The University of North Carolina at Chapel Hill
School of Education

Educational Leadership

Preparing Leaders in Education for Equity and Excellence in a Democratic Society

2014-2015
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Welcome to Graduate Study and the Ed.S./Ed.D. in Educational Leadership Program
http://soe.unc.edu/academics/eds_edd_edleadership/

What to Expect? Some General Observations and Advice for New Doctoral Students

The faculty of the educational leadership program welcomes you to the ranks of full-time or part-time graduate study leading to the educational specialist licensure and the doctor of education degree in educational leadership. As the UNC-Chapel Hill Graduate School Record indicates, the School of Education offers and administers an Ed.S./Ed.D. in educational leadership “which develops senior administrative leaders for the schools of North Carolina and the nation.”

Doctoral Level Study is More Rigorous: Expect Some Creative Tension in Your Studies

Doctoral level study is a demanding and exciting time in your life. You are about to become engaged in advanced learning in the field of educational leadership. Compared with work at the master’s level, doctoral study is much more theoretically rigorous, deeper in content, and wider in scope. To be a successful senior administrative leader requires understanding the complexity of human organizations and having the knowledge and skills necessary to be effective in whatever role you eventually occupy. Expect to be challenged on all fronts. Significant learning begins with some cognitive dissonance in your thinking. That should occur quite frequently in your graduate studies. So expect there to be times when you exhibit heightened sensitivity, awareness, and even creative tension. Those are the signs you are engaged in deeper learning.

The faculty understands the many dimensions of graduate study. They were all graduate students once. Take advantage of your time on campus to get to know them and to seek out their guidance regarding directions in your studies as well as significant career decisions. It is quite natural for graduate students to come into the program going in one direction and after some time to change their minds. New information often results in professional as well as personal changes. Above all, work at maintaining an “open mind” to new ideas, concepts, and perspectives. As one graduate student once remarked, “It’s not what I’m learning that is difficult; it’s what I’m having to unlearn at the same time I’m learning that is challenging.” That says it quite well.

Learn Not to Procrastinate and to Budget Your Time

Learning to budget your time and not procrastinate over assignments are two of the most important skills in the arsenal of the successful graduate student. Students who wait until the last minute to begin their work not only do poorer work, but are engaging in behavior that does not bode well in the real world of educational administration. Learn to pace yourself and your work so that tasks and assignments do not pile up on you at the end. Scheduling your work enables you to have time and personal “space” to reflect upon your learning. That practice will also enable you to avoid undue mental stress and exhaustion.
Your Professors Are Not ‘Armchair Theorists’ but Former Practitioners with Five Decades of Experience in School Administration

As you pursue advanced graduate study you ought to be aware that your professors have acquired over 51 years of real world administrative experience in school administration including 8 as superintendent of schools (New York and Pennsylvania); 28 as deputy or associate/assistant superintendent in such diverse systems as San Francisco, California; Sarasota County Schools, Florida; Detroit, Michigan and Durham, North Carolina; 7 as director or coordinator in such places as Miami, Florida; Yonkers, New York; Temple City, California; and Mesa, Arizona; and 8 as building principals in New Jersey, Florida, and California. Your professors “talk” the “walk.” The interaction between theory and practice have enabled them to publish over thirty books in education, many of which are used in the UNC-Chapel Hill program as well as many colleges and universities in the United States and Canada. Some texts have been translated into foreign languages. In short, the faculty are not “armchair” theorists dealing with problems from an antiseptic distance, but seasoned school administrators who frame their work in the contexts of the “real world” of practice.
The Conceptual Framework of the School of Education

Preparing Leaders in Education for Excellence and Equity in a Democratic Society

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents’ income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance and for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully develop candidates, not only academically but also in moral and political senses.

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

The School of Education employs the following unit principles, applicable at all program levels including educational leadership, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education’s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.
School of Education’s Conceptual Framework Principles:

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.

2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.

3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.

4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

School of Education’s Conceptual Framework Dispositions:

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
The Mission of the Educational Leadership Program at UNC-Chapel Hill

The mission of the educational leadership program at UNC-Chapel Hill is stated below:

Leadership for equity, social justice, and academic excellence is the mission of the educational leadership program at the University of North Carolina-Chapel Hill. While we believe that school leaders must be proficient in a wide variety of technical skills and tasks to be successful educational administrators, we are first and foremost concerned with the agenda of constructing democratic learning communities which are positioned in the larger society to support an agenda of social action which removes all forms of injustice.

To this end we are committed to fashioning and infusing our courses with critically reflective curricula and methodologies which stimulate students to think beyond current behavioral and conceptual boundaries in order to study, research, and implement leadership practices that will fundamentally and holistically change schools in ways and in manners which are consistent with this vision.

The faculty works at fulfilling this mission through the construction of its courses, readings and requirements across a broad spectrum. While one definition of social justice essentially means “fairness,” that notion involves a consideration of the economic system, the educational system, and the way our society’s resources are applied to deal with the obvious disparities and inequalities which exist there and are confronted by the schools. Our faculty have many nationally recognized social justice scholars and researchers who are nationally prominent in their work towards social justice.

UNC-Chapel Hill is only one of two institutions in the state that are members of the University Council of Educational Administration (UCEA). This is an external recognition of the quality of our program and of its faculty and our students.

Anti-Discrimination Policy

With respect to equal employment and educational opportunity, it is the policy of The University of North Carolina at Chapel Hill and the School of Education not to discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.
About the Themes Which Center the Ed.D. Program in Educational Leadership

Doctoral students engage in advanced study to enter the real world of senior level school administrative leadership through their course work and their internship experience. These, in turn, are nested within the strands of academic excellence, social justice, and equity. These three strands reflect and complement the School of Education’s principles and dispositions.

Academic Excellence

Educational leaders must be proficient in a wide variety of technical skills and competencies to be successful. Technical skills pertain to budgeting, understanding the laws, policy analysis, curriculum design and delivery, planning, research design, program evaluation, providing for learner differences and the needs of the under-served, as well as understanding the many issues regarding diversity and cultural variations which exist within an increasingly multicultural society.

These skills are largely embodied in the national ISLLC Standards and the North Carolina Superintendent’s Domains and Indicators.

Social Justice

Social justice is the activist strand in the doctoral program. Its presence signals that the curriculum for the future senior level administrator focuses on producing an activist in working to change inequitable social conditions inside and outside the schools. It means that the educational leader is committed to an agenda of change in which past practices anchored in open and residual racism, gender exclusivity, homophobia, and class discrimination are confronted and changed over time.

Equity

Equity is the strand concerned with understanding and creating opportunities for learning of all students by dealing with issues of context and achievement. Equity issues deal with socio-economic and political discrepancies in the larger social order and how they are reflected in school routines, procedures, curriculum and textbook adoption, and classroom pedagogies. Equity not only has roots in the law, but in theories of social class (critical theory).

Description of the Ed.S. (Educational Specialist Licensure) Program

The Educational Specialist Licensure in Educational Leadership (Ed.S.) is designed to prepare students for leadership and administration at the district office level of a K-12 school system and leads to North Carolina Level II administrator licensure (Advanced Principal). The Ed.S. program is a 36 to 45 semester hour program of advanced study beyond the master's degree. It typically leads to both North Carolina Level I (Entry-level Principal) and North Carolina Level II (Advanced Principal) add-on licensure and includes a Superintendent Concentration.

The Ed.S. licensure program is essentially a subset of the Ed.D. degree program. Obtaining the Ed.S. and North Carolina administrative licensure (AP/AS) can lead to salary
increases for some administrative professionals in North Carolina. All coursework for the Ed.S. licensure program may count towards the Doctor of Education (Ed.D.) degree as well, although individual plans of study (see Appendix A & C) must be completed for each program. The Ed.S. requires a minimum of 36 credits and the Ed.D. requires a minimum of 54 credits, including the dissertation. The 36 Ed.S credits are an exact subset of the 54 Ed.D. credits. Courses are offered in the evenings during the Fall and Spring terms. Most of our students are part-time students who typically take two courses per term. Classes are scheduled so that many students take two classes in one evening (e.g., on Thursday night, a class from 4 to 6:50 p.m. and another class from 7 to 9:50 p.m.).

The Educational Leadership Program reserves the right to recommend student termination of the program with the completion of the Ed.S. only. Alternately, students may decide that they would like to terminate studies with the Ed.S. and obtain the administrative license (AP/AS) without completing the Ed.D.

**Description of the Ed.D. (Doctorate of Education) Program**

The major goal of the Ed.D. Program is to prepare you to become a senior level administrator in a public or private school system in North Carolina and/or the United States. The Ed.D. is essentially a practitioner’s degree centered on PreK-12 educational issues and problems. It is also connected to licensure requirements for the superintendent’s certificate in North Carolina. While its programs and curricula are centered on matters of practice, its theoretical outlook is such that the boundaries defining practice are consistently challenged as part of developing a reflective practitioner who cares about changing schools, not simply improving current models of schooling.

**Goals of the Ed.S./Ed.D. Program**

1. Prepare senior level school administrators who are proficient and competent in the major skills necessary to effectively lead school systems in North Carolina and the United States, successfully acquiring appropriate licensure based on state or nationally administered examinations;
2. Provide an advanced program of studies which is broadly based on issues of theory and practice, and which address matters of social justice and equity within and without school systems in North Carolina and the United States;
3. Prepare senior level administrators to be competent, basic, researchers on a wide variety of issues within school systems and to be intelligent consumers of research as it impacts the definition and application of research-supported best practices;
4. Prepare senior level school administrators to become critically reflective about their own work as well as theories and practices in use in classrooms, schools, and school districts.

**Objectives of the Ed.S./Ed.D. Program**

Given the extant domains of knowledge which form the boundaries of practice as defined in the ISLLC Standards, and within whatever subsequent manifestation or derivations may come to be adopted and/or embodied in law or regulation in North Carolina, all graduates who aspire to acquire licensure to practice senior level administration will:

1. Given situational dilemmas involving matters of educational policy and practice currently in use in the schools, the student will be able to identify on course-based examinations and assignments those approaches and possible solutions which will demonstrate to the satisfaction of the faculty an understanding of organizational dynamics, personal interrelationships, problematic areas in which law and ethics are involved, and issues involving equity and social justice.

2. The student will demonstrate an understanding and mastery of essential research-based approaches to conduct inquiry into politics, policy, and/or theory/practices in course examinations; a successful written and oral defense of an integrative question; the successful integration, construction, and approval of a doctoral proposal to conduct original scholarly inquiry; and the successful defense of such original scholarly inquiry, the dissertation. All this must be completed within the approved timeframe for the completion of doctoral studies.

3. Within the internship, as designed by faculty and relevant state policies and regulations, the doctoral student will engage in critical reflection of his/her experiences which will demonstrate to the satisfaction of the faculty supervisor and site-mentor the ability to analyze problems, apply solutions, engage in constructive feedback and criticism, and challenge theories or practices which violate social justice or equity. The forms which may manifest critical reflection are journaling, written reports, special presentations or papers, poster sessions, or minutes, notes, video/audio tapes from panels or discussions.
Major Aspects of the Ed.S./Ed.D. in Educational Leadership

The Ed.S./Ed.D. degree is designed to:
…develop leaders who can fill a variety of leadership positions. Graduates will be prepared to engage professionals, students, parents, and members of the broader community in collaborative problem solving focused on producing educational enterprises that simultaneously address the academic and social demands placed on them by society. Students in the program are exposed to points of view and experiences aimed at broadening their perspective beyond that normally transmitted in narrowly focused programs as one means of preparing them for critical leadership roles. A combination of didactic and practical experiences further hones students’ understanding of leadership and collaborative problem solving processes. Additionally, an extensive research core prepares them to evaluate the processes and outcomes of schooling and use research to solve educational problems.

Major aspects of the Ed.S./Ed.D. program are:

• Total program semester hours are 36-45 for the Ed.S. and 54-63 for the Ed.D. A student can transfer up to nine credit hours into the program. A syllabus and official transcripts are necessary for approval. A student may take nine credit hours of Ed.D. courses, taken through Continuing Education at this University, before being accepted into the program.
• The Program of Study (POS), Appendix A & C, must be approved no later than the end of the semester in which the student is completing 12 semester hours, usually the end of the first year or beginning of the second year. The student’s advisor submits the POS to the Educational Leadership faculty for approval.
• All Ed.D. students must complete a research core (12 semesters hours) which is comprised of:
  • EDUC 710 Statistical Analysis of Educational Data
  • EDUC 830 Field Techniques in Educational Research
  • EDUC 841 Development of a Research Proposal
  • Research Methods Elective (EDUC 713, 783, 784, 785, 790, 802, 871, 885, 868) or a course approved by the faculty based on the projected dissertation research.
• All Ed.S. and Ed.D. students must also complete a supervised field experience. (The Internship - Two semesters of EDUC 844, Fall and Spring).
• In order to comply with University policies, the Ed Leadership listserv will only be sent to official UNC email addresses. To make sure you stay current with the listserv, either check your UNC email more frequently, or forward your UNC email to another account. Help with forwarding can be found here: http://help.unc.edu/help/heelmail-frequently-asked-questions/.
• Ed.S. students have five years to complete all coursework while Ed.D. students have eight years to complete both the coursework and the dissertation. A one-year leave of absence may be granted during your studies and a one year extension may be requested. There must be “compelling reasons or circumstances” for the program and the School of Education to grant either request.
• The written and oral comprehensive exams can be taken after a student completes 85% of the coursework. The nature of the exam is determined by the student and the educational leadership faculty. See Appendix E, Educational Leadership Policy Sheet for more information on the requirements to take comprehensive exams. Before signing up to take Comprehensive Exams, students must check their POS and Grade Summary Report to ascertain that they have completed 85% or more of their coursework.

• At least two-thirds of the student’s examining committee must agree that the work is satisfactory in order for the student to receive a pass on both the written and oral comprehensive exam.

• After completion of the written and oral comprehensive examinations, students will present and defend a prospectus consisting of: (1) a statement of the problem, (2) a review of the literature related to the problem, and (3) a detailed presentation of the methodology to be used in exploring the problem. Normally the prospectus is developed to the point that it can serve as the initial three chapters of the dissertation.

• While only 6.0 credits of EDUC 994 are required to earn the degree, 3 in each of two separate terms, once a student has completed all required coursework, they must register for 3.0 credits of EDUC 994 until degree completion.

• The doctoral committee will be five persons, including the committee chair. The advisor/chair must be a tenure-track professor in the Educational Leadership Area of the School of Education. The chair need not be in educational leadership but must be from either counseling or curriculum and instruction. Two members of your committee must be from educational leadership. Clinical and adjunct professors may be part of the committee, as well as distinguished practitioners who are not on the faculty in the School of Education. In the latter case, that practitioner must: (a) possess a doctorate, (b) be acceptable to the rest of your doctoral committee, and, (c) receive a special appointment to the Graduate Faculty. The total doctoral committee must be approved by the dean or designee. The student’s advisor/chair also may be changed during the course of study.

• The advisor/chair of the doctoral committee will serve as the dissertation director. In the event that a non-tenured or clinical faculty member on the committee has expertise that can facilitate the completion of the prospectus and the dissertation, the chair, at his or her discretion, may formally establish a co-chair arrangement for the committee.

• The doctoral committee will conduct an examination regarding the prospectus, at which time the student is expected to defend the feasibility of the proposed dissertation. If two-thirds of the doctoral committee agrees that the prospectus is of sufficient quality and feasibility, the student may proceed to get approval of the School of Education’s Institutional Research Review Board (IRB) as well as the University’s IRB prior to collecting data.

• A dissertation is deemed acceptable after the student defends his or her work, and two-thirds of the committee agrees that the dissertation is of sufficient quality. However, signatures signifying that the dissertation is acceptable will be withheld until all committee suggestions are incorporated into the dissertation.
School Administration Principal Licensure for Educational Leadership Ed.D. Students

The Educational Leadership Area strongly recommends that all accepted Educational Leadership Ed.D. students who are not currently licensed as school administrators become licensed during the course of their Ed.D. studies.

School Administration Add-on Licensure information for current Ed.S./Ed.D. Educational Leadership students who don’t hold a current principal license

1. If accepted to the Ed.S/Ed.D. program, the student will be assigned an advisor by the Educational Leadership Area. The advisor will develop an individualized educational plan/program of study for the student. The program of study will take into account the student’s previous/current graduate work.

2. Ed.S/Ed.D. students with a master’s degree in an education-related field, but not in educational leadership/school administration, are required to take a minimum of 9 additional MSA credits for a total of 63 credits. The student may take up to three of the following seven MSA courses listed below, which are offered at UNC-CH, and/or, with the Chair’s permission, transfer up to 9 MSA/Educational Leadership credits from another accredited institution. Courses transferred must have been completed with a grade of P or higher within the last five (5) years.

   EDUC 724  Parental/Community Engagement
   EDUC 725  Supervisory Practice
   EDUC 730  Curriculum Leadership
   EDUC 740  Cultural Leadership
   EDUC 741  School Inquiry & Reform
   EDUC 750  Empowerment Strategies
   EDUC 731  Problems in Educational Leadership II

3. All students must complete an internship at a school site. This is both a UNC-Chapel Hill and a NC State Department of Public Instruction requirement. Internships completed prior to completion of all add-on licensure coursework, as defined by the program of study, are not creditable. It is possible (though not guaranteed) that the internship can be combined with elements of the required Ed.S./Ed.D. internship, the nature of such an internship is to be discussed with the assigned faculty advisor.
Some Common Questions Students Asked About the Ed.S./Ed.D. Program

1. **How do I know what courses I can transfer into my program?**
   **Answer:** You are allowed to transfer in up to 9 semester hours of prior doctoral level coursework which have been completed within the last five years at an accredited college or university. An official transcript and syllabus of the course are necessary for review by the Coordinator of the Ed.D. Program and/or instructor whose course it would substitute for. The educational leadership faculty ultimately approve of the transfer when your submitted POS is submitted for approval by your advisor.

2. **How do I form my doctoral committee, who is eligible to serve, and who is my chair?**
   **Answer:** It is up to the student to staff his or her own doctoral committee. You do this by asking faculty if they would serve on your committee. Remember, faculty are not obligated to accept your invitation, so do not feel personally rejected if they decline. The person you invited may already have a full load of doctoral advisees and may be waiting for some students to complete their work before accepting any further students. The number on your committee is five, including the advisor/chair. Your advisor/chair must be a tenure-track professor in the School of Education and may be from educational leadership, counseling, or curriculum and instruction. However, at least two of the members of the committee must be from your area of specialization (educational leadership). Clinical and Adjunct faculty may serve as members of your committee. You may also have a distinguished practitioner on your committee, but that individual must possess a doctorate, be approved by the educational leadership faculty, and receive a special appointment to the Graduate Faculty. Your total committee must be approved by the dean or designee before your proposal defense.

3. **What is the sequence to taking doctoral level courses?**
   **Answer:** Please see Appendix C, Suggested Sequencing of Ed.D. coursework. We say “suggested” to give students flexibility in fitting in coursework with their work and home lives.

4. **How much time do I have to complete all of my doctoral studies including the dissertation?**
   **Answer:** Ed.S. students have **five years** and Ed.D. students have **six years** to complete all coursework and the comprehensive exams (This does not include the dissertation.). Ed.D. students have **eight years** to complete both the coursework and the dissertation. A one-year leave of absence may be granted during your studies and a one year extension may be requested. There must be “compelling reasons or circumstances” for the program and the School of Education to grant either request.

5. **What is the nature of the written and oral comprehensive exams?**
   **Answer:** You may take the written comprehensive exam after 85% of your coursework has been completed. The nature of the exam is determined by the student and faculty. The faculty recently changed the exam to be more of a synthesis experience by requiring students to write to a thematically developed question which cuts across all prior coursework. This requires a higher-level of response than simply taking a course by course final exam again. **See Appendix E, Educational Leadership Policies for comprehensive exam requirements.** Please Note: Before signing up to take Comprehensive Exams, students must check their POS and Grade Summary Report to ascertain that they have completed 85% or more of their coursework.
6. **What if I don’t pass the comprehensive exams?**

   **Answer:** All is not lost if initially you don’t do well on the written exam. You will be informed both by email and by phone if you do not pass your written comprehensive exam. You will be subject to a three month waiting period prior to being allowed to re-take the comprehensive examinations for a second time. Failure to successfully pass the written and oral exam after two attempts automatically terminates the student’s doctoral program.

7. **How do I put together a dissertation proposal and who must approve it before I can begin my doctoral research?**

   **Answer:** The advisor/chair of your doctoral committee serves as your dissertation director. If, however, you want to add a member, or someone else on your committee has expertise necessary for you to complete a study in your area of interest, the chair may establish co-chairs to facilitate this process. With your dissertation director, you must prepare a dissertation prospectus (dissertation proposal). In most circumstances, the prospectus represents the first three chapters of your dissertation. It must include: (a) a statement of the problem; (b) a review of the literature related to the problem; and, (c) a detailed presentation of the methodology to be used in exploring the problem. Once approved by your dissertation committee, the prospectus must then be approved by the School of Education’s Institutional Research Review Board (IRRB) and the University’s IRB before you may begin to actually engage in your research.

8. **Is there any financial support to help me in my program and dissertation research?**

   **Answer:** Students interested in obtaining financial assistance can contact the University Scholarship and Student Aid Office, [http://studentaid.unc.edu/](http://studentaid.unc.edu/).

   - **Guy Phillips Fellowship** – Internship with the NC School Boards Association. Open to doctoral students in the Ed. Leadership and C&I programs; also open to MSA students; $1500/semester. Contact the program assistant, 919.966.1354, for more information.

   - **The Virginia Carter Gobbel Fellowship** is awarded annually to a graduate student in Educational Leadership. The awardee must have a specific interest in building or district-level administrative work. The fellowship amount is $3,333.33

   - **Carlton Award - Patrick W. and Joanne R. Carlton Award for Dissertation Research in Educational Leadership** – Open to doctoral student in educational leadership who have completed their coursework and are developing their dissertation; selected by the faculty; $500.

   - **The William Self Award** is awarded to an outstanding doctoral student in Educational Leadership or Policy. The award amount is $2,000.00.

   There may be opportunities to assist you financially in conducting your research. If your doctoral chair is working on a grant in which research on specific topics is required, you may be able to work out an arrangement to participate in this research and have your efforts (travel, printing, statistical support, postage, etc.) supported. Many faculty are working on research agendas which may be supported by public or private funding agencies. Part of your graduate work should consist of finding out which faculty are doing this kind of research and discussing the possibilities of support with them if your own research interests are compatible.

9. **Licensure:**

   **How do I go about getting North Carolina Superintendency Licensure?**

   **Answer:** Students who complete the Ed.S. are eligible to apply for North Carolina Superintendency Licensure. For information on the process, see [http://soe.unc.edu/services/student_affairs/licensure/doctoral.php](http://soe.unc.edu/services/student_affairs/licensure/doctoral.php). Note: Students who do not already have an administrator license must take and pass the SLLA exam (minimum score of 163) before being granted licensure.
I do not have a Principal's license. Can I become licensed while in the Ed.S./Ed.D. Program? Answer: Yes. The Educational Leadership Area strongly recommends that all accepted Ed.S./Ed.D. students who are not currently licensed as school administrators become licensed during the course of their studies.

How do I go about getting Ed.S. Licensure?
Answer: Students who complete the Educational Leadership Ed.S. coursework are eligible to apply for Ed.S. Licensure. For information on the process, see http://soe.unc.edu/services/student_affairs/licensure/post-bac.php
This is a listing of course information and is for your guidance only. The canonical source for course information remains The Graduate Record.

Ed.S./Ed.D. Program Course Descriptions

EDUC 710 STATISTICAL ANALYSIS OF EDUCATIONAL DATA I (4). Studies descriptive and inferential statistics for educational research, including an introduction to fundamentals of research design and computer data analysis. Fall and summer. G. Cizek, W. Ware.

EDUC 831 SCHOOL LAW: JUSTICE AND EQUITY (3). Provides an overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal regulations, and collective action. May be repeated for credit. Spring. D. Thompson-Dorsey

EDUC 832 EDUCATIONAL POLITICS AND POLICY (3). Examines theory of competing conceptions of policy. Actors and agencies are examined at federal, state, and local levels. Interactions across levels are studied in relation to current policy alternatives. Spring. C. Marshall.

EDUC 833 DEVELOPMENTAL AND SYSTEMS LEADERSHIP (3). This course is focused on schools and school districts as developmental systems. Theory and research related to student support personnel, planning, facilities, administrative applications of technology, superintendent/board relations, and creating and sustaining community inter-agency partnership are explored. Fall. P. Akos.

EDUC 834 ORGANIZATIONAL BEHAVIOR AND THEORY IN EDUCATION (3). Analyze the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools. Fall. F. English.

EDUC 835 INSTRUCTIONAL LEADERSHIP FOR SUPERVISION, CURRICULUM AND TECHNOLOGY (3). Provides fundamental knowledge of instructional design, techniques of teaching/learning, evaluation of teaching/learning process and ways in which school-based leaders can support excellence in classroom instruction. Fall. J. VanHeukelum.

EDUC 836 SCHOOL FINANCE: AND ECONOMIC EQUITY (1-3). Covers the area of financing school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. May be repeated for credit. Fall. E. Houtck.

EDUC 830 FIELD TECHNIQUES IN EDUCATIONAL RESEARCH (3). Prerequisite, EDUC 184. Introduces students to field research methods and analysis of qualitative data that focuses on the application of these techniques in evaluation and policy research. Fall and Spring. SOE Faculty.

EDUC 840 ADVANCED LEADERSHIP THEORIES (3). Prerequisites: 235 and 237. Requires students to integrate previous studies to focus on management applications, dilemmas, and conflicts. Fall. F. English.

EDUC 844 ADVANCED SEMINAR AND SUPERVISED INTERNSHIP IN EDUCATIONAL ADMINISTRATION (1-6). Prerequisite: Permission of instructor. An advanced internship and seminar relevant to the program in administration and to the student's progress toward advanced administrative certification. May be repeated for credit. Fall/Spring. C. Marshall.

EDUC 841 THE DEVELOPMENT OF A RESEARCH PROPOSAL (3). Requires students to integrate previous studies to focus on theory, inquiry, and organizational practice. Spring. F. English.

EDUC 837 – CULTURAL ASPECTS OF LEADERSHIP AND INSTRUCTION IN SCHOOL REFORM (3). Cultural Aspects of Leadership in School Reform provides students with an interdisciplinary perspective regarding the cultural issues that challenge the partnership between school leadership and instruction. Spring D. Thompson-Dorsey.
EDUC 866 POLICY TO PRACTICE (3). Examine relationships between broader social, economic, and political currents and the chosen instruments for education reform. Students examine what purposes stakeholders believe schools serve and how policy is/isn't translated into practice.

EDUC 994 DOCTORAL DISSERTATION (3).
Educational Leadership Faculty who will be working with you…

In alphabetical order…

Patrick Akos (Ph.D. University of Virginia)
[email: pakos@email.unc.edu]

My research is theoretically grounded in Strengths-Based School Counseling (Galassi & Akos, 2007). The strengths framework is based in humanistic traditions, and supported by an empirical base from contemporary scholarship (e.g., developmental systems theory, resilience, positive psychology, positive youth development). My primary focus is on adaptability in transitions across the lifespan. For example, normative school transitions (e.g., moving from elementary to middle school) involve the developmental intensity and variance of early adolescence, as well as stage-environment fit in multiple contexts. Essentially, I strive to discover how education policy, leadership and practice can help youth thrive.

Kathleen M. Brown (Ed.D. Temple University, Philadelphia, PA)
[email: brownk@email.unc.edu]

Professor and chair of the Educational Leadership Area in the School of Education who brings 15 years of teaching and administrative experience to the professoriate, having served as a middle school teacher and elementary and middle school principal in Philadelphia, PA and Camden, NJ. As a scholar-practitioner, Brown focuses her work on promoting effective, site-based servant leadership that connects theory, practice and issues of social justice to break down walls and build a unified profession of culturally aware educators working toward equitable schooling for all. She approaches education from an ethic of social care and works personally and professionally toward changing the metaphor of schools from hierarchical bureaucracies to nurturing communities. She teaches a class on the history of education in the US from a cultural perspective (Social Context) and supervises principal interns at various school sites across NC.

Lora Cohen-Vogel (Ph.D. Vanderbilt University)
[email: lora.cohen-vogel@unc.edu]

An associate professor and the Hussman Scholar comes to UNC from Florida State University. Her teaching and research focus on the political antecedents of Pre K-20 reforms, and the governance structures that facilitate policy adoption, implementation and effectiveness. Dr. Cohen-Vogel is Past President of the Politics of Education Association and currently a co-principal investigator of a multi-million grant from the U. S. Department of Education on “Scaling Up Effective Schools.” She is co-editor of a refereed book “The Politics of Teacher and Administrator Training: The Quality Controversy.”
**Fenwick W. English** (Ph.D. Arizona State University)  
[email: fenglish@email.unc.edu]

The R. Wendell Eaves Distinguished Professor of Educational Leadership, Dr. English is a former middle school principal and superintendent of schools. He has written more than 28 books and over 100 journal articles. He is the former President of UCEA 2006-07 and is current President of NCPEA (National Council of Professors of Educational Administration). He is the general editor of the 2010 *SAGE Handbook of Educational Leadership, 2nd ed.* And co-author of *Turnaround Principals for Underperforming Schools* released recently by Rowman and Littlefield. He is currently working on a book taking the scholarship and research of Pierre Bourdieu and applying it to educational administration.

**Eric A. Houck** (Ph.D. Vanderbilt University)  
[email: eahouck@unc.edu]

Associate Professor with a specialty in educational finance. Dr. Houck graduated from UNC-Chapel Hill as an undergraduate. Formerly he served at the University of Georgia. He is a well published author with many scholarly articles in the *Education Law Reporter, Peabody Journal of Education* and *Journal of Studies in International Education*. His research is concerned with vertical and horizontal equity, teacher compensation policies, and educational cost effectiveness.

**Catherine Marshall** (Ph.D. University of California at Santa Barbara)  
[email: marshall@email.unc.edu]

A Professor of Educational Leadership, Dr. Marshall has done extensive research on educational politics at international, national, state, local, and school sites. She teaches a course in school politics, one on qualitative research, and a course on gender, policy and leadership and she has published books and articles on all of these topics. Her honors include: the award for Lifetime Intellectual Contributions to the Field, given by the Politics of Education Association (2009), the UCEA Campbell Award for Lifetime Achievements and Contributions to Educational Administration (2008), the AERA Willystine Goodsell Award for her scholarship, activism and community building on behalf of women and education (2004), and a Ford Foundation grant for Social Justice Leadership (2002).

**Stanley A. Schainker** (Ed.D. Harvard University)  
[email: sschaink@email.unc.edu]

Dr. Schainker brings a rich background of practitioner experience to the Chapel Hill program. He was a superintendent of schools in Pennsylvania and an Associate Superintendent of Schools in the San Francisco (California) Unified School District. He also served as a Senior Consultant in the Far West Laboratory for Educational Research and Development and as the Executive Director of California School Leadership Academy. Dr. Schainker teaches classes on managing schools within a district context and group dynamics.
Dana Thompson Dorsey (Ph.D. University of Pittsburgh, J.D., University of Pittsburgh) [email: dtdorsey@unc.edu]

A former practicing lawyer who earned her Ph.D. in education and teaches school law at both the master’s and doctoral levels in our program. Dr. Thompson-Dorsey was formerly at the University of Illinois at Springfield. She has also taught at the University of Virginia. She is the author of several law review articles dealing with post-Brown issues of racial integration and equality in education. She is an assistant professor in our program.

James Veitch (Ed.D. University of North Carolina at Chapel Hill) [email: veitch@email.unc.edu]

Dr. Veitch supervises MSA interns and teaches a course on supervision. He is an experienced school administrator, having served as a high school principal of the American Community Schools in Athens, Greece and formerly as a high school principal in Falmouth, Maine. He also has served as Superintendent of the Clifford Schools in Panyu, Guangdong Province, People’s Republic of China.
Appendixes

Appendix A – Ed.S. Program of Studies. You may access further information about courses, syllabi, instructors, textbooks, etc. by going to the Ed.S. Program of Studies online. [http://soe.unc.edu/academics/eds_edd_edleadership/pos.php](http://soe.unc.edu/academics/eds_edd_edleadership/pos.php) Information on MSA courses can also be found online. [http://soe.unc.edu/academics/msa/pos.php](http://soe.unc.edu/academics/msa/pos.php)


Appendix C – Suggested Sequence of Courses – We say “suggested” to give students flexibility in fitting coursework into their work and home lives.

Appendix D – Program Timeline – Eight years may seem like a long time but it can disappear fast. Keep to the plan.

Appendix E – Ed. Leadership Area Policies – These are University, School of Education and/or Program policies and are strictly adhered to. Take heed.

Appendix F – 2014-2015 Course Schedule

Appendix G – How to Prepare for Your Dissertation Defense
Appendix A

University of North Carolina at Chapel Hill

Ed.S. in Educational Leadership – Program of Studies (POS)
Subject to Educational Leadership Faculty approval
Sixth-Year Educational Specialist Licensure in Educational Leadership

Name:___________________________________________       PID #:_________________________________
Date of Enrollment in Doctoral Program:_______________    August ______________________________

The Educational Specialist Licensure in Educational Leadership (Ed.S.) is designed to prepare students for
leadership and administration at the district office level of a K-12 school system and leads to North Carolina
Level II administrator licensure (Advanced Principal). The Ed.S. program is a 36 to 45 semester hour program
of advanced study beyond the master's degree. It typically leads to both North Carolina Level I (Entry-level
Principal) and North Carolina Level II (Advanced Principal) add-on licensure and includes a Superintendent
Concentration.

If you have a master's degree in educational leadership/school administration, you may transfer in 6 to 9 credit
hours - subject to program faculty approval - credits must have been taken at the graduate level, for a grade, and within
the past five years. If you do not have a master's degree in educational leadership/school administration, you will
be required to take a minimum of 9 additional MSA credits. Only 9 Ed. Leadership Required Course credits may be
taken before formally admitted into the program. When substituting a course for a required course, or transferring
credits please list the title of the substitute, the course number, the course description, and attach the course syllabus.

Course #                       Course Title                        Credits      Sem/Year  Taken At  Grade
----------------------------------------------------------------------------------------------------------------------------------------
Suggested Year 1 thru Year 3
EDUC 742 (old# 637) / 831 School Law          3            S_______       _______           ______
EDUC 833 Developmental/Systems Lead          3            F_______       _______           ______
EDUC 834 Organizational Theory               3            F_______       _______           ______
EDUC 835 Instructional Leadership            3            F_______       _______           ______
EDUC 832 Educational Policy                  3            S_______       _______           ______
EDUC 836 School Finance                      3 “every other” F_______       _______           ______
EDUC 837 Cultural Leadership                 3            S_______       _______           ______
EDUC 866 Policy to Practice                  3            S_______       _______           ______
Elective ___________________               3            F/S_____        _______          ______

Suggested Year 3 thru Year 5
EDUC 840 Advanced Leadership Theories         3            F_______       _______           ______
EDUC 844 Internship (Permission Required)    3            F_______       _______           ______
[To be eligible, students must complete 75% or more of coursework by end of Fall semester of Internship]
EDUC 844 Internship (Permission Required)    3            S_______       _______           ______

TOTAL HOURS      36 (Ed.S must be completed within 5 years)
Candidate: One completed copy of the program of studies must be filed with Anne Bryan (103 Peabody) by the end of the third semester of coursework.

* If an Ed.D./Ed.S. student has a master’s degree in an education-related field, but not in educational leadership/school administration, he/she is required to take a minimum of 9 additional MSA credits. He/she may take up to three of the following seven MSA courses listed below, which are offered at UNC-CH, and/or, with the Chair’s permission, transfer up to 9 MSA/Educational Leadership credits from another accredited institution.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Sem/Year</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDUC 724</td>
<td>Parent and Community Engagement</td>
<td>3</td>
<td>F/S</td>
<td></td>
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<tr>
<td>(old# 631)</td>
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<tr>
<td>EDUC 725</td>
<td>Supervisory Practice</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>(old# 632)</td>
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<td></td>
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<tr>
<td>EDUC 730</td>
<td>Curriculum Leadership</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>(old# 634)</td>
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<tr>
<td>EDUC 740</td>
<td>Cultural Leadership</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>(old# 635)</td>
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<tr>
<td>EDUC 741</td>
<td>School-Based Inquiry &amp; Reform</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>(old# 636)</td>
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<tr>
<td>EDUC 750</td>
<td>Empowerment Strategies</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>(old# 638)</td>
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<tr>
<td>EDUC 731</td>
<td>Organizational Management</td>
<td>3</td>
<td>F/S</td>
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</table>

**Anti-Discrimination Statement**

With respect to equal employment and educational opportunity, it is the policy of The University of North Carolina at Chapel Hill and the School of Education not to discriminate on the basis of age, sex, race, color, national origin, religion, disability, or sexual orientation.

Revised 8/2014
Appendix B
University of North Carolina at Chapel Hill

Ed.D. in Educational Leadership - Program of Studies (POS)
Subject to Educational Leadership Faculty approval

Name: ___________________________________________  PID #: _________________________

Date of Enrollment in Doctoral Program: ____________________________________________________

If you have a master's degree in educational leadership/school administration, you may transfer in 6 to 9 credit hours - subject to program faculty approval - credits must have been taken at the graduate level, for a grade, and within the past five years. If you do not have a master's degree in educational leadership/ school administration, you will be required to take a minimum of 9 additional MSA credits. Only 9 Ed.D. credits may be taken before formal matriculation into the program. When substituting a course for a required course, or transferring credits please complete the transfer form, list the title of the substitute, the course number, the course description, and attach the course syllabus.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Sem/Year</th>
<th>Taken At</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Year 1 thru Year 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDUC 830 (old# 981) Field Techniques</td>
<td>3</td>
<td>F/S</td>
<td>_______</td>
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</tr>
<tr>
<td>EDUC 742 (old#637) / 831 School Law</td>
<td>3</td>
<td>S</td>
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<tr>
<td>EDUC 833 Developmental/Systems Lead</td>
<td>3</td>
<td>F</td>
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<tr>
<td>EDUC 834 Organizational Theory</td>
<td>3</td>
<td>F</td>
<td>_______</td>
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<tr>
<td>EDUC 835 Instructional Leadership</td>
<td>3</td>
<td>F</td>
<td>_______</td>
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<tr>
<td>EDUC 832 Educational Policy</td>
<td>3</td>
<td>S</td>
<td>_______</td>
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<tr>
<td>EDUC 836 School Finance</td>
<td>3 “every other”</td>
<td>F</td>
<td>_______</td>
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<tr>
<td>EDUC 837 Cultural Leadership</td>
<td>3</td>
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<tr>
<td>EDUC 866 Policy to Practice</td>
<td>3</td>
<td>S</td>
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<tr>
<td>EDUC 710 (old#684) Statistics</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>Year 3 thru Year 6</td>
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<tr>
<td>EDUC 840 Advanced Leadership Theories</td>
<td>3</td>
<td>F</td>
<td>_______</td>
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</tr>
<tr>
<td>EDUC 844 Internship (Permission Required)</td>
<td>3</td>
<td>F</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>[To be eligible, students must complete 75% or more of coursework by end of Fall semester of Internship]</td>
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<tr>
<td>EDUC 841 Research Proposal [Taken after comps]</td>
<td>3</td>
<td>S</td>
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<td>Year 4 thru Year 9</td>
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<td>EDUC 994 Dissertation</td>
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<tr>
<td>EDU 994 Dissertation</td>
<td>3</td>
<td>S</td>
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<tr>
<td>Year 5 tho Year 6</td>
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<td>EDUC 994 Dissertation</td>
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</table>

ELECTIVES – 1 Research Elective (See list on page 3 of POS) and 1 other elective

1. ___________________________________________ 3  F/S  _______  _______  ______
2. ___________________________________________ 3  F/S  _______  _______  ______

TOTAL HOURS  54 (Ed.D must be completed within 9 years)
Note: Students have six years to complete coursework and an additional three years to complete and successfully defend their dissertation.

Advisor’s Approval: ____________________________________________

_________________________________________

Date: ____________________________

Program Committee Approval: ____________________________________________

_________________________________________

Date: ____________________________

_________________________________________

Date: ____________________________

Program Chair: ____________________________________________

_________________________________________

Associate Dean for Academic Programs: ____________________________

_________________________________________

Date: ____________________________

PROJECTED TIMELINE: ____________________________________________

DATE: ____________________________

Date of Written Comprehensive Exam: ____________________________ Status: ____________________________

Date of Oral Comprehensive Exam: ____________________________ Status: ____________________________

Date of NIH Human Participants Protection Education for Research Teams course: ____________________________

Date of Dissertation Proposal Defense: ____________________________

Date of IRB Request for Review of Research using Human Subjects Approval: ____________________________

Date of Dissertation Defense: ____________________________

Doctoral Candidate: Please distribute copies of this document to your advisor and to your doctoral dissertation committee members. One completed copy of the program of studies must be filed with Anne Bryan (103 Peabody) after completing twelve semester hours of course work or sooner.
* If an Ed.D. student has a master’s degree in an education-related field, but not in educational leadership/school administration, he/she is required to take a minimum of 9 additional MSA credits for a total of 63 credits. He/she may take up to three of the following seven MSA courses listed below, which are offered at UNC-CH, and/or, with the Chair’s permission, transfer up to 9 MSA/Educational Leadership credits from another accredited institution.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDUC 724 (old# 631)</td>
<td>Parent and Community Engagement 3</td>
<td>F/S_____</td>
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<tr>
<td>EDUC 725 (old# 632)</td>
<td>Supervisory Practice 3</td>
<td>F/S_____</td>
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<td>EDUC 730 (old# 634)</td>
<td>Curriculum Leadership 3</td>
<td>F/S_____</td>
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<tr>
<td>EDUC 740 (old# 635)</td>
<td>Cultural Leadership 3</td>
<td>F/S_____</td>
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<tr>
<td>EDUC 741 (old# 636)</td>
<td>School-Based Inquiry &amp; Reform 3</td>
<td>F/S_____</td>
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<tr>
<td>EDUC 750 (old# 638)</td>
<td>Empowerment Strategies 3</td>
<td>F/S_____</td>
<td>____</td>
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<tr>
<td>EDUC 731</td>
<td>Organizational Management 3</td>
<td>F/S_____</td>
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</tbody>
</table>

** Foreign students with a terminal degree from their home country will be reviewed on a case-by-case basis.

Suggested Research Electives:

EDUC 784 – Statistical Analysis of Educational Data II
EDUC 785 – Program Evaluation in Education
EDUC 790 – Mixed Methods
EDUC 883 – Case Study Methods
EDUC 885 – Secondary Data Analysis
EDUC 868 (old# 982) – Advanced Qualitative Data Analysis and Interpretation

Other Research Elective Suggestions Requiring Dissertation Advisor’s Approval:

EDUC 713(old# 609) – Tests and Measurement
EDUC 783 – Applied Measurement Theory
EDUC 871 – Educational Seminar (Survey Research, Discourse Analysis, etc.)
EDUC ____ ____ – Others ???

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Revised 8/2014
Appendix C

“Suggested” Sequence of Ed.S./Ed.D. Courses for Ed Leadership Students”

Year 1 thru Year 3 [830s]

Fall

➢ EDUC 830 Field Techniques
➢ EDUC 833 Developmental and Systems Lead
➢ EDUC 834 Organizational Theory
➢ EDUC 835 Instructional Leadership
➢ EDUC 836 School Finance
➢ EDUC ___ Elective

Spring

➢ EDUC 830 Field Techniques
➢ EDUC 831 School Law
➢ EDUC 832 Educational Policy
➢ EDUC 837 Cultural Leadership
➢ EDUC 866 Policy to Practice
➢ EDUC ___ Elective

Summer?

➢ EDUC 710 Statistics
➢ EDUC ___ Elective

Year 3 thru Year 6 [840s]

Fall

➢ EDUC 840 Advanced Leadership Theories
➢ EDUC 844 Internship (Permission of Instructor Required)
➢ EDUC ___ Elective

Spring

➢ EDUC 841 Research Proposal
➢ EDUC 844 Internship (Permission of Instructor Required)
➢ EDUC ___ Elective

Year 4 thru Year 8

Fall and Spring

➢ EDUC 994 Dissertation
➢ EDUC 994 Dissertation

* ELECTIVES – 1 Research Elective (See list on page 3 of POS) and 1 other elective
** TIME - Students have five years to complete Ed.S. coursework and three additional years to complete and successfully defend the dissertation.
Appendix D

Ed.D. in Ed. Leadership Timeline

Admitted – Begin taking courses.

Begin

Choose advisor. Submit POS for approval.

1-2 years

Take EDUC 841 semester after Written Comp Exam; develop and defend dissertation proposal

3-5 years

Continue taking courses. Plan on when to do Internship and take Comp Exams (75% coursework completed) Apply for Ed.S.

3-6 years

Finish coursework; enroll in 3.0 credits of EDUC 994. When ready, defend proposal; acquire IRB approval, and conduct research.

6-9 years

Defend dissertation for graduation.

GRADUATE!

You must be continually enrolled (Fall and Spring Semesters) or your active status will be dropped. You will then need to complete paperwork to be re-admitted into the program.
Appendix E
UNC-Chapel Hill - Educational Leadership Program
Important Policies

 Applies to All Educational Leadership Students:

- In order to comply with University policies, the Ed Leadership listserv will only be sent to official UNC email addresses. To make sure you stay current with the listserv, either check your UNC email more frequently, or forward your UNC email to another account. Help with forwarding can be found here: http://help.unc.edu/help/heelmail-frequently-asked-questions/.

- **GRADE of L**: A student becomes academically ineligible to continue in the Educational Leadership Program at UNC-Chapel Hill if s/he receives nine (9) or more hours of L in Educational Leadership courses.

- **GRADE of F**: A student becomes academically ineligible to continue in the Educational Leadership Program at UNC-Chapel Hill if s/he receives an F in any course.

- **DROPPING COURSES**: Drop deadlines are given in the University Registrar’s Calendar (http://registrar.unc.edu/academic-calendar/) To drop a course after the close of the normal drop period (“census date” is generally two weeks after classes begin) and before the last two weeks of a semester, the student must obtain and complete the required signatures on the Registration Drop/Add Form (Student Affairs, Peabody Rm.103). Dropping a course after the census date may have financial and academic consequences. You cannot drop a course after the last day of class. If a student wishes to drop *all* courses after the drop/add period, he/she is actually withdrawing from the University and will need to go through the readmit process to return to his/her studies.

- **ACADEMIC INELIGIBILITY**: A student becomes academically ineligible to continue in the Educational Leadership Programs at UNC-Chapel Hill if s/he receives a grade of F, F* or nine (9) or more hours of L.

- **READMISSION**: A formal request for readmission to the Educational Leadership Program at UNC-Chapel Hill is required whenever a student fails to register for a regular (fall/spring) semester or withdraws during a semester for any reason—whether the student had an approved leave of absence, withdrew during the semester, or simply did not register. To resume their studies, such students must submit an application for Readmission, which can be obtained from Student Affairs in 103 Peabody. Enrollment in courses at other institutions during Fall/Spring terms does not fulfill UNC’s requirement for continuous enrollment.

- **GRADUATION**: Students are not eligible to graduate if they have a temporary grade of IN on their record, whether or not the IN was issued as part of the student’s program in Educational Leadership.

 Applies to Ed.S./Ed.D. Students Only

- **GRADE of IN**: A temporary grade of IN (Incomplete Work) converts to F* (Technical F administratively assigned) unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Receiving a grade of F* results in the student becoming academically ineligible to continue in the Educational Leadership Program at UNC-Chapel Hill. If an Ed.S./Ed.D. student has a temporary grade(s) of IN (Incomplete), he/she may only enroll in three (3) credits (one course) for each semester until the IN(s) has been changed to a permanent grade.

- **DISSERTATION CREDITS**: While only 6.0 credits of EDUC 994 are required to earn the degree, 3 in each of two separate terms, once a student has completed all required coursework, they must register for 3.0 credits of EDUC 994 until degree completion. Students enrolled in dissertation MUST be in contact with their dissertation advisor during the term of enrollment to receive a passing grade.

- **COMPREHENSIVE EXAMS**: Students may not take comprehensive exams if:
  1) They have not completed 85% of their coursework.
  2) They have a temporary grade of IN (Incomplete) on their record.
  3) They are not registered for coursework
  4) If a student reconsiders her/his readiness to take Comps, they must withdraw at least two weeks prior to the due date for the Written Exam.

- **ACADEMIC INELIGIBILITY**: A student becomes academically ineligible to continue in the Educational Leadership Program at UNC-Chapel Hill if s/he fails a written or an EdD oral comprehensive examination for the second time. If a student fails their written comps the first time, s/he has to wait a minimum of 90 days from the date of notification to re-submit. Once a student is notified of failing a written or an oral comprehensive exam for the second time, s/he automatically becomes ineligible for further graduate work.
Academic Integrity

"The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in the student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Submissions of work used previously must first be approved by the instructor."

IT SHALL BE THE RESPONSIBILITY OF EVERY STUDENT ENROLLED AT THE UNIVERSITY OF NORTH CAROLINA TO SUPPORT THE PRINCIPLES OF ACADEMIC INTEGRITY AND TO REFRAIN FROM ALL FORMS OF ACADEMIC DISHONESTY, INCLUDING BUT NOT LIMITED TO, THE FOLLOWING:

1. **Plagiarism** in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

4. **Cheating on examinations or other academic assignments**, whether graded or otherwise, including but not limited to the following:
   - Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);
   - Violating or subverting requirements governing administration of examinations or other academic assignments;
   - Compromising the security of examinations or academic assignments;
   - Representing another’s work as one’s own; or
   - Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

## Appendix F
### FALL 2014 AND SPRING 2015 ED LEADERSHIP COURSE SCHEDULE

|-------------------|---------------------|-----------------------|----------------------|
| 1 – 4              | EDUC 727 Social Context – Maynor [MSA1]  
                      EDUC 931 Law & Policy – Thompson-Dorsey [PhD]  | 1 – 4  
                      EDUC 867 Issues in Ed Policy – Cohen-Vogel [PhD] |
| 4 – 7              | EDUC 725 Supervision – Veitch [MSA1]  
                      EDUC 735 Int. Seminar – Veitch [MSA2]  | 4 – 7  
                      EDUC 830 Field Techniques – Hall [EdD/PhD]  
                      EDUC 833 Develop/Systems Lead – Akos [EdD]  |
| 7 – 10             | EDUC 741 School Inquiry – Houck [MSA1]  
                      EDUC 844.001, 002 Internship – Marshall [EdD2]  | 7 – 10  
                      EDUC 835 Instruct Lead – Van Heukelum [EdD]  |
|                    | EDUC 836 School Finance – Houck (Fall weekends = 6 Fridays and 3 Saturdays)  
                      Sept. 12/13; Sept. 26; Oct. 17/18; Oct. 24; Nov. 7/8; Nov. 21 (Fridays 4 to 8 PM and Saturdays 9 AM to 5 PM)  |}
<table>
<thead>
<tr>
<th>SPRING 2015 - Monday</th>
<th>SPRING 2015 - Tuesday</th>
<th>SPRING 2015 - Wednesday</th>
<th>SPRING 2015 - Thursday</th>
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| 4 – 7                | EDUC 832 Ed. Politics – TBD [EdD]  
                      EDUC 932 Policy Development – Cohen-Vogel [PhD]  | 4 – 7  
                      EDUC 831 Org. Manage – Veitch [MSA1]  
                      EDUC 830 Field Techniques – Hughes [EdD/PhD]  |
| 7 – 10               | EDUC 738.956A, 957A Internship – Brown/Shipman [MSA2]  
                      EDUC 866 Policy to Practice – Kainz [EdD/PhD]  | 7 – 10  
                      EDUC 742/831 Pers. & Law – Thompson-Dorsey [MSA1/EdD]  
                      EDUC 844.001, 002 Internship – Marshall [EdD2]  |
|                      | EDUC 737 Int. Seminar – Veitch [MSA2]  | 7 – 10  
                      EDUC 730 Curric. Lead. – Vandiver [MSA1]  |
| 4 – 7                | EDUC 837 Cultural Lead – Thompson-Dorsey[EdD]  
                      EDUC 841 Proposal – English [EdD2]  | 4 – 7  
                      EDUC 750 Empowerment – Schainker [MSA1]  |
| 7 – 10               | EDUC 742/831 Pers. & Law – Thompson-Dorsey [MSA1/EdD]  
                      EDUC 844.001, 002 Internship – Marshall [EdD2]  | 7 – 10  
                      EDUC 730 Curric. Lead. – Vandiver [MSA1]  |
Appendix G

HOW TO PREPARE FOR YOUR DISSERTATION DEFENSE

What to Wear
1. For men suit and tie. For women conservative business attire, something which you would wear to a business or a public board meeting. Keep jewelry to a minimum. Be conservative.

What You are Expected to Do
1. Make arrangements for any AV equipment you will require for overhead transparencies or power point with the SOE support staff or bring your own;
2. Arrange for the room and make sure it is secure (no conflicts);
3. Check with the program assistant regarding all the necessary paper work which should be completed, including the paper work which should be present at the defense;
4. Make sure you have at least nine copies of your signed dissertation title page in the proper university format for signature of the committee. Be sure it is on bond paper and is in line with all university requirements. This will avoid having to run a sheet around at a later time if one becomes lost. Some members may have planned trips and you may not be able to contact them later. Bring a black, fairly thick pen with you;
5. Some students bring food or drink for the committee. This is in no way required. It is optional.
6. Some students have brought gifts for the committee (pens, etc.). We prefer that students NOT do this. It is not required and may be viewed as a kind of bribe. If at some later time you wish to give your committee members a gift it will be up to you.
7. Show up a minimum of 45 minutes prior to your defense to check out the room, set up your equipment, be sure the paperwork is completed, and be ready to go at the designated time. It really helps to have hard copies of either your transparencies or power points for each member of the committee.

Optional Items
1. While your dissertation defense is an open meeting to which the public and faculty and graduate students are invited, it is normal that there a very few such persons in attendance. Remember, it is not a public meeting. It is a dissertation defense to which the public is invited. The purpose is not to entertain guests.
2. You may wish to invite members of your family to attend the defense. You should carefully consider the implications. First, this is an academic meeting. The technical language may not be understood by them. There will be no time for translation. If there comes a point where you are stumped for a response, it may be personally embarrassing for you in front of your family. There is nothing the committee can do about this.
**About The Presentation of Your Study**

1. In general the presentation of your study should take approximately 20-25 minutes using the overhead projector or power point.
2. Remember, your committee has already approved of your proposal and have read the dissertation. Take about five minutes to give an overview of the study, what you did, your methods and key assumptions and limitations. Spend most of your time presenting the results and implications of your study.
3. DO NOT COME to your dissertation defense without rehearsing your presentation. Do not “wing it” no matter how confident you may think you are. By practicing is meant actually going through your slides and timing yourself. Do it several times until you feel confident and your presentation is fairly smooth. Do not read your study. You are presenting it! Use the transparencies or power point as “prompts” or “cues”. They are simply “talking points.”
4. ANTICIPATE the kinds of questions you are most likely to receive from the committee. Rehearse answering them, concisely and completely. Concentrate on where your study may be considered “less strong.” Remember, all studies have both strengths and weaknesses. Of special importance is that if your dissertation was quantitative, you are able to explain every term and interpret accurately every statistical table/exhibit in your study. If you are unsure, do your homework!

**How to Handle Questions and Interactions in the Defense**

1. It is important that you appear relaxed even though you must be on your toes and concentrate on the proceedings. Your confidence will be related to the extent you are well prepared and rehearsed.
2. **FIRST, as questions come, DO NOT INTERRUPT** the questioner. Be sure that you let the questioner completely finish before attempting a response. Be sure you actually understand the question. If you do not, there is no harm in asking the person to repeat the question so you can hear it again. This is much preferable over answering a question which was not asked.
3. **SECONDLY**, give a complete answer. Again, wait for the entire question to be asked before you respond.
4. Your chair will keep a running list of possible revisions which appear to be in order as the defense continues. Do not ask the committee or a member how he or she “wants” the revision to go, unless they indicate to you what or how they wish it to be revised. That will be up to your chair to determine after the defense.
5. Expect close questioning! That means that some members may press you fairly hard on a specific point. If you have prepared well, this should not be a problem. Remember, it is your study. No one on the committee should know it better than you know it (including me) because you are the one who has crunched all the data and know all the ins and outs of your study. On close questioning, it helps for you to repeat the question, parsing it out into parts if it is complicated and responding to each one. There is no reason for you to feel defensive in this process. All you are trying to do is to come to grips with the question which may have more than one part and more than one answer.
6. The normal procedure is for the chair to ask the members if they have questions and to proceed around the committee, allowing each member to ask their questions. Sometimes if a member has a lot of questions, the chair will move around the group so that a member does not “hog” all the time available.
Protocols
1. When there are no more questions from members of your committee, you will be asked to step out of the room. This is for the purpose of allowing the members to freely discuss among themselves if they have any reservations or were satisfied with your responses. If not, you may be asked to step back into the room to answer additional questions. Normally, this does not occur. However, you should be prepared.
2. When you are out of the room do not wander off, but stay fairly close to the defense room. You may wish to use the restroom or get a drink of water. The usual amount of time that transpires at this point is 10-20 minutes. Then you will be asked to return to the defense room and receive word of your progress.
3. If you successfully “pass” your defense, your chair will sit with you and review the revisions which will be required after the other members have left. It is unusual if there is a defense for which changes are not required, so expect revisions. They can range from correction of typos to additions and deletions of larger passages of text, or in some cases re-analysis of data. In most cases, your committee will empower your chair to work out the revisions with you. In some cases, however, they may want to see the corrected or changed passages. Therefore, plan on some passage of time for this to occur. If you are backed up closely to the time when your dissertation is due to the graduate school, this may cause a problem. Please plan ahead.
4. Once again, if you successfully pass, all will sign the forms and the dissertation title page.
5. You are expected to pack up any AV equipment which you used for your defense and return it if borrowed and to tidy the room before leaving. Leave at least an hour after your defense for the meeting with your chair, the paperwork, and returning the AV equipment.