,884

* These costs do not include transportation or meal expense for any session attended in-residence.

** Time, credits, and costs listed here include those of the prerequisite Master's degree.

Performative Learning Fee Breakdown

Performative Learning	Name	Fee
PL01	Year of More: Nourishment & Self Care: Foundations of Emotional Intelligence	\$1,740
PL02	Year of More: Robust Relationships: Foundations of Social Intelligence	\$1,740
PL03	Year of More: Personal Power	\$1,740
PL04	Year of More: Purposeful Living and Leadership	\$1,740
PL05	Group Process Training	\$1,800
PL07	Personal Emergence Process	\$1,400
PL08	Coaching Lab	\$1,000
PL09	Social and Emotional Intelligence Transformation Lab I	\$20,640
PL10	Social and Emotional Intelligence Transformation Lab II	\$20,640
PL11	Coaching Practice Development Lab	\$0
PL12	Coaching Practice Management Lab	\$0

2022 Calendar updated 7/25/2022

As of 7/25/22, all sessions are being conducted virtually until further notice. Locations given below will be accurate when in-person sessions resume.

Consult the catalog or the Registrar to understand which courses and performative trainings apply to your particular program as well as ideal scheduling for your course of study.

Note regarding breaks between quarters: There is no WGU instruction between the end of one quarter and the first residential weekend of the next; however, performative learning requirements may be offered by the consortium partner Wright Foundation during that time.

[W] = Held at Wright Graduate University Campus,
N7698 County Highway H, Elkhorn, WI
[C] = Held at the Chicago Learning Site,
445 E. Ohio, Suite 360, or off-site TBD

January 2022

8-9	WGU Winter Weekend 3 [W]
18	Community Graduation [C]
19	Last Day of Winter Quarter
21-23	Year of More: Personal Power [C]
27	Spring Quarter Start
27-28	WGU Spring Orientation [W]
29-30	WGU Spring Weekend 1 [W]

February

11-13	Personal Emergence Process (PEP) 1 [W]
26-27	WGU Spring Weekend 2 [W]

March

11-13	Personal Emergence Process (PEP) 2 [W]
26-27	WGU Spring Weekend 3 [W]

April

19	Community Graduation [C]
20	Last Day of Spring Quarter
22-24	Year of More: Purposeful Living and Leadership [C]
28	Summer Quarter Start
28-29	WGU Summer Orientation [W]
29-May 1	WGU Group Process Leadership [W]
30-May 1	WGU Summer Weekend 1 [W]

May

21-22	WGU Summer Weekend 2 [W]
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June

No scheduled events

JULY

9-10	WGU Summer Weekend 3 [W]
19	Community Graduation [C]
20	Last Day of Summer Quarter
22-24	Year of More: Nourishment and Self Care [C]
28	Fall Quarter Start
28-29	WGU Fall Orientation [W]
30-31	WGU Fall Weekend 1 [W]

August

12-14	Personal Emergence Process (PEP) 1 [W]
27-28	WGU Fall Weekend 2 [W]

September

16-18	Personal Emergence Process (PEP) 2 [W]
24-25	WGU Fall Weekend 3 [W]

October

18	Community Graduation [C]
19	Last Day of Fall Quarter
21-23	Year of More: Robust Relationships [C]
27	Winter Quarter Start
27-28	WGU Winter Orientation [W]
28-30	WGU Group Process Leadership [W]
29-30	WGU Winter Weekend 1 [W]

November

19-20	WGU Winter Weekend 2 [W]
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December

17-18	WGU Winter Weekend 3 [W]
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January 2023

17	Community Graduation [C]
18	Last Day of Winter Quarter
20-22	Year of More: Personal Power [C]
26	Spring Quarter Start
26-27	WGU Spring Orientation [W]
28-29	WGU Spring Weekend 1 [W]

Business Hours

- Monday through Friday: 8 a.m. – 5 p.m.
- Saturday: Closed, except for scheduled weekend learning sessions, which are held on Saturday, 7 a.m. – 10 p.m.
- Sunday: Closed, except for scheduled weekend learning sessions, which are held on Sunday, 7 a.m. – 3 p.m.
- Faculty and Staff are available after normal business hours as reasonable by phone and e-mail.

DISSERTATION MANUAL

Introduction to the Dissertation Manual

The EdD (Doctor of Education) is a degree meant to develop scholar practitioners that requires a minimum of 3.25 years of graduate education beyond the Wright Graduate University Master of Arts in Transformational Leadership and Coaching. The degrees may be awarded only to students who have completed a prescribed program of study that includes:

- Four courses focusing on in-depth study of core disciplines of Wright Integrative education related to their proposed dissertation topic. First-year core disciplines covered include developmental, Adlerian, and existential-humanistic psychology and systems theory. References and concepts related to the fields of social-emotional learning, educational theory and practice, and neuroscience and other research are also referenced in these courses. These courses integrate in-depth, performative, and applied learning related the core disciplines and to the theories and practices of leadership, coaching, and training/education and learning.
- Two courses focusing on in-depth study of the applied core disciplines of Transformational Leadership and Coaching related to their proposed dissertation topic. Students develop and apply leadership and coaching competencies in various business and organizational environments and research and training projects as scholar-practitioners.
- Two courses in training design and delivery related to their dissertation topic and related learning, training, and teaching theories and methods for facilitating human flourishing. Students deepen their academic and applied study of educational and learning theories and practices as they develop and refine their training component of their dissertation project.
- Two courses in research design and methods, beginning with an overview of relevant research methodologies and completing with a draft of their dissertation research proposal and their proposed doctoral research methodology. These courses prepare students for conducting doctoral-level research in applied areas of training, coaching, leadership and other educational contexts.
- Comprehensive exams described below in the sections on Doctoral Candidacy, pages 4-11 below).
- Dissertation project described below, pages 11-21, including: Initiating the Dissertation Process, Dissertation Proposal, Institutional Review Board (IRB), Dissertation Sections, and Final Oral Defense and Approval. The EdD program is an applied degree, and all dissertations include a training design and delivery component designed to facilitate participant growth and learning with a population associated with your dissertation topic and area of study.

This manual outlines the steps, policies and procedures required to complete the dissertation.

Dissertation Research Preparation

The WGU EdD program has the unique feature of preparing students for their comprehensive exams and dissertation research projects right from the start of the program. Their application essays include a section on their primary area of interest related to their proposed dissertation topic. They begin researching concepts and sources related to their topic in all the first-year courses as they also learn to explore their topic through the lenses of the core disciplines they are studying. Each in-depth discussion throughout each course involves the analysis of key concepts that help the student clarify their dissertation as they also develop an in-depth

understanding of important theories and practices from that discipline. During the second year they continue researching concepts and sources related to the applied disciplines of leadership and coaching, with a focus on how they are applied in environments and contexts related to their dissertation study. For the final exam in all these courses, students are developing essays and literature reviews related to their comprehensive exam questions and dissertation topic.

The EdD is an applied doctoral degree, and as such all dissertation projects include an educational or training component designed to facilitate human flourishing with populations related to proposed dissertation topics and areas of study. The training and research course sequences are designed to build expertise in training design and delivery and integration of a training component within the research methodology. The introductory research course provides an overview of potential research designs and methodologies that the student will consider for their dissertation project. The first in-depth training design and delivery course provides and enhanced applied project template for designing doctoral level trainings that include a substantive research component.

After completing the introductory doctoral research and training courses, the student will have decided on the research methodology and training design they intend to use for their dissertation project – subject to changes as their thinking and experience evolves. In the second advanced research course they create a working draft of their dissertation research proposal based on that research methodology, expediting their preparation for their dissertation projects. In the advanced training and delivery course, they pilot drafts of the training component of their dissertation project to further expedite the dissertation process.

The net result of this condensed dissertation preparation process is that the students have already completed substantial portions of their comprehensive exams and dissertation projects by the time they enter the final phase of the program.

Doctoral Candidacy

Prior to beginning work on the dissertation, students must achieve Doctoral Candidacy. To achieve Doctoral Candidacy the student must pass the Comprehensive Exam, which at Wright Graduate University is comprised of Comprehensive Essays. The Comprehensive Essays are designed to provide evidence a doctoral student as a scholar practitioner. The Comprehensive Essays are completed during course Comprehensive Qualifying Examinations (AC511).

Each essay should demonstrate an integration of knowledge, critical thinking, and current literature and research in multiple core disciplines with a focus on the agreed upon topic and area of study for your dissertation research. It is expected that each paper is accompanied with extensive references and demonstrates scholarly writing following Turabian format.

It is important to recognize that this EdD degree is an applied degree in Transformational Coaching and Leadership, focusing on the study of topics related to facilitating human development and personal growth, learning, and transformation. The dissertation topic, area of life, and population to study vary based on the primary interests, concerns, and commitments of each student. The topic is chosen in consultation with your faculty at the beginning of doctoral studies, with an understanding that this will evolve over the course of your studies.

The common denominator of each dissertation project is to develop an in-depth theoretical & practical understanding of an area of life, core process, or concept related to the selected dissertation topic. This understanding needs to include the integration of theory and practice perspectives related to the facilitation of human emergence and personal transformation. The final “so-what” of the dissertation is the development of a training, intervention process, or model of practice that facilitates personally significant growth and learning related to the focal topic of the dissertation study.

NOTE: For students who choose to do a grounded theory study for their dissertation project, they will also be doing a training or intervention based on their theory to facilitate the emergence and personal growth and learning of the participant group that is relevant to their grounded theory study.

Part A: Creating your Comprehensive Exam Questions:

Each student will create five comprehensive essays related to their proposed dissertation topic. The student, in conjunction with faculty, will design the specific questions for the essays as follows:

1. Develop your question related to the central topic, concern, or area of life that you intend to focus on in your dissertation project and your comprehensive exams. Include reference to the description of the population you will be studying and the core concepts, processes, and/or areas of life you will be focusing on in your study. You have been exploring this topic throughout your doctoral courses, and have been developing a research literature review related to your topic, covering the concepts, theories, and practices related to the core disciplines of Wright integrative doctoral education. You will now draft an essay question that relates to your core research problem and purpose of your study, including the concepts, theories and practices from the relevant research that relate to your dissertation project.
 - You will also be updating your literature review of the relevant research related to your central topic. For this exam, include research related to the key concepts, theories, and practices associated with your dissertation project. Approval of your comprehensive exam questions includes the approval of the supporting literature review. It is also expected you will be expanding that literature review as you continue to research and write your comprehensive exam.
 - If you have chosen to do a grounded theory dissertation project, you will not be doing a literature review related to your topic or area of life. You may include research you are already familiar with related to your topic, in order to identify potential influences on your theory development as you conduct your GT research. You will also be updating your literature review for questions 2 and 3 below, related to the Wright core disciplines you’ve been studying.
2. Develop your Wright Integrative theory question, where you identify and synthesize the relevant theories, concepts, and approaches related to your dissertation topic or area of study, including the six Wright integrative core disciplines and the research related to your dissertation topic. You are expected to cover research related to all six core disciplines, with at least four of the disciplines covered in depth. Specify the core disciplines you will be covering in depth in your theory question, including the relevant research related to your specific area of study. The emphasis in this question is on the synthesis of multiple theoretical perspectives into a coherent essay, rather than a loosely related list of theoretical orientations related to your topic.
 - You will also be updating your literature review of the relevant research related to your Wright

Integrative core disciplines and related research. Approval of your comprehensive exam questions includes the approval of the supporting literature review. It is also expected you will be expanding that literature review as you continue to research and write your comprehensive exam.

3. Develop your Wright Integrative practice question, where you identify and synthesize the relevant practices, methodologies, and techniques for facilitating growth and learning for your target population in the context you are studying. For this question you will be integrating theory and practice, identifying the practice implications for each of the theories you identified in the theory question. This will also be a synthesis of multiple practice perspectives into a coherent essay, rather than a loosely related list of practices related to your topic.
 - You will also be updating your literature review of the relevant research related the practice implications for each of the theories you identified in the theory question. Approval of your comprehensive exam questions includes the approval of the supporting literature review. It is also expected you will be expanding that literature review as you continue to research and write your comprehensive exam.
4. Develop a performative question related to how you arrived at your dissertation topic as a central theme or focus of your personal and professional life project. Discuss how the various concepts, theories, and practices you are analyzing have provided a focus for your performative learning throughout your doctoral program. Use the standard narrative format used in your doctoral courses, focusing on the movement from where you were –and how you were being –at the beginning of your doctoral studies, toward who you are becoming and how you are being at this point in your study. Emphasize how you have “lived” your dissertation topic and related concepts, theories, and practices throughout your doctoral studies. Discuss significant growth assignments that have been significant in your performative learning journey, including barriers addressed and significant shifts in your perspective and way of being.
5. Develop an applied question related to how you have developed as an Emergence Coach, Leader, and educator/trainer over the course of your doctoral studies. Include examples of how you have influenced others through your formal and informal interactions with others, including your development as a coach, leader, educator, and trainer. Provide examples of the skills and capacities you have developed in these areas related to your dissertation topic and area of study.
 - Your questions and related literature reviews will be developed during the first two-three weekly discussions. Once approved by your faculty, you will then proceed to answer the questions in weekly discussions, working on all five essays in your in-depth, performative, and applied discussions.

Part B: Writing your Comprehensive Exam Responses

Once your comprehensive exam questions and related research literature database have been approved by faculty, you are ready to write your comprehensive exams. Your literature review database is designed to identify key concepts, definitions, and sources for your essays, organized by core disciplines. It also includes brief accounts of the relevance of each concept and source for your dissertation topic and for Wright Integrative theories and methods for facilitating human flourishing. Based on this research literature database, you are able to structure the relevant comparisons among concepts and sources so that you can create a coherent framework for understanding your doctoral research and the ways that it is informed by Wright Integrative theories and methods.

The comprehensive exams are designed for you to demonstrate doctoral level synthetic, integrative, and critical thinking competencies as you develop a coherent analysis of the Wright Integrative theories and methods as

they relate to your dissertation topic. This exercise is intended to qualify you as a doctoral candidate for the dissertation project, as you also learn to apply these critical thinking skills to research, plan, and implement projects in educational organizations, business, and other professional environments.

You will need to address a wide range of the relevant academic literature so that you can demonstrate knowledge across the core disciplines. All five comprehensive exams will also include analysis of the business and other organizational environments that are pertinent to your field of study and your performative and applied learning and growth. Think of the comprehensive assessment as an opportunity to display a synthesis of knowledge and skills you have acquired from your work in WGU.

Another important feature of each comprehensive essay is to provide an introduction and a summary section. In other words, at the beginning of the essay, introduce the reader to the central issues and topics. You may wish to specify the limitations of the paper by mentioning what you will not address. In the summary statement, recap the main points of your essay.

There is no fixed length for each essay. Please make an effort to limit the length of each of the essays to under 25 double-spaced pages. Each essay should have its own list of references.

Your essays will be evaluated according to the rubrics at the end of this syllabus.

When you and your faculty of record agree that your final draft is complete, submit it to the core faculty for an evaluation. Upon passing the comprehensive qualifying examinations, you will achieve Doctoral Candidacy.

Essay #1: Your Dissertation Topic

The focus of first essay is to clearly define your dissertation topic and the problem and purpose you are addressing. You want to convey why this topic matters and how you have come to research this area of life. You also want to demonstrate a grasp of the important relevant research related to your topic, including gaps in the research that you hope to address in your dissertation study. Include discussion of important concepts, theories, and methods that have inspired your research. Also include relevant concepts, theories and methods from Wright Integrative core disciplines and related Wright theories and models for facilitating human flourishing. Your focus in this essay is to identify the WI concepts and sources that directly relate to and inform your dissertation topic.

Essay #2: Wright Integrative Core Disciplines and Related Concepts and Theories Related to Your Dissertation Topic

The focus of your second essay is to demonstrate in-depth, advanced knowledge of the six Wright Integrative core disciplines: human development, Adlerian theory, existential-humanistic theory, systems theory, educational theories and methods, and neuroscience and other research. Related disciplines of social-emotional learning, leadership, and coaching are also included as core disciplines for the purposes of this essay. You are not providing summaries of all the relevant concepts or theories. That level of understanding is assumed. You are providing a synthetic, integrative analysis of how key concepts and theories across core disciplines help to inform your dissertation topic and area of study. You are focusing on the relationships among diverse concepts and theories and how they provide an integrative conceptual framework for understanding Wright Integrative theory and its application to an important topic and area of life. Again, the emphasis is on integrative, synthetic thinking and not on regurgitating summaries of unrelated concepts and theories.

Essay #3: Wright Integrative Applied Disciplines of Leadership, Coaching, Education/Learning, and Training as they Relate to Your Dissertation Topic and Area of Study

1. As this is an applied doctoral degree, your third comprehensive exam essay will focus on processes, practices, and methods that relate to facilitating human flourishing in the area of life that you have chosen to study for your dissertation project. This includes a focus on the Wright Integrative practices of transformational learning, leadership, coaching, and training. This third essay relates to the description and analysis of methods, techniques, and tools for facilitating the process or practice you have chosen to study, drawing from the educational, coaching, and leadership approaches and methods of Wright Integrative education and related core disciplines.
2. This essay also builds on essay #2, focusing on the application of the concepts and theories covered in that essay to the facilitation of human emergence. Just as you compared and contrasted various theories and concepts in essay #2 at a theoretical level, you will be doing a similar analysis in this essay as you analyze how those concepts are applied in the domains of leadership, coaching, learning, teaching, and training. You are also maintaining your focus in this essay on how these various practices and methods apply directly to your dissertation topic and area of study. Again, the purpose is not to provide a list of summaries of different leadership, coaching, or learning approaches. The purpose is to demonstrate how various approaches, methods, and techniques contribute to a unified and coherent account of how to address the major concerns of participants engaged in the area of life you are studying in your dissertation project.

Essay #4: Your Performative Growth & Learning Related to Your Dissertation Topic, Growth Assignments, and Core Work in Your Experiential Learning Labs

(Graded using the Performative Rubric.)

As part of your doctoral studies and comprehensive exams, your performative essay focuses on the Evolving process as viewed through the lens of your dissertation topic and the concepts, theories and practices of the Wright Integrative core disciplines.

In responding to this question, provide a narrative of your performative growth and learning as it relates to **your dissertation topic and area of research**. Describe how you arrived at your dissertation topic as a central theme or focus of your personal and professional life project. Investigate how the various concepts, theories, and practices you are analyzing have provided a focus for your performative learning throughout your doctoral program. Use the standard narrative format used in your doctoral courses, focusing on the movement from where you were –and how you were being –at the beginning of your doctoral studies, toward who you are becoming and how you are being at this point in your study. Emphasize how you have “lived” your dissertation topic and related concepts, theories, and practices throughout your doctoral studies. Discuss significant growth assignments that have been significant in your performative learning journey, including barriers addressed and significant shifts in your perspective and way of being.

Include ways that your performative learning experiences and assignments have facilitated your development personally and as a coach, leader, and influencer on teams and other relationships. Describe how you are learning and growing this quarter related to the concepts, theories, and practices that you are discussing in questions 1-3 with respect to your personal exploration of your dissertation topic and themes. How are you

changing personally as you engage in this inquiry? What yearnings are you following? What are you discovering about yourself? How are you reveling and liberating as you engage in this doctoral process? To what extent are you engaging in the transformational work of re-matrixing and dedicating?

As you respond to these questions, include a narrative of your journey as a scholar practitioner. Where were you as a scholar-practitioner when you started your doctoral program at WGU? Assess yourself now in your process of becoming a scholar practitioner? Notice which assignments facilitated these movements over the course of your doctoral studies. Notice where you faced barriers and stuck points, and how you responded. Include discussion of relevant growth assignments that stimulated your critical thinking in these areas. Also identify key competencies that you developed over the course of your doctoral studies, including analysis of your proficiency level and gaps / areas for development as a transformational learner and scholar practitioner.

Identify in what ways you have used your PLP to pro-actively strategize your learning and growth this quarter and throughout your doctoral studies. Identify where you were not consistent in doing so and what limiting beliefs and behaviors were blocking your efforts at re-matrixing.

You will be structuring your final performative essay (#4) as part of your comprehensive exams by responding to the questions below as described in the following Core Narrative and Quarterly Movement Template.

Core Narrative and Quarterly Movement Template:

1. *What I am proud of now (Celebrate)*
2. *Family of Origin (Analyze)*
3. *How I got here to start my comprehensive exams (Analyze)*
4. *What I did and how I emerged this quarter (Analyze)*
5. *And where I'm going (Vision/Execution/"So-Whatting")*

This is an integrative question on your core narrative that mirrors the CAVE process (Celebrate, Analyze, Vision, and Execute). Be sure in addressing each of these elements to include description of your development as a scholar-practitioner in relation to your focal dissertation topic. Include examples and citations that demonstrate your understanding of purposeful living as informed by Wright Integrative and Wright Performative Learning.

Core Narrative and Quarterly Movement Template:

Begin your weekly performative essays by writing three to four paragraphs of your historical narrative of your formative development as it relates to your dissertation topic. Discuss how you arrived at your dissertation topic. Follow the order of the italicized sections below. You will be adapting this core narrative as it relates to the core disciplines and related theories and practices you are investigating each week in essays 1-3 of your comprehensive exams. As you reflect on and write your core narrative, remember to see yourself and your life experiences as a gift.

Your core narrative should be relatable. Include the following elements in your core narrative and quarterly movement as they relate to your dissertation topic and research project: *What I am proud of now; My family of origin and development of my matrix and limiting beliefs; How I got to where I am at the start of my comprehensive exams; What I did and how I emerged this quarter* (including how I used the purposeful living process); and *Where I am going*.

Be sure to relate concepts you have studied and examples of Wright Integrative as they apply to your responses. Also, use appropriate sources and citations in your responses to each of these questions.

The following detail of the **Core Narrative and Quarterly Movement Template** is provided as a point of reference. Include sections as relevant in providing an integrative essay that captures your performative learning related to your personal growth and development as a scholar-practitioner related to your dissertation topic and project.

What I am proud of now

Begin with what you are proud of now related to yourself as a scholar practitioner and Evolator. Focus on how you have grown with respect to your dissertation topic and areas of research. Consider this as it applies to your growth, profession, coaching, and leadership. Include reference to your performative learning and challenges as an emerging scholar-practitioner.

Write your narrative related to *the matrix relevant assets and challenges you have faced from your family of origin, how you got here from the start of the quarter, and what you did to do/become it* on your journey of performative learning this quarter.

- Discuss the specific mistaken beliefs and related limiting behaviors you have challenged and how they relate to your family system and internal self-system, including roles, functions, and other key concepts you are writing about in questions 1-3. . Provide examples of the growth moves you have made and the ways that you have developed more empowering beliefs and ways of being, thinking, and acting.
- Include discussion of the disciplines you are developing (or are planning to develop) to enhance the functioning of your internal self-system, as well as systems in your family and those in your profession, as well as how you are planning to develop more constructive habits for realizing your vision.
- Include a discussion of the implementation intentions – i.e. If-Then tactics – you used this quarter (and throughout your doctoral studies) to be more conscious of the choices you have needed to make to support your performative learning.

Include a narrative account of the themes, forces, pivotal moments, or events that affected your subsequent development, including your development as a leader, coach, and scholar-practitioner. Include discussion of barriers and challenges to being “you” and to identifying and expressing your yearnings, engaging in tasting and testing new experiences, learning about yourself, exploring new directions and ideas, and to challenging the existing systems.

How I got here to start this quarter

Then, summarize your matrix assets and liabilities as they relate to this quarter –the impact of your matrix of beliefs about yourself, your behaviors, emotional awareness, quality of rapport with others— prior to this course. Include a concise academic analysis of key concepts from the course that deepen your understanding of yourself as a scholar-practitioner, as well as an influencer in systems and related values for how to live, coach, and lead others.

What I did and how I emerged this quarter

Continue your narrative with a three-to-four-paragraph summary of how you have learned and grown this quarter related to how you are showing up and intervening in the systems you are a part of (including your internal self-system) as well as the process of strategizing assignments to facilitate your own transformation.

Elaborate on how you are learning more about your dissertation topic and the integration of concepts, theories, and methods from the Wright Integrative core disciplines. Discuss how this integrative academic, performative,

Appendix

and applied inquiry is enabling you this quarter to strategize your transformational journey and realize more of your potential – taking new risks, adopting new practices, integrating your growth and learning, etc. Provide examples of important moments of growth and learning related to key concepts, theories, and methods you are studying, including how you've dealt with challenges and stuck points.

Be sure to include discussion of how your performative learning impacted your depth of thinking and the direction of your dissertation topic and area of research this quarter. How has your performative learning helped your topic emerge and what has been the result?

Integrate your use of the Purposeful Living Process Planner and the Weekly Assignment Planner into your narrative about your performative learning throughout the quarter. Include a response to the following questions as part of your response to what you did this quarter:

- How did I use my Purposeful Living Process Planner to strategically structure my performative learning and growth this quarter?
- How has my vision expanded? My mission areas?
- earnings I have discovered and yearnings I've met.
- What limiting beliefs have I challenged?
- What feelings am I now experiencing (rather than muting)?
- How have I learned and grown?
- What other challenges have I taken on, and what are the unthinkable goals I am pursuing?
- What are my milestones toward those unthinkable goals?
- How have I used implementation intentions (if-then intentions) to support my progress and address challenging situations?
- What skills and practices have I developed to support my ongoing growth and authentic emergence?

Post your Purposeful Living Process with this response each week and in your final performative essay, highlighting the relevant additions you've made this quarter.

Include in this discussion at least two performative assignments you generated during the quarter that you found the most useful for you and for your coaching, leadership, dissertation, and profession. What were the assignments? How did they impact your leadership, coaching, and your thinking about your dissertation? Demonstrate how you applied aspects of Wright Integrative in your application of what you are learning in your life, and in sharing with others.

Include what relationships you have deepened this quarter, providing examples of what you did to expand your network and deepen the quality of engagement with selected individuals. In situations where you have been stuck or blocked, explore the cost-benefit analysis of what it will cost you if you don't make the changes you want, and what you will get by making those changes. Also explore what If-Then tactics that will help you move beyond your current blocks.

And where I'm going

Finish your narrative with where you see yourself going from this point – in your personal life, career, and specifically with your dissertation inquiry. Looking forward, what is your vision for the person you are becoming and the life you want to lead? What is your vision for the impact you want to have with this dissertation?

Include academic references, as relevant, that clarify key concepts, themes, or issues related to your narrative. Be sure to include appropriate sources and citations in your response to the question.

Be sure to include how you are engaged in your own evolving process of yearning-based learning as you explore the key issues, concepts, and themes related to your proposed dissertation topic and your evolution as a scholar-practitioner. Focus primarily on yearnings awakened, engagement that has led to revealing, and liberating. Discuss how these can be or are being used strategically in the service of rematrixing and how you are (or imagine yourself to be) dedicating as you engage in your journey of personal transformation.

Essay #5 – the Applied Narrative Essay:

(Graded according to the rubric for Applied discussions.)

The applied narrative will describe and analyze your growth as a leader, coach, educator, and trainer, working with the various concepts, theories, and methods discussed in questions 1-3. It will identify your growth in proficiency in the core coaching, training, and leadership competencies and the concepts, theories, and practices of Wright emergence coaching, training, and leadership. It will also identify your progress and development challenges in becoming an engaged and empowering team member and transformational leader, including an honest account of your gaps and development plans and strategies. See description below of the standard format for your narrative essay of applied learning.

Discuss your applied learning, or how and how much you applied the various WI concepts, theories, practices, and methodologies (discussed in Essays #1-3) in leadership, coaching, educational, and training contexts. The integration with material from Question #3 will be especially relevant, focusing on the application of practices, methods, and techniques in your professional and personal life.

Describe your applied journey over the course of your doctoral studies, focusing on how you have influenced and facilitated emergence as a coach, trainer, researcher, and leader. In your response to this question, cover your influence on others throughout your doctoral studies, in your daily life, relationships, in your profession, etc., (not only through your applied project of teaching a group and coaching an individual). What did you learn about leadership, and how have you grown as a coach, educator, trainer, researcher, and leader as a result of your applied work this quarter? Make sure that you include relevant sources and citations in your responses.

Respond to the prompts each week that are most relevant to each week's discussion. For your final submission of this applied essay, it is expected that you will have touched on all the following prompts at some point in your essay:

- What summary lessons have you learned as a facilitator of evolving through the use various Wright Integrative coaching, leadership, and training methodologies, including: in 1:1 coaching and 1:many leadership? Include how you facilitated various phases of the Evolving process? In what business and other environments?
- How have you applied what you were learning about Wright Integrative methodologies, theories, and methods to positively influence others and what were your results? How have you impacted others through what you are learning and how are you growing throughout these comprehensive exams?
- In what ways have you influenced others about the importance of your doctoral work and your emerging dissertation inquiry? To what extent are you enlisting allies to support you in your work?

- Where were you not successful? What approaches did not seem to generate the results you desired? What have you identified as your challenges and your areas of growth for your coaching and leadership?
- How did you use the Applied Project Template (APT) to plan and effectively deliver coaching and training to others throughout your doctoral program? What did you learn about how to teach and serve through developing and applying your template? What other uses are you seeing for this planning and application process in your coaching and leadership? In what other ways/situations are you using APT to strategize effective delivery of interventions?

NOTE: The point throughout the applied questions is to focus on your learning as a coach, leader, educator, and influencer and your depth of learning, not simply the level of success you achieved. We want you to describe what worked and what didn't, and what was achieved and what wasn't. Include where you and your clients and fellow lab members came up against barriers and difficulties, and what you and others learned from those experiences.

Weekend Learning Session Attendance Requirements

Once a student has achieved doctoral candidacy and moved into the Dissertation phase of the program they will be enrolled in the Dissertation (AC600) course. Student must enroll in the Dissertation course for at least two quarters and will earn 22 quarter credits upon successful completion of the dissertation. During each quarter the student is registered for Dissertation, they must attend a minimum of one weekend learning session synchronously (real-time) in order to pass the course. In the event that a student is unable to attend the two remaining weekends per quarter real-time, they may review videos from the weekend learning session and submit notes to fulfill the attendance requirement. This is the same requirement of all students in all courses at Wright Graduate University and remains in effect during the dissertation phase of the doctoral program

Initiating the Dissertation Process

Selecting a Topic for Study

The specific topic areas for dissertation may stem from a variety of sources. Students are advised to give extended thought to possible dissertation topics early in their postgraduate careers because the final choice is often reached by successive approximation. By beginning with a broad area for consideration, and more narrowly focusing in on a specific topic, students may become more familiar with and fluent in the research in that area and make an informed decision as to the topic area. Such a focusing approach will proceed more smoothly when it follows consultation with the potential faculty chair. Typically, one begins with an idea about something noticed in the real world that seems intriguing enough to want to understand better. Before finalizing a specific project, unless it is a grounded theory study, one should search the literature to learn what research has already been conducted on the topic. By examining what is already in the public domain, one may discover controversies related to the topic, difficulties previous researchers have faced with dealing with the topic, various methodologies used in exploring the subject, and related issues that may influence the final choice of research. One great place to look for interesting topics is in the Suggestions for Future Research in previous related dissertations.

The chosen topic should be interesting to the student. There is a direct correlation between time taken to complete, the quality of the dissertation, and the level of personal meaning of the subject to the researcher.

Motivation to complete the lengthy task of a dissertation will partially stem from the desire to answer the questions posed.

Share your thoughts about your proposed project with others – students, friends, faculty, potential committee members, and the Director of Doctoral Research. Welcome both the encouragement and criticism, for it is better to seek input to your ideas during the nascent stage rather than face adversity that could have been avoided during your comprehensive exam!

Identify a Faculty Chair

One of the primary criteria in selecting a chair should be that individual's familiarity and degree of comfort with the topic area. The chair's familiarity with the literature associated with the proposed topic area, as well as practical experience participating in or guiding research in the field can be used to predict pitfalls, will help clarify research questions and suggest designs that best capture the questions at issue. The Director of Dissertation Research or the Chancellor must approve the selection of the faculty chair.

Dissertation Committee

The purpose of the Doctoral Committee is to provide sufficient scholarly oversight for the Candidate to satisfactorily complete a dissertation. Throughout the entire dissertation process, the dissertation faculty committee is the single most important resource available to the student. The committee members review and recommend revisions for every draft of the dissertation in addition to offering guidance and support. More importantly, the committee members, singly and collectively, offer their expertise in the various stages of topic selection, design and reporting of findings.

Wright Graduate University requires students to successfully complete the research methodology courses to assist them in forming a viable research question including selecting a research method. Students then submit the proposed members for their dissertation committee for approval by the core faculty. Below are the selection criteria:

1. **Committee Size:** a minimum of three qualified faculty members.
2. **Institutional Affiliation:** the committee must include at least two (2) core Wright Graduate University faculty members and one (1) individual from another appropriately accredited institution with relevant subject matter expertise.
3. **Degrees Earned:** All dissertation members must possess the doctoral degree consistent with WGU faculty qualifications policy. Additionally, at least two committee members must have earned a doctoral degree from an appropriately accredited institution other than Wright Graduate University.
4. **Chair:** The committee chair must be a Wright Graduate University core faculty member.
5. **Others:** On occasion, given particular expertise, or familiarity with the data source of the study, a professional not affiliated with Wright Graduate University may be invited to participate as a committee member beyond the three minimum as defined above. Any non-faculty member must meet approval requirements set forth by the University before joining the dissertation committee.
6. **Approval:** The core faculty must approve the selection of the dissertation committee members. It is the responsibility of the committee chair (who is a Wright Graduate University core faculty) to assure that all committee members have earned appropriate academic credentials, scholarship, experience, and practice in the field of study and that this information is appropriately documented in doctoral students' academic files.

Dissertation Proposal

Once the topic area has been selected, work on the formal proposal can begin. The Preliminary Proposal is best thought of as an extended abstract of the proposed dissertation/thesis. It need not be lengthy – three to ten pages should be sufficient to present the logic of the plan. The principal focus of this document is to read the published literature – if not a grounded theory project – and then develop a sound, but realistic, research project. The purpose of this document is to convince the Director of Doctoral Research (and tentative Chair, if you have already approached someone) that you have a worthwhile and viable idea before you invest numerous hours writing up a poorly thought out proposal for your Qualifying Exam. (If the dissertation is a grounded theory project, the literature review occurs after the development of the grounded theory.)

The Preliminary Proposal should contain the key points of information that will allow the Director of Doctoral Research/Chairperson to evaluate the proposed work. Carefully selected information will present your project more impressively than an indiscriminate litter of facts. A suggested guideline for this information is shown below for the dissertation. Because there are so many types of acceptable research for projects of this kind, not all types fit easily into this specimen outline – some of the headings may not apply, while other headings or information may be needed to explain your work.

Before embarking on the writing of the proposal, it is advisable that an outline, highlighting the different components of the proposal, as well as the key concepts to be defined and described, be organized. This outline will be aided by viewing the dissertation proposal “backwards”, that is, beginning with the desired endpoint (e.g., study hypotheses and specific research questions), and work back toward the beginning (e.g., a broad view of the topic area as an entry point). This will necessitate having a clear grasp of the entire study, including its theoretical origins, justification for the selected method and citation of specific research questions to be answered by the study, or theoretical model to be proposed by the compilation of information about the topic.

Unless the dissertation is a grounded theory study, it is essential that a comprehensive review of the relevant literature be a part of the proposal. Consultation with the chair about the specific topic proposal should yield suggestions for literature sources to be sought. In addition, a list of key terms will prove essential to performing a comprehensive review. The literature review for the proposal should be broad enough to demonstrate a fluency with the relevant writing in the broad topic area, as well as familiarity with recent research conducted in that area. In addition, the literature review should help guide the student toward the specific research question(s) to be addressed in the study.

Write the First Draft

The first proposal draft serves as the initial articulation of the proposed study, and the essentially unrefined ideas of the student and faculty committee. After agreeing to the topic area, the student's next task is organizing the topic at hand into a manageable and coherent set of questions that can be addressed by the proposed study. Each section of the proposal is designed to help organize the available information, making the rationale for the proposed study increasingly understandable, and the study itself an obvious extension of the questions raised. Once the initial draft has been reviewed by the Chair and Dissertation Committee, feedback should be communicated to the student. The proposed changes should be accompanied by a suggested deadline, by which time the required changes are to be made.

Revise the Draft

Once the recommended changes are made, the Dissertation Committee again reviews and provides feedback. The student will continue to work with the faculty committee toward the development of the final proposal draft until the Dissertation Committee approves the proposal.

Sections of the Proposal Draft

The dissertation proposal draft is divided into key sections, each of which is designed to orient the reader toward a greater understanding of the proposed study and the thought underlying it. The sequence of sections is outlined below:

I. Introduction

1. General Introductory Summary (Why is this area in need of study?)
2. Statement of the Problem (What is the specific research question to be addressed?)
Or in the case of a grounded theory study: Statement of the Area of Study - of what area of life will this be a study?
3. Statement of Purpose (What will the proposed study accomplish?)
4. Assumptions and Limitations of the proposed study (If a qualitative study, what questions or interpretations of data will remain?)
5. Study Hypotheses or Action Questions
(Not applicable at the outset in the case of grounded theory studies.)

II. Review of the Literature (In grounded theory dissertations, this section is not completed until after the research is conducted and the theory is developed)

1. Selection of key references and citations in the related area
2. Citation of specific literature addressing potential strengths and weaknesses of the current proposed study
3. Synthesis of the literature to make the argument for the current study

III. Methodology

1. Specify the approach being employed (quantitative, qualitative, theoretical, grounded theory)
2. Identification of study variables or theoretical arguments
3. If an empirical study, the unit of measurement (sample)
 - 3a. Sample characteristics (demographic and, if relevant, clinical)
 - 3b. Sample recruitment
 - 3c. Inclusion and Exclusion criteria for potential participants
4. Procedures
 - 4a. Instruments and Measures to be used
 - 4b. Procedures
 - 4c. Data collection and management procedures
5. If grounded theory methodology, replace steps 2-4 above and section IV below with the appropriate procedures related to selection of participants, theoretical sampling, data coding and collection, theory generation, writing of the research, generalizability of results, and implications

IV. Data Analysis and Results

1. Data analytic techniques to be used
2. Hypothesis testing
3. Reporting of results
4. Expected findings and their implications

V. Anticipated Timeline

VI. References

Institutional Review Board (IRB)

In accordance with the Turabian guidelines and federal laws (45CFR, Part 46.102; 46.103[c]), every effort must be made to protect the rights and well-being of human subjects in research conducted under the auspices of Wright Graduate University. In terms of the doctoral dissertation, the IRB is primarily concerned with insuring that the rights of human participants (including those represented in archival datasets) are observed and protected, and that the research design poses minimal risks to participants. Students must obtain Committee approval, in the form of dated signatures, on the Study Proposal Review Form for Protecting Human Subjects (see Appendix), prior to conducting the research. Weighing the ethical principles associated with research should not be taken lightly, as it is not uncommon for these guidelines to conflict with one another (e.g., determining when it is appropriate to use deception in order to obtain more accurate data). The benefits and risks of each study will be weighed by the Committee and their decision, to approve or defer, is final.

Any activity (including routine educational activities) that will or could be employed for research purposes must be reviewed by the IRB. A study may qualify for expedited review if the risks to participants are minimal, and no special populations (such as children, pregnant women, inmates or people incompetent to give informed consent) are involved. If such populations are involved, or the research is deemed to present at least minimal risks or physical, emotional, psychological or other harm to participants, full review by the IRB will typically be required.

Informed Consent

Informed consent must be obtained from every subject within a study (or their legal guardian, if warranted). A specimen consent form is shown in the Appendix. Subjects must be advised of the general nature of the study (but not necessarily the hypotheses or expected findings). They must be advised of the possible risks and benefits they can expect to experience as a result of participating in the study. Assessment of risks and benefits should be determined in accordance with the guidelines, rules, and regulations set forth by the American Psychological Association. Subjects must be advised that they can withdraw from the study at any time. Information should not be withheld in order to increase the willingness of subjects to participate. Consent to participate must be voluntary. Special care must be taken to protect the rights of all subjects, but particularly subjects from vulnerable populations such as children or dependents. Inducements to participate, if necessary, may not be so large as to compromise the subject's ability to refuse participation.

A copy of the written information given to subjects during the process of obtaining consent must be included in the Appendix of the Dissertation and is attached to the Protection of Human Subjects Review form. It is highly recommended that all subjects (or their legal guardian) keep a copy of the written consent. Additionally, it is highly recommended that subjects be advised, in the consent form, of ways to contact the researcher, as well as the doctoral Chair, and/or the Director of Doctoral Research, in case of any unresolved questions, or complaints

regarding the study. All complaints from subjects must be taken seriously and fully resolved in conjunction with the Director of Doctoral Research.

Confidentiality

It is preferable not to keep the actual identities of the subjects on file (since there is typically no reason to obtain the information in the first place). This has legal implications since research records can be subpoenaed. Potentially, an individual's test results could be of interest in a custody case, or information about drug use could ruin future career goals, or information about illegal activities could be used for arrests and convictions. Therefore, it is advisable to code data in such a way as to conceal identity (e.g. use numbers instead of names).

Data Storage

Federal regulations require that consent forms, and master copies of original data generated by the research, be kept in a secure, confidential place, for five years after termination of the project. You may also be requested to produce these documents by your Committee members or the Director of Doctoral Research. WGU will retain a copy of the Human Subject's Review Form approval sheet on file, together with all other documents relating to the student's dissertation/thesis.

Once the dissertation proposal has been accepted by the faculty committee, students should begin the IRB review application process. The IRB has several options in considering proposed research. If, in the view of the committee, the proposed activities are routine aspects of educational activities, the committee may deem the proposed research exempt from IRB review. If this is the case, the study may proceed without further involvement of the IRB. Typically, this is not the case in dissertation research.

Dissertation

Sections of the Dissertation

The following is the sequence of pages in the dissertation:

- Title Page
- Committee Page
- Abstract
- Acknowledgements
- Curriculum Vitae
- Table of Contents
- List of Tables
- List of Figures
- Chapter I: Introduction
- Chapter II: Review of the Literature (Appears after Results chapter for grounded theory studies.)
- Chapter III: Methodology
- Chapter IV: Results
- Chapter V: Discussion
- Appendices
- Tables
- Figures

While data collection and analysis comprise essential parts of the quantitative and qualitative dissertation processes, the key component is the actual dissertation document. Writing the dissertation entails synthesizing the professional literature to establish the need for the current research, integrating the status of the literature with the specific steps taken in the current study, reporting and analysis of the study data and the implications of the research, both, in terms of the questions raised in the proposal and for future research in the field.

Writing the dissertation is, in large measure, similar to the writing that formed the proposal. There are some differences. Where information conveyed in the proposal is framed prospectively, information in the dissertation should be presented in the past tense (conveying what has already been accomplished with the research). The dissertation should be a faithful depiction of what research was undertaken, why, how and what was found. Expectations for the primary sections of the dissertation is below.

Table of Contents

This is best created automatically if the text of your document has been properly formatted in the word processor. Include a line for References and the Appendix (listing the contents of the Appendix separately). Use no more than three or four levels of heading. Double space the first three levels only.

Chapter One - Introduction

A good introduction is an extremely important component of the dissertation. Introduction invites the reader to become interested in the topic to be studied. The introduction provides the background and overview of the proposed research, as well as the rationale for the necessity of this original research. The introduction contains four main sections (although others may be included).

1. **Statement of the Problem (or Area of Life in the case of ground theory studies):** This section explains the basic 'Problem' (issue) to be studied. The context of the problem as well as its relevance for transformational leadership and coaching should be addressed clearly within this section. The title of your dissertation/thesis is usually a succinct, clear reference to the problem.
2. **Purpose, Goals and Objectives:** The purpose, goals, and objectives section should clearly set forth the aims of the study. Research goals will likely have both specific practical applications as well as more generalized or theoretical applications.
3. **Definitions:** Significant and/or confusing terms should be defined as they pertain to the study.
4. **Hypotheses:** Unless the project is a grounded theory, the exact hypotheses that will be tested should be presented explicitly in this section. Hypotheses should be stated in the form of precise, scientific predictions (null and/or alternate forms), based upon the theoretical position adopted and the evaluation of existing evidence. A clear rationale for each hypothesis should be presented prior to the statement of the hypothesis. Note that hypotheses are presented again, in identical form, in the "Methods" chapter.

The Introduction is best thought of as an overview of the proposed research. It should stimulate significant interest in the reader and convince others of the necessity to complete the proposed research. Both the nature and the importance of the study are essential components to explore. The Introduction is much like an advertisement for the study - the reader should be enticed by the topic, persuaded by the argument of its relevance and importance, and finally, sold on the study's objectives, goals, and hypothetical outcomes. At the same time, however, any significant limitations of the study may be mentioned.

Chapter Two - Review of the Literature (appearing after the Results chapter in grounded theory studies)

The review of the literature is intended to provide general theoretical background and critical analyses of the previous research studies that are relevant to the proposed research. The organization of the literature review should move smoothly from general to specific, focusing first on common issues and themes, and later focusing on a narrower field which closely relates to the proposed research. The literature review is expected to be comprehensive and inclusive – if not, then justify the selection you have made. It shows the Committee that you have sufficient skill to review critically others' research, integrate it with your existing knowledge and apply it to your own field of endeavor. A narrow and focused research topic will help to trim the amount of information necessary within this section.

Students are expected to be familiar with the source references that they cite. Whenever possible, copies of seminal papers should be obtained and thoroughly studied. It is not sufficient to rely indirectly on references quoted by others, or solely on review publications and books.

Chapter Three - Methodology

While this chapter sometimes creates the most tension in students, it is actually the most organized and easiest chapter to develop! The methodology of the research needs to be provided in as much detail as possible. The overall goal of this section is to present the methodology of the study in such a detailed and specific manner that any peer could replicate, independently, your research study exactly. Components of this section include the following:

1. **Overview of the Study:** A general description of the design and nature of the study should be presented. Typically, this section is very short (normally one to three paragraphs).
2. **Subjects:** Number, source, selection criteria for inclusion and exclusion, characteristics, availability, recruitment strategies, sampling methods, and control of sampling biases should all be included.
3. **Ethical Considerations:** Include a thoughtful section on the protection of human subjects, and all other possible ethical considerations.
4. **Variables:** It is essential to identify the independent and dependent variables of the study. (Not applicable in grounded theory studies.) Include all levels (if applicable) of each variable. Discuss all possible confounds and how these might be controlled to reduce specific weaknesses of the study (e.g., sampling error, investigator or subject bias, teaching effects, temporal/seasonal effects).
5. **Criteria and Criteria Measures:** Describe tests, metrics, instruments, inventories, demographics, apparatus, judging or rating procedures, scoring standards, reliability, and validity associated with each variable measured. (Replace with appropriate methods and procedures for grounded theory studies.) The reliability and validity of data gathering procedures must be established. Relegate detailed information on instruments to the Appendix.
6. **Design:** Present the design of the study (e.g., randomized controlled experiment, case study, meta-analysis, etc.) and its justification, including levels of the independent variable. The design should be appropriate to the subject and to the solution of the problem.

7. Procedures: In detail, describe the study methodology. Present all components of the study, including, but not limited to, location, length, subject's duties, researcher's duties, definition of researcher, instructions, training, treatments, conditions, collection of data, scoring of data, informed consent, incentives, and debriefing. After reading this section, any competent peer should be able to replicate your study without referring to any other materials.
8. Statistical Design (as applicable): Describe the research design, statistical tests to be used for each hypothesis, and the rationale behind them. Justify sample size and statistical power. Mention any post hoc analyses that you might wish to conduct.
9. Hypotheses: Unless it is a grounded theory study, restate your hypotheses in the appropriate format (already given in Chapter One). The rationale for each hypothesis is not necessary at this point, as it has already been presented earlier.

Chapter Four – Results

This chapter has the distinction of being the “driest” (except in the case of grounded theory studies where the full theory is presented). Only raw data and facts are presented, totally devoid of any accompanying explanation or interpretation (which is covered comprehensively in Chapter Five). The “Results” chapter should begin with a description of the sample, the number of the subjects, and summaries of all the relevant demographic information. Information on noncompliance, dropouts, and non-evaluable subjects, need to be included so that an evaluation of potential bias in sampling can be made. The representativeness of the study sample should be commented upon. The remainder of this chapter presents results relevant to the analyses of the hypotheses, as well as data used in post hoc analysis.

It is preferable to organize the presentation of the information in terms of the order of the stated hypotheses. Frequently, there will be more than one source of information bearing on an individual question and data may be analyzed in more than one way. Organizing the results in terms of the hypotheses makes the analyses and findings more comprehensible. Use discrimination when deciding what analyses are relevant to the hypotheses. Mass quantities of results will not make the findings any more significant or impressive to the Committee. Thus, it is the researcher's obligation to tailor the many possible analyses to explain the outcome of the hypotheses in a parsimonious and understandable manner. Post hoc analyses should be handled in the same manner. By presenting only results which are critical and or interesting, and which follow the organization of the hypotheses, this chapter becomes much less difficult to write, as well as much more lucid to read.

It is essential that results for each stated hypothesis be presented - not only those which were found to be significant. Each hypothesis must be explicitly accepted or not accepted. If the study was quantitative in nature, the findings should include tables along with accompanying written explanations. All tables, figures, and results must be reported according to Turabian guidelines – refer regularly to the Turabian Publication Manual (Sixth Edition) to ensure that these are presented correctly and to save you much time and frustration later on.

If the study was qualitative in nature, the massive amounts of raw data gathered should be synthesized into general themes. In “Results”, it is these themes that are presented along with representative quotations from the subjects. Just as in quantitative analyses, the student must guide the reader through the findings in a manner that directs attention to what is important. The student of the qualitative design must be discriminating in the presentation of the findings. If tables, figures, or numerical results are presented, they too must be reported according to Turabian format. Use tables and figures that are necessary for clarifying or expanding on the text but insure that they are self-explanatory. Identify axes of figures clearly and use clear titles. Make sure that text, tables and figures are internally consistent with one another whenever you edit one of these.

Chapter Five – Discussion

The principal objective of this chapter is to explain how the study findings integrate into the body of literature reviewed in Chapter Two (or in the chapter following Results for grounded theory studies). In other words, it is devoted to interpreting the results presented in Chapter Four and giving these interpretations meaning and relevance to the population from which the study sample was drawn. In this chapter, the reader is reminded of the findings that matched the stated hypotheses, and the way in which these findings extend the body of knowledge regarding the topic. Additionally, unsupported hypotheses and unexpected results should be covered, and possible rationales for these should be offered. New citations may be added to support statements made in this chapter – integrate them with other references.

This chapter is one of the few areas within the dissertation in which personal opinions (supported by research or otherwise) are permitted, although a scientific attitude should be retained. The Candidate is seeking to inform, not persuade! The practical significance of statistically significant (or insignificant) findings should be explained. Unexpected results will always necessitate some explanation. Given the unexpected nature of these results, it is unlikely that existing research could explain these findings (otherwise they would have been hypothesized). Thus, theoretical speculations as to the cause of these findings are warranted. If, however, data are available to reinforce your theories, this will make for a much better argument.

Chapter Five should include clinical and research implications. Suggestions for future research and for improvements in methodology should be offered. It is appropriate to review any limitations placed on the findings of the study, especially those that became clear only during the gathering or analysis of the data. Conclusions should be clearly stated, substantiated by the evidence presented and, of course, relevant to the stated problem.

Appendices

Appendices should include specific metrics utilized in the study, a copy of the informed consent form, verbatim transcriptions of interviews, critical raw data (results), and any other relevant information which would be inappropriate, or too cumbersome, to include the narrative of the first five chapters. This is the place to display items that really do not fit neatly into the formal text.

References

As with all other aspects of the dissertation, references must strictly follow Turabian guidelines. Expect to refer to these regularly. It is much easier if citations and references are prepared simultaneously. In other words, if in Chapter Two a quote is used, cite the quote within the text and in the reference section at that time. This is much simpler than searching for the source of that quotation months later. All citations and sources of information used within the document must be cited in the reference section. References not cited should not be included in the list.

Final Oral Review

Once the written draft of the dissertation is completed, the oral defense should be scheduled. The oral defense of the dissertation, like that of the proposal, is an opportunity for the student to demonstrate personal mastery of the topic area and to present and justify the completed research study. Unlike the proposal oral defense, the dissertation oral defense is open to any member of the WGU community. Attendance is required for the student, faculty chair and members of the faculty dissertation committee, including outside readers.

Final Dissertation Approval

Once the oral defense is completed, the student will receive any final revisions required from the faculty committee, along with a timeframe for submitting the revised draft. Upon completion of the revisions, the draft will be submitted to the committee for review. If accepted, this will be regarded as the final dissertation draft. Acceptance by the committee, provided all other requirements are met, is the final requirement for graduation. The student's graduation date will be the last date of the quarter in which his/her committee approves the final dissertation draft.

Proofreading and Binding

Once the final dissertation draft is accepted by the faculty committee, the draft will be sent to an outside proofreader, for final editing and proofing.

The student is responsible for producing three bound copies and submitting to the University. The degree is conferred, and diploma/transcripts released upon the Registrar's receipt of bound copies.

Students are responsible for insuring their faculty chair and faculty committee members are kept informed of progress throughout the dissertation process. Students are required to meet at least once per quarter during the dissertation process to confer and complete the Wright Graduate University Dissertation Status Report Form. Failure to progress, or to keep the committee informed of progress are grounds for an academic warning. Copies of each Wright Graduate University Dissertation Status Report Form will be included in the student file.

Policy on Ethical Conduct

Wright Graduate University embraces a high standard of integrity of performance for students, administrators, faculty, and staff members. All members of the campus community have the responsibility to foster a standard of conduct that reflects credit on themselves and on the University, while preserving a climate that respects the dignity and integrity of each individual. Wright Graduate University expects and requires that all students maintain the ethical standards of the professions and careers for which they are training. Plagiarism, or presenting the ideas, words, or views of another, as if they were one's own, is considered unethical conduct by the University. Failure in maintaining such standards or engaging in actions that are deleterious to Wright Graduate University may result in disciplinary action, including dismissal.

Policy Regarding Use of Consultants

Statistical Support

It is not the responsibility of the Director of Doctoral Research to give extensive input, or support, to data analyses. Most students, therefore, seek professional advice with the statistical aspects of their research. However, students should not rely on a statistical consultant to be more than an advisor because the dissertation process requires students to take full responsibility for designing and implementing their own experiments. At the Final Oral Defense students are expected to be able to explain and justify statistical approaches, so be sure to seek advice from the consultant if inferential statistics are not your strong subject, but also make sure to understand the methods involved.

Students who misuse consultants, either by misrepresentation of data or by being unable to explain or defend their work, are placing their dissertation in jeopardy.

Writer/Editor

An editor is often considered useful for each phase of the dissertation. Neither the Director of Doctoral Research, nor your Committee, will accept drafts that are sloppy, grammatically incorrect, or that have excessive spelling and punctuation errors. The dissertation and thesis require a level of scholarship and quality in writing to which few, lower level, students are accustomed. Students should expect to write, edit, and rewrite sequential drafts in order to obtain cogent, succinct logic and clarity of presentation. Students should strive to turn in drafts that are close to perfect, and in approved style. A skilled (though not necessarily professional) writer-editor may be helpful for this process. If you do not use the services of such an individual, you are strongly advised to have someone that is not associated with your project read carefully through your document, to check for clarity, syntax, grammar, and typographical errors.

Dissertations and theses that do not meet a graduate level of scholarly research and high quality writing will not be accepted. It is the student's responsibility to hire a professional editor, at their expense, to finalize their work prior to final submission to the University.

Dissertation Evaluation Method

The dissertation is graded on a pass-fail basis. An average of 3 on the following rubric is required for passing.

	Exemplary = 4	Good = 3	Minimally = 2	Not Acceptable = 1
1. Demonstrates in-depth, advanced knowledge of the fields of human development, Adlerian theory, human potential theory, existentialism, educational theory, neuroscience and other research as they inform your own growth as a scholar-practitioner of transformational coaching and leadership.	Comprehensively employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	Generally employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	At a minimally acceptable level, employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	Fails to meet minimally acceptable standards described to the left.
2. Analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic/ timeline.	Consistently and cogently analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	Generally analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	At a minimally acceptable level, analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	Fails to meet minimally acceptable standards described to the left.
3. Demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.	Consistently and cogently demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.	Generally demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.	At a minimally acceptable level, demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.	Fails to meet minimally acceptable standards described to the left.

<p>4. Uses appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Consistently and cogently uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Generally uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>At a minimally acceptable level, uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>5. Conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Consistently and cogently conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Generally conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>At a minimally acceptable level, conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>6. Applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Consistently and cogently applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Generally applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>At a minimally acceptable level, applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>7. Demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Consistently and cogently demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Generally demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>At a minimally acceptable level, demonstrates knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>

Comprehensive Qualifying Examination Evaluation Method

Rubric for Essays 1, 2, & 3

Comprehensive qualifying examinations are graded on a pass/fail basis, and a 3.0 average score is required. The faculty of record is responsible for grading.

	Exemplary = 4	Good = 3	Minimally = 2	Not Acceptable = 1
1. Critical thinking	Issues/problems are stated clearly and comprehensively; viewpoints of experts are questioned thoroughly; assumptions are thoroughly analyzed; points of view are synthesized; and conclusions are logical and reflect student's informed evaluation.	Issues/problems are adequately described; viewpoints of experts are questioned; assumptions are identified; points of view are acknowledged; and conclusions are logically tied to a range of information, including opposing viewpoints.	Issues/problems are stated but some terms are undefined and ambiguities unexplored; information comes from sources but without coherent analysis or synthesis; questions some assumptions; acknowledges different sides of an issue; conclusion is logically tied to chosen information.	Issues/problems are stated without clarification or description; information comes from sources without interpretation or evaluation; shows an emerging awareness of assumptions; specific position is simplistic and obvious; conclusion is inconsistently tied to some information.
2. Integrative Thinking:	Consistently synthesizes diverse theories, approaches, and methods in coaching and leadership work and integrates them within Wright Integrative approach.	Sometimes synthesizes diverse theories, approaches, and methods in coaching and leadership work and integrates them within Wright Integrative approach.	Occasionally synthesizes diverse theories, approaches, and methods in coaching and leadership work and integrates them within Wright Integrative approach.	Does not effectively synthesize diverse theories, approaches, and methods in coaching and leadership work and is not able to effectively integrate them within Wright Integrative approach.

<p>3. Writing – grammatically and stylistically, etc.</p>	<p>Demonstrates a thorough understanding of context and purpose; uses appropriate, relevant, and compelling content to illustrate subject mastery; successfully executes conventions including organization, content, presentation, formatting, and style; demonstrates skillful use of high-quality relevant sources; uses virtually error-free language that communicates meaning with clarity and fluency.</p>	<p>Demonstrates adequate consideration of context and purpose; uses appropriate, relevant, and compelling content to explore ideas; consistently uses conventions including organization, content, presentation, formatting, and style; demonstrates consistent use of relevant sources; uses straightforward language that conveys meaning with few errors.</p>	<p>Demonstrates awareness of context and purpose; uses appropriate and relevant content to explore ideas; generally follows conventions including organization, content, presentation, formatting, and style; demonstrates an attempt to use relevant sources; uses straightforward language that generally conveys meaning with clarity, but writing may include errors.</p>	<p>Demonstrates minimal attention to context and purpose; uses appropriate and relevant content to develop simple ideas; tries to use a consistent system for basic organization and presentation; demonstrates an attempt to use sources; uses language that impedes meaning because of errors in usage.</p>
<p>4. Applying learning to one's life</p>	<p>Consistently applies academic learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning.</p>	<p>Sometimes applies academic learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning.</p>	<p>Occasionally applies academic learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning.</p>	<p>Seldom applies academic learning to oneself; often fails to make connections between theory perspectives and personal experience. Does not use learning to change behavior</p>
<p>5. Relationship to Wright Integrative</p>	<p>Consistently and cogently relates theory and practice to Wright Integrative, assessing value, comparing impact to other theories and methodologies.</p>	<p>Sometimes effectively relates theory and practice to Wright Integrative, assessing value, comparing impact to other theories and methodologies.</p>	<p>Occasionally relates theory and practice to Wright Integrative, assessing value, comparing impact to other theories and methodologies.</p>	<p>Seldom relates theory and practice to Wright Integrative, assessing value, comparing impact to other theories and methodologies.</p>

Narrative Essay (Question #4): Performative Section Rubric

Comprehensive qualifying examinations are graded on a pass/fail basis, and a 3.0 average score is required. The faculty of record is responsible for grading.

	Exemplary = 4	Good = 3	Minimally Acceptable = 2	Not Acceptable = 1
1. Transformational Learning	Consistently demonstrates new behaviors and ways of thinking that challenge established habits and beliefs	Often demonstrates new behaviors and ways of thinking that challenge established habits and beliefs	Sometimes demonstrates new behaviors and ways of thinking that challenge established habits and beliefs, but often avoids challenging self in these areas.	Rarely demonstrates new behaviors and ways of thinking that challenge established habits and beliefs. Typically plays it safe and operates within established comfort zone.
2. Relates to theory	Accurately and comprehensively relates your performative learning activities to theorists and theories in the six disciplines.	Accurately relates most of your performative learning activities to theorists and theories in the six disciplines.	With some of your performative learning activities, accurately relates assignments to theorists and theories in the six disciplines.	Seldom accurately relates your performative learning activities to theorists and theories in the six disciplines.
3. Critical thinking	Issues/problems are stated clearly and comprehensively; viewpoints of experts are questioned thoroughly; assumptions are thoroughly analyzed; points of view are synthesized; and conclusions are logical and reflect student's informed evaluation.	Issues/problems are adequately described; viewpoints of experts are questioned; assumptions are identified; points of view are acknowledged; and conclusions are logically tied to a range of information, including opposing viewpoints.	Issues/problems are stated but some terms are undefined and ambiguities unexplored; information comes from sources but without coherent analysis or synthesis; questions some assumptions; acknowledges different sides of an issue; conclusion is logically tied to chosen information.	Issues/problems are stated without clarification or description; information comes from sources without interpretation or evaluation; shows an emerging awareness of assumptions; specific position is simplistic and obvious; conclusion is inconsistently tied to some information.

<p>4. Writing – grammatically and stylistically, etc.</p>	<p>Demonstrates a thorough understanding of context and purpose; uses appropriate, relevant, and compelling content to illustrate subject mastery; successfully executes conventions including organization, content, presentation, formatting, and style; demonstrates skillful use of high-quality relevant sources; uses virtually error-free language that communicates meaning with clarity and fluency.</p>	<p>Demonstrates adequate consideration of context, audience, and purpose; uses appropriate, relevant, and compelling content to explore ideas; consistently uses conventions including organization, content, presentation, formatting, and style; demonstrates consistent use of relevant sources; uses straightforward language that conveys meaning with few errors.</p>	<p>Demonstrates awareness of context, audience, and purpose; uses appropriate and relevant content to explore ideas; generally follows conventions including organization, content, presentation, formatting, and style; demonstrates an attempt to use relevant sources; uses straightforward language that generally conveys meaning with clarity, but writing may include errors.</p>	<p>Demonstrates minimal attention to context, audience, and purpose; uses appropriate and relevant content to develop simple ideas; tries to use a consistent system for basic organization and presentation; demonstrates an attempt to use sources; uses language that impedes meaning because of errors in usage.</p>
<p>5. Applying learning to one's life</p>	<p>Consistently applies learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning; applies to many areas of life.</p>	<p>Sometimes applies learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning; applies to at least one area of life.</p>	<p>Occasionally applies learning to oneself – cognitively, experientially, and emotionally; uses theory to gain perspective on self, others, and one's relationship with the world; changes behavior as a result of learning.</p>	<p>Seldom applies learning to oneself; often fails to make connections between theory perspectives and personal experience. Does not use learning to change behavior.</p>

Narrative Essay (Question #5): Applied Section Rubric

The following grading rubric refers to applied section of your narrative essay related to your work as a coach and leader. The applied section of your narrative essay will be scored on each criterion.

	Exemplary = 4	Good = 3	Minimally Acceptable = 2	Not Acceptable = 1
1. Writing – grammatically & stylistically correct, with effective use of references in approved format	Ensures that the question is responded to in full. Ensures that all required materials are submitted. Consistently uses appropriate, relevant, and compelling content to explore ideas. Discussions are coherent essays in which ideas flow logically throughout. Consistently uses WGU conventions including organization, content, presentation, formatting, and style; cites references in approved Turabian format. Consistently uses straightforward language that is easily understood. Identifies grammatical and structural errors and corrects those to create error free work.	There are minor gaps in response to the question. There are minor gaps in submission of required materials. Generally uses appropriate and relevant content to explore ideas. Discussions may have a few issues of unclear logical structure. Generally follows WGU conventions including organization, content, presentation, formatting, and style; often references sources from syllabus and usually cites references in approved Turabian format. Uses straightforward language that generally conveys meaning with clarity. Identifies grammatical errors and makes corrections, but writing may include errors.	There are significant gaps in response to the question. There are significant gaps in submission of required materials. Demonstrates minimally acceptable awareness of context and purpose. Discussions may have many issues of unclear logical structure. Significant gaps in use of appropriate and relevant content to explore ideas; rarely references sources from syllabus and rarely cites references in approved Turabian format. Frequently uses language in which meaning is unclear. Contains frequent grammatical errors.	Demonstrates little attention to context and purpose. Does not use appropriate and relevant content to develop ideas; basic organization and presentation is poor; rarely references sources from syllabus and usually not in approved Turabian format. Uses language that impedes meaning because of errors in usage.

<p>2. Demonstrates effective understanding and use of emergence coaching, training, and leadership principles and methods</p>	<p>Demonstrates exceptionally thorough understanding and application of relevant emergence coaching, training, & leadership principles and methods (based on discussion focus) to training work. Relevant emergence coaching, training, & leadership principles and methods and related proficiency standards include: Consistently demonstrates use of grounded theory coaching, training, & leadership principles and process phases; consistently focuses on dynamic process of emergence and is aware of moments of forcing and adjusts accordingly; consistently remains open to exploring new growth areas as they emerge in the coaching, training, & leadership process; highly effective in facilitating participant awareness of current state and visioning of desired future state; consistently explores and designs pathways that facilitate realization of desired future state.</p>	<p>Demonstrates solid understanding and application of relevant emergence coaching, training, & leadership principles and methods (based on discussion focus) to training work. Relevant emergence coaching, training, & leadership principles and methods and related proficiency standards include: Frequently demonstrates use of grounded theory coaching, training, & leadership principles and process phases; usually focuses on dynamic process of emergence and is aware of moments of forcing and adjusts accordingly; usually remains open to exploring new growth areas as they emerge in the coaching, training, & leadership process; reasonably effective in facilitating participant awareness of current state and visioning of desired future state; usually explores and designs pathways that facilitate realization of desired future state.</p>	<p>Moderately effective in demonstrating understanding and application of relevant emergence coaching, training, & leadership principles and methods (based on discussion focus) to coaching, training, & leadership work. Relevant emergence coaching, training, & leadership principles and methods and related proficiency standards include: Sometimes demonstrates use of grounded theory coaching, training, & leadership principles and process phases; sometimes focuses on dynamic process of emergence and is aware of moments of forcing and adjusts accordingly; occasionally remains open to exploring new growth areas as they emerge in the coaching, training, & leadership process; somewhat effective in facilitating participant awareness of current state and visioning of desired future state; occasionally explores and designs pathways that facilitate realization of desired future state.</p>	
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Narrative Essay (Question #5): Applied Section Rubric, *continued*

<p>3. Use of Relevant Range of Wright Integrative Approaches and Methodologies</p>	<p>Demonstrates exceptionally thorough understanding and application of relevant Wright Integrative approaches and methods (based on discussion focus) to coaching, training, & leadership work. Relevant Wright Integrative approaches and methods and related proficiency standards include: Clearly and invariably uses the appropriate Applied Project Template (APT) in planning and designing coaching and training services;</p> <p>Clearly and invariably applies the Wright developmental model, theory of evolving, and/or other theoretical and applied research and sources to coaching & leadership process. Consistently applies and cites sources that demonstrate theoretical understanding of the coaching, training, & leadership process. Consistently uses Wright Integrative methods to structure growth pathways, including: Wright developmental model; evolving model; growth assignments; CAVE process; orienting to yearnings and principles; contextual listening and intentional speaking; confronting "stinking thinking"; identifying breakdowns and strategizing solutions; and other methods and approaches as applicable.</p>	<p>Demonstrates solid understanding and application of relevant Wright Integrative approaches and methods (based on discussion focus) to coaching, training & leadership work. Relevant Wright Integrative approaches and methods and related proficiency standards include: Clearly and frequently uses the appropriate Applied Project Template (APT) in planning and designing coaching and training services;</p> <p>Clearly and frequently applies the Wright developmental model, theory of evolving, and/or other theoretical and applied research and sources to coaching & leadership process. Usually applies and cites sources that demonstrate theoretical understanding of the coaching, training & leadership process. Usually uses Wright Integrative methods to structure growth pathways, including: Wright developmental model; evolving model; growth assignments; CAVE process; orienting to yearnings and principles; contextual listening and intentional speaking; confronting "stinking thinking"; identifying breakdowns and strategizing solutions; and other methods and approaches as applicable.</p>	<p>Demonstrates moderate understanding and application of relevant Wright Integrative approaches and methods (based on discussion focus) to coaching, training, & leadership work. Relevant Wright Integrative approaches and methods and related proficiency standards include: Moderately effective in using the appropriate Applied Project Template (APT) in planning and designing coaching and training services;</p> <p>Moderately effective in applying the Wright developmental model, theory of evolving, and/or other theoretical and applied research and sources to coaching, training, & leadership process. Occasionally applies and cites sources that demonstrate theoretical understanding of the coaching & leadership process. Sometimes uses Wright Integrative methods to structure growth pathways, including: Wright developmental model; evolving model; growth assignments; CAVE process; orienting to yearnings and principles; contextual listening and intentional speaking; confronting "stinking thinking"; identifying breakdowns and strategizing solutions; and other methods and approaches as applicable.</p>	<p>Demonstrates minimal understanding or proficiency in use of Wright Integrative approaches and methodologies. Minimally acceptable standards are not met.</p>
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Narrative Essay (Question #5): Applied Section Rubric, *continued*

4. Coaching, training, and leadership Session Effectiveness	Demonstrates exceptionally thorough understanding and focus on training effectiveness in preparing for, conducting, and evaluating training. Relevant factors include: A high degree of rapport is established with participants; clear focus and scope of training is exceptionally well defined for each training segment; very clear evidence of participant learning and growing in training; awareness of barriers for trainer and participants are very clearly identified and addressed.	Demonstrates solid understanding and focus on training effectiveness in preparing for, conducting, and evaluating training. Relevant factors include: An adequate degree of rapport is established with participants; clear focus and scope of training is reasonably well defined for each training segment; some evidence of participant learning and growing in training; awareness of barriers for trainer and participants are reasonably well identified and addressed.	Demonstrates moderate understanding and focus on training effectiveness in preparing for, conducting, and evaluating training. Relevant factors include: An intermittent level of rapport is established with participants; some focus and scope of training is defined for each training segment, though there is also some ambiguity; moderate evidence of participant learning and growing is evident in training; some awareness of barriers for trainer and participants are identified but only occasionally addressed.	Demonstrates minimal understanding and focus on training effectiveness in preparing for, conducting, and evaluating training. Minimally acceptable standards are not met.
5. Mutuality and Use of Self	Clearly and consistently co-voyages with participants and is present to one's own emotional responses in preparing for, conducting, and reflecting on coaching, training, & leadership work; consistently uses inner awareness to better understand what's happening in the moment with the participants; consistently identifies counter-transference issues and works on those in follow up supervision, coaching, and mentoring sessions; deeply appreciates the importance of doing one's own personal work and consistently demonstrates integrity as role model and guide in the adventure of personal transformation.	Clearly and frequently co-voyages with participants and is present to one's own emotional responses in preparing for, conducting, and reflecting on coaching, training, & leadership work; usually uses inner awareness to better understand what's happening in the moment with the participants; usually identifies counter-transference issues and works on those in follow up supervision, coaching, and mentoring sessions; usually appreciates the importance of doing one's own personal work and frequently demonstrates integrity as role model and guide in the adventure of personal transformation.	Moderately effective in co-voyaging with participants and is sometimes present to one's own emotional responses in preparing for, conducting, and reflecting on coaching, training, & leadership work; occasionally uses inner awareness to better understand what's happening in the moment with the participants; sometimes identifies counter-transference issues and works on those in follow up supervision, coaching, and mentoring sessions; sometimes appreciates the importance of doing one's own personal work and occasionally demonstrates integrity as role model and guide in the adventure of personal transformation.	Demonstrates minimal understanding or proficiency in use of self or mutuality in in preparing for, conducting, and reflecting on coaching, training, & leadership work. Minimally acceptable standards are not met.

Narrative Essay (Question #5): Applied Section Rubric, *continued*

<p>6. Demonstrates client learning and growth</p>	<p>Demonstrates exceptionally thorough understanding and focus on participant learning and growth in preparing for, conducting, and evaluating coaching, training, & leadership effectiveness. Relevant factors and proficiency standards include: Participants clearly benefit through a demonstrable gain in deepening yearning, engaging, revealing, liberating, rematrixing, and/or dedicating to their personal growth work. Moments of participant growth and stuckness are clearly described and analyzed in discussion posts. Participant progress and outcomes are consistently documented, including informal participant feedback reports on training experience and formal feedback and/or outcome evaluation measures.</p>	<p>Demonstrates solid understanding and focus on participant learning and growth in preparing for, conducting, and evaluating coaching, training, & leadership effectiveness. Relevant factors and proficiency standards include: Participants frequently benefit through a demonstrable gain in deepening yearning, engaging, revealing, liberating, rematrixing, and/or dedicating to their personal growth work. Moments of client growth and stuckness are usually clearly described and analyzed in discussion posts. Client progress and outcomes are frequently documented, including informal client feedback reports on session experience and formal feedback and/or outcome evaluation measures.</p>	<p>Demonstrates moderate understanding and focus on participant learning and growth in preparing for, conducting, and evaluating coaching, training, & leadership effectiveness. Relevant factors and proficiency standards include: Participants sometimes benefit through a demonstrable gain in deepening yearning, engaging, revealing, liberating, rematrixing, and/or dedicating to their personal growth work. Moments of client growth and stuckness are occasionally described and analyzed in discussion posts. Client progress and outcomes are occasionally documented, including informal client feedback reports on session experience and formal feedback and/or outcome evaluation measures.</p>	<p>Demonstrates minimal understanding and focus on participant learning and growth in preparing for, conducting, and evaluating coaching, training, & leadership effectiveness. Relevant factors and proficiency standards include: Little or no indication that participants benefited through a demonstrable gain in deepening yearning, engaging, revealing, liberating, rematrixing, and/or dedicating to their personal growth work. Minimally acceptable standards are not met.</p>
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Narrative Essay (Question #5): Applied Section Rubric, *continued*

<p>7. Lessons learned from training experience & application to personal and professional life.</p>	<p>Consistently demonstrates a high degree of engagement and stretching to excel in the preparation, delivery, and/or evaluation of training, coaching & leadership services. Demonstrates strong observing ego and consistently identifies specific instances and moments of effective and ineffective planning and interventions with participants. Consistent evidence of significant growth and learning on a personal and professional level and significantly increased proficiency in addressing personal developmental gaps and enhancing training, coaching & leadership skills in one's personal and professional life.</p>	<p>Frequently demonstrates a reasonably high degree of engagement and stretching to excel in the preparation, delivery, and/or evaluation of training, coaching & leadership services. Frequently demonstrates strong observing ego and sometimes identifies specific instances and moments of effective and ineffective planning and interventions with participants. Frequent evidence of significant growth and learning on a personal and professional level and frequently increased proficiency in addressing personal developmental gaps and enhancing coaching & leadership skills in one's personal and professional life.</p>	<p>Demonstrates a moderate degree of engagement and stretching to excel in the preparation, delivery, and/or evaluation of training, coaching & leadership services. Sometimes demonstrates strong observing ego and occasionally identifies specific instances and moments of effective and ineffective planning and interventions with participants. Some evidence of growth and learning on a personal and professional level and moderately increased proficiency in addressing personal developmental gaps and enhancing coaching & leadership skills in one's personal and professional life.</p>	<p>Demonstrates a lack of engagement and intent to meet acceptable standards in the preparation, delivery, and/or evaluation of training, coaching & leadership services. Minimal evidence of growth and learning on a personal or professional level and minimal evidence of increased proficiency in training, coaching & leadership skills.</p>
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Dissertation Evaluation Method

The dissertation is graded on a pass-fail basis. An average of 3 on the following rubric is required for passing.

	Exemplary = 4	Good = 3	Minimally Acceptable = 2	Not Acceptable = 1
1. Demonstrates in-depth, advanced knowledge of the fields of human development, Adlerian theory, human potential theory, existentialism, educational theory, neuroscience and other research as they inform your own growth as a scholar-practitioner of transformational coaching and leadership.	Comprehensively employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	Generally employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	At a minimally acceptable level, employs, appraises and analyzes component theories and methods of Wright Integrative, including developmental theory, Adlerian psychology, human potential and humanistic psychology, and existentialism, optionally demonstrating an understanding of educational theory and neuroscience.	Fails to meet minimally acceptable standards described to the left.
2. Analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic/ timeline.	Consistently and cogently analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	Generally analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	At a minimally acceptable level, analyzes Wright Integrative theories and methods, systems theory, human development theories, Adlerian theory, humanistic and existential theory, educational theory, neuroscience and other research in relation to doctoral dissertation topic.	Fails to meet minimally acceptable standards described to the left.

<p>3. Demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.</p>	<p>Consistently and cogently demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.</p>	<p>Generally demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.</p>	<p>At a minimally acceptable level, demonstrates academic skills of integrative and critical thinking, emphasizing comprehension of academic material and critical evaluation of theories and methods.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>4. Uses appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Consistently and cogently uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Generally uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>At a minimally acceptable level, uses an appropriate research methodology for dissertation research, based on analysis of a broad range of research designs, methods, and resources for conducting applied research in the fields of transformational leadership and coaching.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>5. Conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Consistently and cogently conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Generally conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>At a minimally acceptable level, conducts applied doctoral dissertation research project that contributes to the fields of transformational coaching and leadership and to one's professional/career development and expertise as a scholar-practitioner.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>

Dissertation Evaluation Method, *continued*

<p>6. Applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Consistently and cogently applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Generally applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>At a minimally acceptable level, applies appropriate Wright Integrative theories, principles, and methods in dissertation research, including emergence coaching principles and related competencies; evolving theory; the Wright developmental framework; and grounded theory and grounded leadership methods.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>
<p>7. Demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Consistently and cogently demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Generally demonstrates in-depth knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>At a minimally acceptable level, demonstrates knowledge and expertise in leadership and coaching competencies and applications related to dissertation focus.</p>	<p>Fails to meet minimally acceptable standards described to the left.</p>

Standard Rubric Scoring based on 5-pt scale / 5 Canvas Points for Weekly Performative Discussions

Final Performative question scoring based on percentage calculation using this rubric.

Rubric Point Total	Grade	D2L Points Entry	Percentage
20	A+	5	100%
19	A	4.75	95%
18	A-	4.5	90%
17	B+	4.35	87.5%
15-16	B	4.25	85%
13-14	B-	4	80%
11-12	C+	3.85	77.5%
9-10	C	3.75	75%
8	C-	3.5	70%
6-7	D+	3.35	67.5%
5	D	3.25	65%
0	F	0	0%

The Wright Graduate University Style Guide

The Wright Graduate University Style Guide follows Kate Turabian's style guide manual, 8th edition. Style guide examples are available from the Chancellor or the Chief Academic Officer.

Copyright Guidelines

The purpose of the Wright Graduate University ("WGU") Copyright Compliance Policy: Library and Classroom is to provide a summary of U.S. copyright law as it relates to the use of text-based copyright-protected works in the classroom and library at WGU, and to provide guidelines and procedures for obtaining copyright permission to use these works.

U.S. copyright law contains many gray areas, and the goal of this policy is to provide WGU administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues. This policy covers classroom issues such as photocopying as well as online and distance education. It also covers library uses for print and electronic reserves, ILL, and document delivery. Other WGU copyright and intellectual property policies may complement this policy by providing guidance on

What is Copyright?

Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

What is Protected by Copyright?

The rights granted by the Copyright Act are intended to benefit "authors" of "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural and audiovisual creations. This means that virtually any creative work that you may come across—including books, magazines, journals, newsletters, maps, charts, photographs, graphic materials, and other printed materials; unpublished materials, such as analysts' and consultants' reports; and non-print materials, including electronic content, computer programs and other software, sound recordings, motion pictures, video files, sculptures, and other artistic works—is almost certainly protected by copyright. Among the exclusive rights granted to those "authors" are the rights to reproduce, distribute, publicly perform and publicly display their works.

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art. Copyright law does not protect ideas, data or facts.

In the U.S., the general rule of copyright duration for a work created on or after January 1, 1978 is the author's life plus 70 years after the author's death. This is often referred to as "life-plus-70". Works created by companies or other types of organizations generally have a copyright term of 95 years. For more information on copyright duration, visit <http://www.copyright.gov/circs/circ1.html#hlc>.

Fair Use Policy

A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is used for one of the following purposes: criticism, comment, news reporting, teaching, scholarship and research. If the reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

1. The purpose and character of use (principally, whether for commercial or nonprofit educational use);
2. The nature of the copyright-protected work;
3. The amount and substantiality of the portion used; and
4. The effect of the use being evaluated upon the potential market for or value of the copyright-protected work.

Fair use is an ambiguous concept and the law does not state exactly what uses of a copyrighted work will be considered fair uses under the law and may therefore be used without obtaining permission. As such, individuals who are not lawyers may often need to be interpreters of the law in everyday circumstances, and answers as to how much reproduction may be considered fair use often remain unclear. The bottom line is that fair use requires a very circumstance-specific analysis as to whether a particular use or reuse of a work may indeed be considered fair use.

To avoid confusion and minimize the risk of copyright infringement, WGU interprets the following situations as fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations.
- Reproduction of material for classroom use where the reproduction is unexpected and spontaneous – for example, where an article in the morning's paper is directly relevant to that day's class topic. This would generally cover one time use in only one semester.
- Use in a parody of short portions of the work itself.
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work.

If your use does not meet the above criteria and the work is protected by copyright, you probably need to obtain permission to use the work from the copyright holder or its agent.

Dissertation Committee Proposal and Approval Form

Student Name: _____

AC600 Scheduled to Begin (Date): _____

	Name	Qualifications
Member 1: Chair* (Must be WGU Core Faculty Member)		Degree: Conferring Institution: Subject of Degree: Brief Description of his/her expertise:
Member 2: 2nd WGU core faculty member (must have doctoral degree from similarly accredited institution--not WGU--if Chair's degree is from WGU)		Degree: Conferring Institution: Subject of Degree: Brief Description of his/her expertise:
Member 3: doctoral degree from similarly accredited institution (degree may or may not be from WGU. At least two faculty on the dissertation committee must have degrees from an educational institution other than WGU)		Degree: Conferring Institution: Subject of Degree: Brief Description of his/her expertise:
Optional Member:		Degree: Conferring Institution: Subject of Degree: Brief Description of his/her expertise:
Optional Member:		Degree: Conferring Institution: Subject of Degree: Brief Description of his/her expertise:

I certify that the above committee meets the requirements of the Dissertation committee as detailed in the syllabus for AC600. (Director of Doctoral Research or Chancellor must approve the chair. Dissertation Committee Chair must approve the composition of the committee.)

Director of Doctoral Research or Chancellor

Date

Dissertation Chair

Date

Approved by the WGU Core Faculty on (Date):

Attach meeting minutes or emails indicating approval and submit signed copy to Registrar.

Protection of Human Subjects Review Form

Dissertation Title: _____

Student: _____

Briefly describe the subjects of your research, including any factors that may increase vulnerability to stress or distress (such as age, disability, psychological disturbance, institutional status).

Describe your sample size and recruitment techniques. (How do subjects enter your study?)

Attach a brief outline of your procedures from entrance into the study to completion. Include inducements offered to participants, methods of assessment, methods of assignment to group, experimental procedures, if any. Be explicit in the description of any stressors, drugs, ingested substances, aversive stimuli, or any deprivations that are planned. The attachment should be no longer than one page.

To your knowledge, are there any laws or regulations relevant to the special nature of your population (e.g., minors, patients in psychotherapy, child abuse victims who may require reporting)? If so, include a discussion of how your procedures address these issues.

Protection of Human Subjects Review Form | SIDE 2

Describe your debriefing process, including the approximate time between experimental procedure and debriefing.

Justify use of concealment or deception in the research.

Describe procedures for protecting confidentiality of participants.

Describe all potential risks attendant with your procedures.

In any case other than no risk, evaluate the risk-benefit ratio (i.e., in what ways do the perceived advantages or benefits of the research outweigh possible risks?).

By my signature, I attest that this is an accurate representation of my dissertation proposal procedures. I agree to inform my Committee in writing of any changes that I intend to make to my study procedures that might significantly alter their assessment of the risks or benefits for subjects participating in this research. A copy of the finalized subject informed consent form is attached to this form.

Signature of Student

Date

Protection of Human Subjects Committee Study Proposal Review Form

Dissertation Title: _____

Student: _____ Date: _____

ITEM	Yes	No	If no, what improvement is needed?
Written consent form adequate and kept on file?			
Ethical standards preserved?			
Confidentiality assured?			
Freedom from coercion?			
Risks and benefits clearly explained?			
Risk: Benefit ratio acceptable?			
Compensation appropriate?			
Committee and contact information supplied			
Follow up with subjects/organizations adequate?			
Research methodology appropriate?			
Student competent to conduct stated research?			

The Protection of Human Subjects Committee has examined the methods and procedures of this proposal and the student's review form. It is agreed that the study complies with all guidelines and is authorized to proceed.

Committee Chair

Date

Research Instructor

Date

Chief Academic Officer

Date

Director of Doctoral Research

Date

Request for Oral Defense of Dissertation

Student Name: _____ Date: _____

Program: _____

Title of Dissertation/Thesis: _____

Chair: _____ Tel: _____ E-mail: _____

Reader: _____ Tel: _____ E-mail: _____

Reader: _____ Tel: _____ E-mail: _____

Date requested: _____ Time: _____

Location/Room: _____

Student Note: Committee members, the Research Instructor, and the Director of Doctoral Research must receive copies of your dissertation at least two weeks prior to your Qualifying Exam.

For office use only:

Date Invitation Flyer Prepared, Posted and Filed: _____



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