



**UNC CHARLOTTE**

**College of Education**

Department of Educational Leadership  
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**2009-2010**

**Ed.D. in Educational Leadership  
School Track**

# **PROGRAM HANDBOOK**

Department of Educational Leadership  
College of Education  
The University of North Carolina at Charlotte

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Guidelines and policies in this handbook are subject to change

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## **Overview**

The purpose of this handbook is to provide guidelines for students enrolled in the School track of the Ed.D. in Educational Leadership program offered through the Department of Educational Leadership at UNC Charlotte. It is designed to answer some of the specific questions students may have as they pursue the degree. Additional information is available in the Graduate School Catalog and the Graduate Student Handbook, both published annually by UNC Charlotte's Graduate School. Students are expected to read and understand the information provided by these resources.

## **Conceptual Framework**

The College of Education at UNC Charlotte strives to develop professionals who are knowledgeable, effective, reflective, responsive to equity and diversity, collaborative, and who are leaders in their profession. Professionals in positions of leadership need to possess and foster in the persons they supervise a comprehensive knowledge base that is comprised of conceptual knowledge, pedagogical knowledge, and reflective knowledge. We strive for our students to make connections between the knowledge base addressed in the program and the uses of this knowledge in practice.

## **Diversity Commitment**

The College of Education is committed to social justice and respect for all individuals and seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect requires everyone to recognize that multi-dimensional diversity contributes to the College's learning environments and enriches the community and improves opportunities for human understanding. While the term *diversity* often refers to differences, the College seeks to include individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. To extend its enriching benefits to all participants, the College aspires to become a diverse community – a community that supports exploration, learning, and work free from bias and harassment to improve the growth and development of every community member.

## **Program Goals**

The mission of the Department of Educational Leadership is to prepare educators as leaders. The School track of the Ed.D. program is designed to serve the needs of those interested in issues related to the leadership of PK-12 public and private educational institutions. Students in this track pursue one of two foci – the superintendent focus or the curriculum and supervision focus. To ensure the effectiveness and competence of its graduates, the program's coursework reflects the need for proficiency in educational governance and policy, leadership, curriculum and supervision, organizational theory, program design, evaluation, and research. The program's curriculum adheres to the standards for advanced programs in educational leadership created by the Educational Leadership Constituents Council (ELCC).

## **Program Outcomes**

Graduates of the program are prepared to:

- 1) Exhibit a broad understanding of their roles as educational leaders in the organizations they serve;
- 2) Demonstrate leadership competencies and skills necessary to accomplish the goals of complex organizations;
- 3) Interact successfully with the numerous institutions and interests that influence their organizations;
- 4) Understand theoretical concepts that undergird organizational theory and behavior, leadership, social psychology, policy development, and organizational change; and
- 5) Address issues that face educational leaders, including resource acquisition and management, policy development and analysis, program management, personnel selection and evaluation, community relations, and curriculum development.

## **Support Personnel**

The Doctoral Program Coordinator, Dr. Corey Lock, coordinates all aspects of the program, maintains a Record of Progress form (appendix) on every student, and serves as the advisor for all first-year students. Dr. Jim Lyons supervises the admission process. Ms. Jen King provides administrative support for all department activities. Faculty members in the department offer a wide range of professional expertise in the following areas:

### Educational Leadership

Jim Bird  
Mark D'Amico  
Lisa Driscoll  
Mickey Dunaway  
Delores Lee  
Corey Lock  
Jim Lyons  
Lisa Merriweather  
Ann McColl  
Allen Queen  
Rebecca Shore  
Jim Watson

### Instructional Systems Technology

Meredith DiPietro  
John Gretes  
Richard Hartshorne  
Patti Wilkins

### Educational Research

Lynn Ahlgrim-Delzell  
Bob Algozzine  
Keonya Booker  
Claudia Flowers  
Dawson Hancock  
Do-Hong Kim  
Rich Lambert  
Jae Hoon Lim  
Chuang Wang

## **Doctoral Advisory Committee**

The Doctoral Advisory Committee (DAC) consists of faculty from the Department of Educational Leadership who meet approximately five times a year to address issues specific to the Ed.D. program. The DAC is chaired by the Doctoral Program Coordinator. DAC members represent all areas of the department and serve three year terms. DAC members:

- 1) Assist in the recruitment of students;
- 2) Recommend applicants for admission to the program;
- 3) Serve as the program admissions committee;
- 4) Provide feedback and guidance for all phases of the implementation of the program; and
- 5) Participate in the ongoing planning and continuous improvement of the program.

### **School Track Advisory Committee**

The School Track Advisory Committee is composed of faculty members who also serve on the Doctoral Advisory Committee and of superintendents, principals, and central office personnel from school districts in the region. This committee meets at least once a year to provide feedback on the program and offer suggestions to the Doctoral Advisory Committee for refinements to ensure continuous improvement.

### **Admission Procedures**

#### Schedule for Processing Applications

Applications for admission to the Ed.D. program are submitted directly to UNC Charlotte's Graduate School and are processed once a year. The following deadlines are observed:

- 1) All application materials must be received by UNC Charlotte's Graduate School prior to March 1 in order to be considered for fall admission;
- 2) Screening of applicants by the Doctoral Advisory Committee to select a pool of finalists occurs during the month of March;
- 3) Interviews of finalists occur during the months of April and May; and
- 4) Admitted students are notified in late spring or early summer..

#### Admission Qualifications

Consideration for admission to the doctoral program will be given to applicants who possess the following prerequisites:

- 1) A master's degree in an appropriate field of education with valid teaching and administrative licenses;
- 2) A Masters in School Administration degree/principal's license (for superintendent focus);
- 3) At least three years of recent successful leadership experience in a school setting (for superintendent focus); and
- 4) At least three years of recent successful professional experience in a school or district setting (for curriculum and supervision focus);

From those applicants meeting the prerequisites, the committee will select for admission students of high quality and potential based on the following:

- 1) Official test scores on the Graduate Record Examination or Miller Analogies Test;
- 2) Performance in previous graduate study;
- 3) An essay that addresses the applicant's interest in the program, what the applicant expects to derive from the program, and the applicant's career aspirations;

- 4) References from three professional colleagues/supervisors attesting to the applicant's ability to successfully pursue doctoral study and to function as an educational leader; and
- 5) An interview with the admissions committee.

As part of the application process, applicants will be required to submit the following documents to the Graduate School:

- 1) Official scores for the Graduate Record Examination or the Miller Analogies Test;
- 2) Two official undergraduate and graduate transcripts from each institution attended;
- 3) An essay that addresses the applicant's interest in the program, what the applicant expects to derive from the program, and the applicant's career aspirations;
- 4) A written application for admission to UNC Charlotte's Graduate School and payment of appropriate fee (which is neither deductible nor refundable); and
- 5) A current curriculum vitae and three letters of reference.

### Admission Process

Upon receipt of all application materials, applicants are notified that they have met the first stage of the admission process and that their application has been forwarded to the Doctoral Program Coordinator. Functioning as the admissions committee, the Doctoral Advisory Committee (DAC) reviews all applications to determine if the applicant meets all criteria for admission to the program. These criteria include demonstrated leadership or leadership potential and the ability to successfully complete the degree program. After reviewing all information, the DAC selects finalists who will be interviewed.

After the interviews, the committee will consider each finalist's credentials and will select those who demonstrate overall strong academic aptitude and leadership potential. Admission to the doctoral program is competitive. Each year, more applicants apply than the program can accommodate. Applicants who are not selected may reapply for admission at another time. All applicants selected for admission by the DAC will be presented to the departmental faculty for final acceptance.

## **Academic Advising**

### Phase 1

The Doctoral Program Coordinator will advise all doctoral students before and during their first year in the program. During this phase, the advisor and student will develop a course of study using a Course Planning Guide (appendix). Copies of the planning guide will be retained by both the student and advisor. Toward the end of Phase 1, each student will select a Phase 2 program advisor who will support the student through coursework completion.

### Phase 2

With the support of the Doctoral Program Coordinator, the Phase 2 program advisor will advise the student on all program requirements. Toward the end of Phase 2, the program advisor will coordinate the student's comprehensive examinations by creating a committee of faculty members who will prepare and evaluate the written and oral comprehensive examinations (see

Comprehensive Examinations section of this handbook). The program advisor will also help the student identify faculty members whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation.

### Phase 3

Upon successful completion of the comprehensive examinations, students are recommended for admission to candidacy and select a dissertation chair and committee. If the dissertation chair is different from the program advisor, the student completes a Request for Change of Advisor form (appendix). Dissertation committee members are identified by mutual consent of the student and each faculty member. Dissertation committees consist of four members of the Graduate Faculty. Typically, three members are from the department and one is assigned from outside the College of Education by the Graduate School. This process allows students to develop a direct working relationship with several faculty members. At the same time, it provides an individualized and personalized approach to the advising process. During Phase 3, dissertation committee members:

- 1) Approve the student's dissertation topic;
- 2) Review and approve the dissertation proposal during a proposal defense;
- 3) Provide advice and counsel throughout the dissertation research process; and
- 4) Evaluate the student's final dissertation and oral defense.

### **Residency**

UNC Charlotte's residency requirement must be completed by taking a minimum of 18 credit hours of coursework over three consecutive semesters, which may include a summer session. There is no provision for waiving the residency requirement. The residency provides students a period of immersion and sustained involvement in all aspects of graduate education, including the intellectual, social, and cultural life. The experience of a close, ongoing affiliation with professors and fellow students, participation in research and service projects, and informal work with individual faculty members adds substantially to the learning process.

### **Leave of Absence**

Personal circumstances may cause a student to take a leave of absence from the program for a specified period of time. To officially withdraw from all classes and thereby from the University and to not register in a given semester without loss of student status, doctoral students must obtain the prior approval of the Doctoral Program Coordinator. Students choosing this option must file a special request for a leave of absence attained from the Graduate School that states they will not use University resources during the leave period. If the leave of absence extends beyond two calendar years, the student must reapply for readmission (active status) in the doctoral program.

### **Record of Progress**

Students are responsible for completing all degree requirements. To facilitate this process, a Record of Progress form with appropriate signatures will be maintained.

## Coursework and Related Requirements

Students must complete a minimum of 60 credit hours of doctoral coursework (i.e., 8000 level courses) beyond the master's degree. These courses for each focus are outlined below.

### *Superintendent Focus*

#### Foundations Coursework (33 Credit Hours)

- ADMN 8610 Interdisciplinary Seminar
- ADMN 8160 Introduction to Educational Administration
- ADMN 8121 Doctoral Seminar in Curriculum Design
- ADMN 8140 School Finance
- ADMN 8130 Educational Governance and Policy Studies
- ADMN 8110 Organizational Theory and Behavior
- ADMN 8120 Advanced School Law
- EIST 8101 The Adult Learner
- ADMN 8150 Human Resources Development and Administration
- ADMN 8410 Advanced Internship in Educational Leadership – Part I
- ADMN 8420 Advanced Internship in Educational Leadership – Part II

#### Research Coursework (12 Credit Hours)

- RSCH 8210 Applied Educational Research
- RSCH 8110 Descriptive and Inferential Statistics
- RSCH 8120 Advanced Statistics
- RSCH 8111 Qualitative Research Methods

#### Electives (6 Credit Hours)

Students may take 6 credit hours of elective courses. These courses often include additional research courses that will assist the dissertation process.

#### Dissertation Proposal Seminar (3 Credit Hours)

- ADMN 8699 Dissertation Proposal Seminar \*

\* Students may take ADMN 8699 only after all other coursework is completed or during the final semester of coursework.

#### Dissertation Coursework (at least 6 Credit Hours)

- ADMN 8999 Dissertation Research \*\*

\*\* Students may take ADMN 8999 only after all other coursework is completed. Students *must* maintain continuous enrollment in ADMN 8999, to include at least one summer session, until degree completion and must be enrolled during the semester in which they graduate. Failure to maintain continuous enrollment in ADMN 8999 will result in dismissal from the program.

## ***Curriculum and Supervision Focus***

### Foundations Coursework (33 Credit Hours)

ADMN 8610 Interdisciplinary Seminar  
ADMN 8160 Introduction to Educational Administration  
ADMN 8121 Doctoral Seminar in Curriculum Design  
ADMN 8140 School Finance  
ADMN 8125 Doctoral Seminar in Instruction  
ADMN 8660 Instructional Leadership Seminar  
ADMN 8122 Advanced Curriculum Theory and Development  
ADMN 8120 Advanced School Law  
EIST 8101 The Adult Learner  
ADMN 8489 Practicum in Staff Development  
ADMN 8110 Organizational Theory and Behavior

### Research Coursework (12 Credit Hours)

RSCH 8210 Applied Educational Research  
RSCH 8110 Descriptive and Inferential Statistics  
RSCH 8120 Advanced Statistics  
RSCH 8111 Qualitative Research Methods

### Electives (6 Credit Hours)

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## **Course Load**

Part-time students may enroll in no more than six semester hours (two courses) per semester. Full-time students may enroll in no more than nine semester hours (three courses) per semester. Under special circumstances, a student may petition the Doctoral Program Coordinator to take one additional course during a semester.

## **Time Limitation**

The Graduate School requires completion of a doctoral program within eight years after admission. Although individual situations vary, most students complete the Ed.D. program in four to six years after admission.

## **Grading**

### Grades Required and Grade Point Average

Students must maintain at least a 3.0 grade point average throughout the program and may earn no more than two Cs in all coursework. Grade point averages are based only on courses in one's approved program of study taken at UNC Charlotte. They are determined by multiplying the number of points for each letter grade (A=4, B=3, C=2, U=0) by the number of semester hours of credit received in that course, adding all accumulated grade points together, and dividing by the total number of semester hours attempted (excluding those for which one received a grade of I, IP, W, P, N, AU, or NR). When a course not listed as "may be repeated for credit" is repeated, no additional credit hours attempted accrue; the hours earned and grade points of the previous grade are replaced by those of the current grade.

### Incomplete Grades

The grade of incomplete (I) is assigned at the discretion of the instructor when a student who is otherwise passing has not completed all the work in the course due to circumstances beyond his or her control. The missing work must be completed during the next semester of enrollment or no later than 12 months after the term in which the incomplete was assigned, whichever comes first. If the incomplete is not removed during the specified time, a grade of unsatisfactory (U) will automatically be assigned. The grade of incomplete cannot be removed by enrolling again in the same course. Students will be assigned a grade of IP (in progress) while they are enrolled in ADMN 8999 (Dissertation Research) until they have successfully defended their dissertation. Upon a successful defense of the dissertation, an IP is changed to an appropriate grade by the dissertation chair using a Change of Grade form.

### Repeating a Graduate Course

Doctoral students will be allowed to repeat a maximum of two courses in which the student has been assigned a grade of C, U, or N (but not an I). A course may be repeated one time only. Whenever a course is repeated, no additional hours attempted accrue and the new grade replaces the previous grade in computing the grade point average and in the assignment of academic credit. The record of the first attempt will remain a part of the student's permanent record and will count in the number of marginal C grades accumulated. In other words, successfully repeating a course does not change the number of marginal grades accumulated. Enrollment in the doctoral program will be terminated if a student receives a grade of U in a course.

### Attendance

Students are expected to attend all lessons of all courses unless extenuating circumstances exist. Those circumstances are rare and must be approved by the Doctoral Program Coordinator and the specific course instructor.

### Academic Dismissal

An accumulation of three marginal grades (Cs) results in termination of a student's enrollment. If a student makes a grade of unsatisfactory (U), further enrollment will be prohibited. A doctoral student whose enrollment has been prohibited because of grades is ineligible to attend any semester or summer session unless properly readmitted. A student readmitted to the doctoral program through the reapplication procedures will be expected to complete the degree program with satisfactory or commendable performance. Should students receive a grade of C or U after being readmitted to the program, their enrollment in the doctoral program will be terminated.

### Administrative Dismissal

Students are subject to administrative dismissal from the doctoral program for any of the following reasons:

- 1) Failure to maintain continuous registration until the doctoral degree has been completed once admitted to candidacy;
- 2) Failure to pass a second comprehensive examination that may be required due to poor performance on the first examination;
- 3) Failure to gain admission to candidacy within two terms of the completion of all coursework in the program of study (not including the internship);
- 4) Failure to register for three semester hours of dissertation research credit each semester after admission to candidacy until graduation; and
- 5) Failure to successfully defend the dissertation within the University approved time frame for completion of degree.

### Transfer Credit

With the approval of the Doctoral Program Coordinator and Department Chair, students may transfer up to six semester hours of doctoral degree credit not previously applied toward a degree to their Ed.D. program, if the following conditions apply:

- 1) The courses must have been completed at an accredited institution of higher education within five years prior to admission to the doctoral program;
- 2) The student must have earned at least a B in each course;
- 3) The courses are equivalent to 8000 level courses at UNC Charlotte; and
- 4) The courses are required or allowed in the Ed.D. program and are deemed relevant to the student's program of study.

Courses applied toward a degree previously earned at UNC Charlotte or another institution may not be transferred to the Ed.D. program. While enrolled in the Ed.D. program, prior written approval must be secured from the Doctoral Program Coordinator before enrolling in another institution's courses with the intention of transferring those courses to UNC Charlotte's Ed.D. program.

### Credit by Examination

No courses in the Ed.D. program may be waived. However, if a student believes that he/she already has the knowledge/skills of a course in the program, the student may be allowed to take a specially prepared challenge examination (equivalent to a course final examination) and receive credit for that course. The decision to offer a challenge examination is that of the program. If allowed to take the examination, the student will pay the “credit by examination” fee and will bring the receipt of payment to the examination. If the student passes the examination, credit by examination will be indicated on the transcript but no grade points will be awarded. Failure on such an examination will result in no grade point penalty. Students may not challenge a failing credit by examination grade.

### **Comprehensive Examinations**

#### Purpose

The written and oral comprehensive examinations allow students to demonstrate their:

- 1) Mastery of the body of knowledge addressed in the doctoral program;
- 2) Ability to integrate and apply this knowledge;
- 3) Understanding of the tools of problem-solving and analysis; and
- 4) Skills of written and oral expression.

#### Written Examination Procedure

Students should take the written comprehensive examination as soon as possible after completing 24 credit hours of foundations and research coursework and not later than enrollment in ADMN 8699 (Dissertation Proposal Seminar). The examination may occur at any time during the year and normally will include six questions to be completed within twelve hours (six hours on two consecutive days). Those questions will require students to connect basic concepts from completed coursework and to apply what they have learned to different situations and educational contexts. A committee consisting of a student’s advisor and the faculty members who have instructed the student will prepare and evaluate the written examinations.

#### Steps in the Written Examination

- 1) The student and advisor will determine a date for the examination which will be at least 60 days from the day of the decision;
- 2) The advisor will notify committee members that the student will take the examination and will request any materials/information (if appropriate) to guide the student’s preparation;
- 3) The student will take the examination in the department area on a department laptop computer (unless otherwise indicated by a faculty member, no materials or resources will be used during the examination);
- 4) The advisor will give the student’s responses to the examination questions to the appropriate faculty members for evaluation;
- 5) Upon successful completion of the written examination, the advisor, student, and committee will schedule a date for the oral examination. If the student’s performance on the written examination is unsatisfactory, in whole or in part, the student will be allowed to re-take the

failed portion(s) of the examination. A second failure will result in termination from the program.

### Oral Examination Procedure

The oral examination will normally occur within 30 days after the written examination. During the oral examination, the student's advisor and committee will engage in dialog with the student about the written examination. The discussion has two purposes. First, it provides an opportunity for the student to address in more detail or to clarify responses to questions on the written examination. Second, it allows the committee to engage the student in a discussion of issues not addressed in the written examination but which are pertinent to the content. If the student's performance on the oral examination is unsatisfactory, an additional oral examination may be scheduled and/or the student may be required to take additional coursework. Subsequent failure on the oral examination will result in termination from the program.

### **Admission to Candidacy**

Admission to candidacy is an indication that the student is prepared to proceed with her/his final coursework and dissertation research. Students may be admitted to candidacy when they have:

- 1) Successfully completed the written and oral comprehensive examinations;
- 2) Established a tentative dissertation topic and identified dissertation committee members;
- 3) Maintained a cumulative grade point average of at least 3.0 (with no more than two Cs) and removed any incomplete grades;
- 4) Completed Application for Admission to Candidacy (appendix) with all signatures.

### **Dissertation**

Each candidate for a doctoral degree is required to prepare and present a dissertation that reveals independent investigation and is acceptable in content and form to the dissertation committee. The dissertation must demonstrate the student's ability to conceive, design, conduct, and interpret research, and must contribute to the knowledge base in one's field. Dissertation work is directly supervised by the chair of the dissertation committee; however, students are encouraged to consult fully with all members of their committee during the planning, conducting, and writing of their dissertations. Students are strongly encouraged to select a dissertation topic from among those listed on the Faculty Collaborative Research Efforts (appendix) in this handbook. Students should also consult the Graduate School's *Manual of Basic Requirements for Thesis and Dissertations*.

### Appointment and Responsibilities of a Dissertation Committee

Although students are encouraged to work with faculty on dissertation ideas well before the formal appointment of a committee, the Graduate School will formally appoint a dissertation committee after the student is admitted to candidacy. The committee will be comprised of at least four qualified faculty members. Typically, three members are Department of Educational Leadership faculty members and one is appointed by the Graduate School from the University at large. Although students may request a specific at-large University representative, the Graduate

School will make the final decision. The Doctoral Program Coordinator will approve the composition of the dissertation committee. Committee members will have the privilege of voice and vote on all relevant matters that come before the committee pertaining to a student's progress toward the degree. All four dissertation committee members should be present for the oral defense of the dissertation and must attest to the successful completion of the dissertation.

#### Dissertation Committee Chair

Students must identify a dissertation committee chair by the date on which they complete the Comprehensive Examinations and prior to enrolling in ADMN 8699 (Dissertation Research). The dissertation committee chair will provide program advisement through the remainder of the student's program and will see that students have the opportunity to progress expeditiously toward degree completion. Chairs will assist students in organizing committee meetings, obtaining approval from the Institutional Review Board, presenting the proposal, conducting original research, and organizing the dissertation defense.

#### Dissertation Proposal

The development and defense of a dissertation proposal is an important aspect of dissertation research. The proposal is a draft of the first three chapters of one's dissertation. When considering the proposal, the dissertation committee may approve, approve with stipulations, or disapprove. Once a proposal has been approved without stipulations by the dissertation committee, committee members must sign the Graduate School's Petition for Topic Approval form (appendix). Students must ensure that this form has been completed and signed properly.

#### Dissertation Defense

When the student's dissertation committee believes that the dissertation is in satisfactory form, a final defense is scheduled. The date for the defense must be scheduled at least two weeks prior to the defense to allow for thorough reading by the committee members. The student, with the chair's assistance, should arrange for a public announcement of the time, date, and place of the defense. This announcement should be submitted by the dissertation chair to the *Campus News* editor for publication at least one week prior to the defense. Although interested members of the University community are invited to attend to the defense, only committee members evaluate the dissertation. When rendering its decision, the committee may approve, approve contingent upon specific changes being made, defer a decision pending another defense, or disapprove.

After a successful defense, students must submit to the Graduate School the on-line Application for Degree (appendix). The student and dissertation chair will also review the student's transcript to ensure that all I and IP grades have been changed to earned grades and that all outstanding fees have been paid. Students should schedule preliminary and final reviews of the dissertation format by the Graduate School and should file an on-line Application for Degree form with the Graduate School. The deadline for submission of this form is usually one-half way through the semester in which graduation will occur.

## **Degree Completion**

In order to be awarded the doctoral degree, students must:

- 1) Complete the approved program of study within the prescribed time limit;
- 2) Maintain a grade point average of 3.0 or better in all work attempted on the program of study and resolve all grades other than acceptable letter grades;
- 3) Satisfactorily complete all required examinations;
- 4) Receive approval of the dissertation by the dissertation committee and Graduate School;
- 5) Be registered for ADMN 8999 (Dissertation Research) each fall, spring, and summer semester after all other coursework is completed, to include the semester in which the degree is conferred; and
- 6) Meet all other academic and professional qualifications as published by the appropriate governing bodies of the University.

## **Special Opportunities**

### Department Graduate Student Council

Students enrolled in the Ed.D. program are invited to join the department's Graduate Student Council. Members of the Graduate Student Council meet periodically to discuss their program, careers, and research and to establish long-term personal and professional relationships.

Organized and administered exclusively by students, Council members also provide feedback about the program to the Doctoral Program Coordinator.

### Doctoral Dinner Meetings

Each year, students enrolled in the Ed.D program are encouraged to attend doctoral dinners sponsored by the Department of Educational Leadership. These dinners allow doctoral students to interact and discuss activities in the program and to get to know one another in an informal setting. To help students with their own research and dissertation efforts, dinners typically include a short presentation of current research by a doctoral student or faculty member.

## Appendices

<b>Educational Leadership Forms</b> (available from department)	<b>Purpose</b>
Record of Progress	To track progress throughout the program
Course Planning Guide	To monitor course completion
Tentative Schedule of Required Courses	To identify tentative course offering schedule
Request for Change of Advisor	To change advisors or dissertation chairs
Application for Admission to Candidacy	To apply for candidacy for a doctoral degree
Graduate School Petition for Topic Approval	To gain topic approval after proposal defense
Application for Degree	To apply to graduate with a doctoral degree
Faculty Collaborative Research Efforts	To help students identify possible research topics and dissertation committee members
Fall 2009 Schedule of Key Dates	To assist with meeting important dates
Spring 2010 Schedule of Key Dates	To assist with meeting important dates
Application for a North Carolina License	To file for updated North Carolina license upon degree completion
Professional Education Licensure Data Sheet	To request new license through Teacher Education Advising and Licensure Office
<b>Institutional Review Board Forms</b> (available from <a href="http://www.research.uncc.edu">http://www.research.uncc.edu</a> )	<b>Purpose</b>
Institutional Review Board (IRB) Approval for Research with Human Subjects	To obtain IRB approval for using Human Subjects in research