

2024-2025



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M.ED. IN EDUCATIONAL LEADERSHIP Higher Education

STUDENT HANDBOOK

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CHARLOTTE
CATO COLLEGE OF EDUCATION

ACKNOWLEDGMENTS

This handbook presents the most current information about the M.Ed. in Educational Leadership, Higher Education. The handbook is a supplement to the UNC Charlotte Graduate School catalog, and in some instances, content is duplicative of the Graduate School policies and University resources.

Graduate students are responsible for adhering to the policies and procedures in this handbook and the Graduate School catalog. The information provided is subject to change by the University and the program at any time without notice.

Special thanks and appreciation are extended to the following students for their assistance in the development of this handbook:

- Tynsley Gilchrist, Ed.D. Higher Education (content & editing)
- Bryce Hoggard, MA Counseling (content & editing)
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Message from the Graduate Program Director

Dear M.Ed. Students,

On behalf of the faculty and staff, welcome to the M.Ed. in Educational Leadership, Higher Education program at the University of North Carolina at Charlotte. We are pleased that you have selected this institution and program for your education. Each year, we bring in a diverse group of students who seek to develop and enhance their educational leadership skills in Higher Education. Our program supports students in master's education to successfully complete the degree requirements and to advance and become entry and mid-level educational leaders who meet the dynamic educational challenges that exist within local, national, and global workplaces. The faculty and staff are committed to providing meaningful educational experiences for your academic and professional growth.

This handbook provides an overview of course requirements, policies, and procedures, but is not exhaustive of every situation that may arise. Every effort has been made to remain consistent with Graduate School policies and procedures, but as a program, we do have autonomy regarding programmatic requirements that continue to support the scholarly integrity of our students. The handbook is a resource to help guide you through the process of completing your master's degree.

Thank you for selecting UNC Charlotte for your graduate education!

Warm regards,

Cathy D. Howell
Clinical Associate Professor
Ed.D. & M.Ed. Graduate Program Director

Academic Calendar 2024-2025

Selected dates. See the complete academic calendar, <https://registrar.charlotte.edu/calendar-schedules/>
UNC Charlotte's academic year is divided into three terms: Fall, Spring, and Summer.

FALL 2024

Aug 12.....	Academic year begins
Aug 18.....	New Student Convocation
Aug 19.....	First day of classes
Aug 26.....	Last day to add/drop (with no grade) or courses
Aug 30.....	Census and last day to opt-out of Niner course pack
Sept 2.....	Labor Day – Univ. Closed
Sept 19.....	Deadline to apply for Dec. graduation
Oct 17.....	Last day to withdraw from a course(s) for full term; grades subject to withdrawal policy
Oct 14-15.....	Fall Break – No Classes
Nov 11.....	Veteran's Day – No Classes
Nov 12.....	Doctoral Dissertation Defense Deadline
Nov. 18.....	Last day to submit doctoral dissertation for Dec. graduation
Nov 27-30.....	Thanksgiving Break – No Classes
Dec 4.....	Last Day of Classes
Dec 5.....	Reading Day – No Classes
Dec 6-12.....	Final examinations*
Dec 13-14.....	Fall Commencement

SPRING 2025

Jan 1.....	New Year's Day Observed – Univ Closed
Jan 13.....	First day of spring classes
Jan 20.....	MLK Day – Univ. Closed
Jan 21.....	Last day to add, drop with no grade * Payment Information
Jan 27.....	Census and last day to opt-out of Niner course pack
Feb 13.....	Deadline to apply for May 2025 graduation
Mar 3-8.....	Spring Break – No Classes
Mar 17.....	Last day to withdraw from course(s); grade subject to withdrawal policy
April 4-5.....	Refresh Weekend – No Classes
Apr 9.....	Doctoral dissertation defense deadline
Apr 21.....	Last day to submit doctoral dissertations for May 2025 graduation
May 1.....	Reading Day – No Classes
May 2-8.....	Final examinations
May 12.....	Academic year ends

SUMMER 2025

May 27 – Aug 8..... Full Summer term including exams

May 26.....	Memorial Day – No Classes
Jul 2-5.....	No Classes
Jul 4.....	Fourth of July – University Closed – No Classes
Aug 7-8.....	Final Examinations

May 27– Jul 1..... First half Summer term including exams

May 26.....	Memorial Day – No Classes
Jun 30 – Jul 1.....	Final Examinations

Jul 7 – Aug 8..... Second half Summer term including exams

Jul 4.....	Fourth of July – University Closed – No Classes
Jul 3-4.....	No Classes
Aug 7-8.....	Final Examinations

Please note: All dates are subject to change. A complete list of dates and deadlines is available online from the Office of the Registrar at registrar.uncc.edu/calendar. Please check this site for the most current information.

Department of Educational Leadership Programs of Study

CERTIFICATE PROGRAMS

Learning, Design and Technology (DE)
Dr. Beth Oyarzun, Graduate Program Director

Online Learning and Teaching Concentration (DE)

School Specialist Concentration (DE)

Training and Development Concentration (DE)

School Administration (Add-On Licensure)
Dr. Jim Watson, Graduate Program Director

Quantitative Analysis
Dr. Kyle Cox, Graduate Program Director

POST-MASTER'S CERTIFICATE

Qualitative Research
Dr. Jae Hoon Lim, Graduate Program Director

University and College Teaching (DE)
Dr. Ayesha Sadaf, Graduate Program Director

MASTER'S PROGRAMS

Learning, Design and Technology (DE)
Dr. Beth Oyarzun, Graduate Program Director

Higher Education
Dr. Cathy Howell, Graduate Program Director

School Administration
Dr. Debra Morris, Graduate Program Director

DOCTORAL PROGRAMS

Ed.D. in Educational Leadership
Dr. Cathy Howell, Graduate Program Director

Higher Education Concentration
Dr. Cathy Howell, Graduate Program Coordinator

Learning, Design and Technology Concentration (DE*)
Dr. Ayesha Sadaf, Graduate Program Coordinator

Superintendency Concentration (RL)
Dr. Jamie Kudlats, Graduate Program Coordinator

Ph.D. in Educational Research, Measurement,
and Evaluation
Dr. Sandra Dika, Graduate Program Director

DE – Distance Education, 100% online
DE* - Distance Education, 80% online & 20% in person
RL – Remote Location, not online

Department of Educational Leadership Directory

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CHAPTER 1: Admission Requirements

The M.Ed. program only admits for the fall semester. The program is competitive and applicants are encouraged to apply early. Carefully review the following information so that all the requested application materials are received by the posted deadlines.

Completed applications (including all transcripts, recommendations, and [optional] test scores) submitted by the priority deadline receive highest departmental consideration for available funding such as assistantships and fellowships. Applications are reviewed beyond these dates based on space availability.

- **January 15 – Priority deadline**
- **March 1 – Secondary deadline**

Application Submission

All application materials are submitted electronically through the [UNC Charlotte Graduate School application system](#). Applications cannot be forwarded to the M.Ed. program until all supporting documentation has been received by the Graduate School. Contact gradcounselor@uncc.edu regarding application questions.

Graduate School requirements:

1. Bachelor's degree or its U.S. equivalent.
2. GPA 3.0 (on a 4.0 scale) in the bachelor's degree program.
3. A statement of purpose (essay).
 - The statement should describe your experience, objectives for undertaking graduate study and research interests, if known.
 - Include why the applicant is seeking graduate education at UNC Charlotte and the intended career goal.
4. At least three recommendations.
5. Unofficial transcripts of all academic work.
 - Official transcripts are required upon admission and intent of enrollment.
6. TOEFL or IELTS for non-native English language holders.

Note: GRE & MAT test scores are not required.

Admissions Decisions

Admission recommendations are usually made within one to three weeks after the priority and secondary application deadlines, but they may take longer.

Acceptance into a master's program must be recommended by the department or college offering the program. The Graduate School makes the final, official offer of admission. Meeting minimum requirements for admission does not guarantee acceptance into a program. <https://gradadmissions.charlotte.edu/admissions/masters>

Intent for Enrollment

Applicants who are offered admission must complete the Graduate School intent for enrollment form regarding decisions to accept or decline the offer. Applicants cannot register for classes until the enrollment form is completed.

CHAPTER 2: Funding

Information related to funding is presented early in the student handbook, as it frequently becomes a critical component in graduate education planning that is delayed. Students are financially responsible for each term they are enrolled at Charlotte. Personal decisions related to funding options vary and should be carefully evaluated based on educational costs. The Graduate School, College, and program provide information related to funding for your review. Students should carefully explore and apply for eligible funding early, as most application processes are highly competitive with varying deadlines. Researching and applying for funding takes considerable time and effort but is well worth it to help offset costs. Plan early to allow for sufficient time to complete funding applications.

The following information is a sampling of funding options and is not intended to be comprehensive of all resources and opportunities.

Niner Central is the best place to find a **breakdown of tuition and fees** associated with your graduate education. Niner Central is a single location for you to go for services related to financial aid and billing, registration, transcripts, student accounts, academic records and more. This website combines these resources to help you navigate these services. You'll get the convenience of taking care of administrative tasks online, 24/7. There are also several convenient **ways to contact Niner Central** for questions or assistance.

Niners Scholars Portal

This portal is UNC Charlotte's online scholarship application portal that matches students to scholarships. All scholarships at UNC Charlotte must be applied for through NinerScholars.

<https://scholarships.charlotte.edu/portals/student-application-portal/>

Graduate School Funding

Several sources of funding are available to help students pay for a graduate program at UNC Charlotte, including financial aid, tuition support, assistantships and fellowships. Some of those sources are available to any student, and some are available only to specific populations of UNC Charlotte students.

<https://graduateschool.charlotte.edu/funding/funding-graduate-education>

Graduate School Fellowships

The Graduate Schools offers a number of fellowships each spring for graduate students. Learn more about these fellowships here: <https://graduateschool.charlotte.edu/funding/graduate-school-fellowships>

Graduate School Tuition Assistance Grants

The Tuition Assistance Grant administered by the Graduate School on behalf of the Office of Financial Aid and is available to graduate students. It provides up to \$3,000 in grant assistance to students demonstrating financial need regardless of state residency. Eligible students are awarded these grants until funds are exhausted.

Graduate and Profession Student Government (GPSG) Travel Funding, GPSG sets aside a certain amount of its funding each year to help graduate students travel to academic and professional conferences that benefit their education while positively representing UNC Charlotte at these events. Please visit <https://gpsg.charlotte.edu/funding/travel-funding> to learn more about how to apply for travel funding.

Cato College of Education, The generosity of donors allows the Cato College of Education to award in excess of \$200,000 in scholarships to education students each year. Applications should be submitted through the **Niner Scholars portal**. View the scholarships that are offered through the Cato College of Education on our website: <https://education.charlotte.edu/current-students/>

Graduate Assistantships, Graduate Assistants (GAs) receive financial support for their contributions to the teaching and research missions of the University. The GA's role is different from other forms of employment, due to the kind of work they do, the quality of supervision they receive, and the outcomes they achieve.

Many GA positions are available in academic departments and units across campus. Stipends, responsibilities, selection criteria, application and notification procedures vary from department to department, so contact your **Graduate Program Director** for additional information on available assistantships.

<https://graduateschool.charlotte.edu/funding/assistantships-and-employment>

A typical GA can expect to work 20 hours per week while receiving a monthly stipend and tuition remission. **GAs must be full-time students.**

- Under federal law (FLSA), Research Assistants (RAs) are not considered employees, since they must have an educational relationship with the supervisor and hiring department rather than an employment relationship.
- Teaching Assistants (TAs) are teaching employees of the university. Graduate students seeking Teaching Assistant (TA) roles must have a minimum of 18 credit hours to serve as a primary instructor (Instructor of Record or IOR). Visit the academic affairs page for more information <http://provost.charlotte.edu/academic-budget-personnel/handbook/graduate-assistantships>

Other University policies on GAs are located in the [Student Funding & Assistantships](#) section of the Graduate School's website.

Department of Educational Leadership

The UNC Charlotte master's program in higher education is offering a coordinated hiring timeline for Graduate Assistantship positions. This process will allow admitted master's students who apply by the priority deadline of January 15 to apply for and receive offer(s) for GA positions by April. <https://edld.charlotte.edu/academic-catalog/med-educational-leadership-higher-education/graduate-assistantships/>

On-campus employment

Jobs are posted on Hire-A-Niner. <https://hireaniner.charlotte.edu/>

CHAPTER 3: M.Ed. Program Overview

The mission of the Department of Educational Leadership is to prepare highly effective and ethical educational leaders who have a positive impact on children, youth, families, community, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research and community engagement that lead to improved practice and by working in partnership with PK-12 schools, institutions of higher education, communities, and university colleagues.

The M.Ed. in Educational Leadership (Higher Education) program focuses on multifaceted leadership development by preparing students for the demands of leadership across the educational pipeline, including in higher education settings. The program addresses that aim by:

1. providing foundational knowledge for critical thinking and intellectual engagement, and
2. preparing students for professional administrative leadership positions in higher education.

Educational leaders must be able to elicit support and create educational environments that foster the kinds of creativity, change, and innovation that will educate diverse populations in American education. The program offers the flexibility for individual students to design a course-taking strategy applicable to individual goals to best leverage the available curriculum for their unique professional pursuits.

The course curriculum is divided into core or foundational courses, educational administration and leadership, and elective coursework. Emphasis is placed on coursework that is the scholarly underpinning for improved practice and research that is applicable to leaders in higher education. Master's students typically work independently, but many courses embed collaborative assignments and receive course support from faculty. The intentional sequencing of coursework, degree benchmarks, and advising are designed to culminate in a capstone portfolio that demonstrates the candidate's academic growth in educational leadership that is reflective of a practitioner-scholar.

The M.Ed. in Educational Leadership, Higher Education, is a non-licensure program.

Degree Requirements

A student is expected to satisfactorily complete a minimum of 30 or more credit hours of approved graduate level courses, depending upon their individual program, with a GPA of 3.0 or above in courses on the degree plan of study. Grades in all courses attempted, whether or not on the plan of study, remain on the transcript and will be included in the calculation of the student's cumulative GPA as it is reported on the transcript. Courses graded as C on the degree plan of study must be offset by an equal number of graduate-level credits graded as A. Some programs may have stricter requirements regarding the applicability of grades of C towards degree completion. Please reference the program-specific entries of this Catalog. Students and faculty should refer to the Academic Suspension and Termination policies in this Catalog regarding the accumulation of marginal grades of C. Refer to the Graduate School catalog.

The M.Ed. in Educational Leadership, Higher Education program requires a minimum of 30 credit hours beyond the bachelor's degree. Students must successfully complete all degree requirements including the capstone portfolio. Students must maintain a cumulative grade point average of 3.0 in all coursework taken. An accumulation of three C grades will result in suspension of enrollment in the graduate program. If students make a grade of U in any course, enrollment in the program will be terminated.

Program Objectives

The major educational objectives of the program are to develop educational leaders who have advanced knowledge and skills by:

1. Encouraging participants in the program to self-direct their personal and professional growth as educators by:
 - Taking responsibility for their own learning;
 - Initiating professional inquiry through conversations with colleagues;
 - Critically reading professional literature;
 - Participating in personal and professional development opportunities; and
 - Setting high expectations for their professional performance.
2. Guiding participants to promote in P-20 students and education professionals the skills to respond effectively to student differences by:
 - Developing an advanced understanding of human development;

- Expecting and respecting diversity among individuals in educational settings;
 - Promoting understanding and respect for all members of the educational community;
 - Helping students, stakeholders, and colleagues develop a global perspective; and
 - Applying their knowledge at all levels of interaction with students by creating educational environments where all individuals feel welcome as leaders and successful learners.
3. Improving educational practice through self-reflection, self-evaluation, and applied research by:
 - Engaging in study that leads to continuous improvement of educational leadership;
 - Actively investigating and solving educational problems through data gathering and assessment;
 - Continuously monitoring the learning problems and successes of each learner; and
 - Making appropriate adjustments in practice based on analysis of data.
 4. Serving as educational leaders by:
 - Actively participating as leaders in areas in which they can contribute to solving educational problems: schools, school districts, community colleges, universities, and affiliated organizations;
 - Taking responsibility for sharing in decision-making relative to institutional issues;
 - Readily asking for and sharing successful instructional approaches and solutions with colleagues, supervisors, and educational leaders; and
 - Providing mentoring for students and colleagues.

Portfolio

Students pursuing the M.Ed. in Educational Leadership, Higher Education complete a portfolio capstone requirement for the degree. The portfolio allows you to critically reflect on knowledge and skills acquired during your graduate education.

Program Delivery

The M.Ed. program is offered with the working professional as well as the full-time student in mind. The majority of courses are offered once a week on campus in the early evening (5:30 – 8:15 pm). Classes are offered in a variety of modalities, including face-to-face, hybrid, online synchronous or asynchronous, and 100% online. The decision of course modality is determined by the faculty and is included in the course registration schedule and the course syllabus at the onset of the semester.

Time to Degree Completion

All requirements for the master's degree must be completed within seven (7) calendar years, beginning with the student's first term in the program. The time limit cannot be paused, even if the student takes an approved leave of absence. No course older than seven years may be applied towards a master's degree (including transfer credit). Any course that exceeds this limit must be retaken. Failure to adhere to the time limit may result in the termination of a student's enrollment.

The Graduate School may consider requests for a single extension of one (1) year in cases with rare, extenuating circumstances. In such cases, the student and graduate program must provide a signed timeline for program completion that does not exceed one year.

Email

Email is the official form of communication at the University; each student is responsible for checking their charlotte.edu email regularly, as well as maintaining communication with the University and keeping a current address and telephone number on file with the Office of the Registrar. Please do not use personal email as it may not receive a response.

Listserv

Admitted students are included in the departmental listserv and can receive emails from higher-ed@charlotte.edu.

Social Media

The Department has a [Facebook page](#) where we post news of interest. The page is only available to program students, alumni, faculty and staff.

Faculty

The Cato College of Education is a professional college. Thus, all faculty should be referred to by their professional title, which is "Dr." unless they specifically request a different address.

Tuition and Fees

Tuition & fees are billed by the credit hour. They are based on the student's classification, which is *determined by the academic program in which they are enrolled*, level, & residency.

M.Ed. Higher Education: Main campus

Refer to Niner Central for billing information, <https://ninercentral.charlotte.edu/billing-payments-refunds/tuition-and-fees/>

Career opportunities

Our alumni have obtained careers within a variety of offices and divisions in higher education, including in Student and Academic Affairs in the Offices of Sorority & Fraternity Life, Veteran Services, Housing & Resident Life, Student Services, Orientation, and Student Success. Alumni are in roles such as Academic & Career Coach, Admissions Advisor, Assistant Director, Director, Program Coordinator, Educational Technologist, and Executive Leadership. The demand for higher education administration leaders is strong, and there is a need for trained professionals in the ever-evolving workforce to support students in public, private, nonprofits, and professional organizations.

CHAPTER 4: Cato College of Education Conceptual Framework

Professional Educators Transforming Lives: The Conceptual Framework for Professional Education Programs at UNC Charlotte identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice, candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work.

Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors. The Superintendency Concentration of the Ed.D. in Educational Leadership program seeks to develop the North Carolina Standards for School

Executives (2006) associated with strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership.

For additional information, refer to, https://education.charlotte.edu/wp-content/uploads/sites/521/2023/06/Conceptual-Framework_08_25_17_final-draft.pdf.

Table 1

Professional Educators: Advancing Educational Equity through Excellence and Engagement

Professional Educators: Advancing Educational Equity through Excellence and Engagement			
<u>Professional Responsibilities</u>	<u>Dispositions</u>	<u>Learners and Learning</u>	<u>Effective Pedagogy</u>
<p>Ethics – Candidates consistently demonstrate and practice high ethical standards</p>	<p>Advocacy – Candidates are prepared to advocate on behalf of others for services that support the social, emotional, physical, educational, behavioral, and basic needs of students, families, and colleagues</p>	<p>Positive Impact & Accountability – Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development</p>	<p>Specialty Area Knowledge – Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines</p>
<p>Professional Identity & Continuous Growth – Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity</p>	<p>Self-Awareness – Candidates have deep knowledge of self in order to self-regulate their teaching, leadership, counseling and/or the learning processes. They understand oneself in relation to others</p>	<p>Cultural Competence & Culturally Sustaining Practice: Responsiveness to Diverse Learners – Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families</p>	<p>Pedagogical Knowledge – Candidates understand and demonstrate methods of effective teaching as well as research, counseling and leadership strategies</p>
<p>Leadership – Candidates embrace the inherent commitment to leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways</p>	<p>Reflective Practice – Candidates critically and thoughtfully examine their practice for the purpose of continuous improvement</p>	<p>21st Century Literacies, Competencies & Character Qualities – Candidates demonstrate skills in 21st Century literacies (literacy, numeracy, citizenship, digital, and media); competencies (critical thinking, creativity, collaboration); and character qualities (curiosity, initiative, persistence, resilience, adaptability, leadership)</p>	<p>Research-Based Practice – Candidates apply research-based strategies and processes while planning, implementing, and evaluating learners</p>
<p>Collaboration – Candidates are committed to consensus-building, coalition-forming, and agenda framing strategies and collaborate with professionals from other disciplines</p>	<p>Social Justice – Candidates actively engage in the continual process of personal vision-building, inquiry, and collaboration. Candidates use critical inquiry to establish meaningful and relevant changes in pedagogical practices</p>		<p>Research Skills – Candidates understand and effectively use methodologically sound and useful research practices and evaluation skills</p>
<p>Policies, Laws, Standards & Issues – Candidates are both competent and engaged in the understanding and development of educational policy and law, analyze and incorporate standards into practice and identify and consider societal issues that impact education and practice</p>			

CHAPTER 5: Success in Graduate Education

Many students enroll in graduate education and are concerned about their ability to succeed. Remember that each student is fully admitted into our program. You are not here on a trial basis, and there is no attempt to “weed out” students. You were admitted based on your application profile, which suggested you would be successful in graduate education. Please review what alumni of our program have said about the program and review recommendations for success.

M.Ed. alumni perspectives taken from exit survey

- “Throughout this experience, I have gained knowledge about the world of higher education, the systems and organization of institutions, current pressing issues facing higher education, and the different ways in which students need/receive support. “
- “This program has directly positively impacted my role as an educational professional. I am thoroughly prepared to take on student issues, whether it is related to recruitment, development, or retention. The M.Ed. program has given me the tools to think critically in educational settings, making me much more confident in my abilities. I can undoubtedly say this program has prepared me to serve as an educational leader!”
- “Some of the strengths in the M.Ed. Educational Leadership program at UNC Charlotte is the immense amount of support given to students. Throughout my experience in the program, all of the faculty have been very supportive of students and their interests. For instance, providing spaces and opportunities for students to explore certain functional areas of higher education through networking, internships, and graduate assistantships. Another aspect of support is the level of communication faculty provide which has never left students in the dark or wondering what their next steps could/would be. Additionally, the program offers a diverse set of classes for students to take based off of their interests and where they see themselves professionally in the future.”
- “The professors were really strong and diverse in approach and perspective. It allowed me to learn so much from so many very different people. I felt the workload for each course was very manageable while still pushing me to learn as much as possible.”
- “This program gives us the foundational information/knowledge of the field of higher education to better understand contemporary issues. The professors in this program have such unique experiences as both students and practitioners/scholars and these vast experiences help students gain a new perspective about the different areas of higher education. I have enjoyed having the freedom to customize my learning to my interests and challenge myself to learn new things. Overall, I have enjoyed what this program has offered me as I feel very prepared to enter the professional arena with my degree.”
- “My enrollment in this program has been essential to my personal and professional understanding of higher education. This program has provided me with advanced knowledge, leadership skills, policy understanding, networking opportunities, advanced research skills, crisis management and career advancement.”

Recommendations for success in graduate education

1. **Funding.** Graduate education comes with many costs in addition to tuition and fees such as books and parking. Students are responsible for doing the research of identifying funding resources while also understanding the limitations of available funding. For example, part-time funding is very limited and graduate assistantships typically require full-time enrollment.
2. **Ask for help.** Use the academic and personal support resources that are available to you. Many students find that engaging their peer network provides tremendous support for coursework and navigating graduate education. Similarly, the faculty and your academic advisor are key resources for support and networking.
3. **Participate in professional development.** Take advantage of professional development opportunities offered across the university, in your program, and in professional organizations.
4. **Understand the norms.** Graduate education differs from most educational experiences in that you are a more engaged participant in the learning process and educational outcomes. Learn the expected norms in your program, such as using a calendar to help keep track of deadlines, meetings with advisors and peers.
5. **Higher academic demands.** Graduate education requires more effort than past educational experiences. Most students will find that it may take several hours to complete the course assignments outside of a class

meeting. Plan accordingly for the higher demands on your time that will require more time for you to actively engage in your education.

6. **Plan accordingly.** Examine your personal and professional commitments when enrolling in graduate education. Most individuals tend to have overbooked schedules. Plan accordingly for the additional responsibilities of graduate education that will include multiple assignments, and team or group projects, research, etc.
7. **Navigating through imposter syndrome.** Everyone questions at some point or another if they are ready for graduate education. This may look like questioning or doubting your ability to be in a program. Remember that your admission indicates a belief in your propensity for success in graduate school. Reframe the overall narrative and focus on your strengths. Any perceived weaknesses are opportunities for growth and improvement.
8. **Focus on your goal.** Remember your purpose for graduate education and ensure that your matriculation moves you closer to your primary goal. You may find that you need to engage in additional supports or resources to achieve your career and personal outcomes.
9. **Writing is iterative.** Academic writing tends to be different than many other forms of writing and is more formal and technical. This form of writing takes time and practice. The revision process is normal and iterative in that it may take several revisions before a paper is ready for submission. Plan to use the available writing resources across campus to support your writing process.
10. **APA takes time to learn.** The use of the APA manual is a key fundamental in graduate school that takes time to learn. All submitted writing assignments in our program require the use of APA-style writing that simply takes time to learn. Use the available resources to assist you in the development of using APA.

Advice from past graduate students

- Lean on your cohort! They become your support systems (and lifesavers).
- Think about how to be prepared for night classes if you are also working full time.
- Take on every opportunity provided to you while in Graduate school. Also know that imposter syndrome is a real thing but also know that you are not alone and your cohort is most likely feeling the same way you do. So make sure to lean on them during rough times.
- Take advantage of speaking to students who are currently in the program. We can share good tips, some sound advice, and assure you that you CAN do this!
- Trust your professors and form relationships with your fellow cohorts. You will need this community to make it through the doctoral program.
- Get a planner and stay organized. Practice consistent action and work on assignments every day. There will come a time when you need help with something. This is perfectly normal and it is okay to reach out to your resources for help. Take advantage of the academic and professional opportunities that come available to you as a M.Ed student at UNC Charlotte.
- Time Management: Budget your time Resources Available: Seek out resources like the Writing Center
- As I've moved through this program while working full-time, it's been helpful to think of my graduate coursework like an additional job. I've found that scheduling set times every week and blocking out that time on my calendar has helped me stay focused and disciplined in staying on top of my work.
- Stay focused and stay strong by making sure to schedule in self-care and physical activity as you work on your studies!
- Make good connections with your fellow first-year students. You will spend lots of time together, and you will ultimately experience lots of the same "highs" and "lows" together, and this support will help keep you moving forward.
- Create "homework hours" like you would "office hours." Dedicated time each week is the best way to keep up with reading and assignments around work and life.

CHAPTER 6: Registration

Students are responsible for timely course registration. Courses for each semester are available for review via Banner Self-Service. The dates of registration are posted on the university calendar. Courses can fill up quickly and may result in closing due to reaching maximum registration capacity. Students are responsible for reviewing the schedule and registering upon consultation with their academic advisor.

The decision to not register after an absence of more than 12 months, will result in a student's matriculation being closed. The student must apply for readmission; acceptance is subject to department, program, and Graduate School approval.

How To Register For Classes

To view the schedule of classes and to register, log in to Student Self Service on [MyCharlotte](#).

1. Select Registration & Planning under Student Records
2. Select **Register for Classes**
3. Make sure the term selected in the **Terms Open for Registration** drop-down box is correct
4. Select **Continue**
5. If you know the **Course Reference Number (CRN)**:
 - Click Enter CRNs at the top of the box
 - Enter the CRN in the box labeled CRN
 - If you have additional CRNs, click +Add Another CRN
 - Click Add to Summary
6. If you do not know the CRNs for the classes you wish to take, select Find Classes:
 - Use the search fields (Subject, Course Number, Course Level) to find classes
 - Click Search to see available courses
 - Click Add next to courses to add them to your schedule
 - Click Search Again to find additional courses
7. Once all your courses are added to your Summary (bottom right of the screen), click Submit to save your schedule.
 - Courses are not officially on your schedule until you click Submit. Do this often throughout registration to secure your seat in selected courses.
 - If any of the classes for which you wanted to register do not appear in the Schedule area, scroll down the page to view the error messages, which will tell you why you were not able to register. A list of error messages in below.

Alternatively, you can register via **Schedule Wizard**. This tool has an advantage whereby you can indicate time blocks in which you have other personal obligations and course options will be provided around those time blocks. [For more information on Schedule Wizard, click here.](#)

Note: Refer to the program and concentration suggested course guidelines for class recommendations or consult with your academic advisor.

Accessing the course schedule

1. Select Banner Self Service@UNC Charlotte, https://selfservice.uncc.edu/pls/BANPROD/bwckschd.p_disp_dyn_sched

Select Term or Date Range

Search by Term:

2. Select term

Select Term or Date Range

Search by Term: **Fall 2024**

Summer 2024
Spring 2024 (View only)
Fall 2023 (View only)
Summer 2023 (View only)
Spring 2023 (View only)

3. Select subject area. The majority of M.Ed. classes are located under:
 - ADMN – Administration and Supervision
 - RSCH – Educational Research
 - GRAD – Graduate School

Class Schedule Search

Use the selection options below to search the class schedule for the term displayed above. You may expand your search to include ALL subjects, select the first subject, scroll to the end of the sub

Subject:

Course Number:
Title:
Schedule Type:

Class Schedule Search

Use the selection options below to search the class schedule for the term displayed above. You may expand your search to include ALL subjects, select the first subject, scroll to the end of the sub

Subject:

Course Number:
Title:
Schedule Type:
Instructional Method:
Credit Range: hours to hours

Class Schedule Search

Use the selection options below to search the class schedule for the term displayed above. You may expand your search to include ALL subjects, select the first subject, scroll to the end of the sub

Subject:

Course Number:
Title:
Schedule Type:

4. Select the course of interest

at the 6xxx level or higher. Read the course notes to confirm details associated with a class such as concentration and location.

Fund of Educ Leadership - 13512 - ADMN 6100 - 091

Hybrid course delivered through a combination of face-to-face classroom instruction and Canvas (synchronous and/or asynchronous). Learn to use Canvas at <http://canvas.uncc.edu/>. The face-to-face meeting times will be held on: Main Campus. Dates and times of online meetings will be indicated in the course syllabus. lserrata@charlotte.edu

Associated Term: Fall 2024
Registration Dates: Mar 30, 2024 to Aug 26, 2024
Levels: Graduate

Main Campus or Dubois Campus Campus
Lecture Schedule Type
Hybrid: F2F & Online (Async) Instructional Method
3.000 Credits
[View Catalog Entry](#)

Scheduled Meeting Times	Type Time	Days Where	Date Range	Schedule Type	Instructors
Class 5:30 PM - 8:15 PM W		Mebane Hall	202 Aug 19, 2024 - Dec 12, 2024	Lecture	Luz del Carmen Serrata (P)

Fund of Educ Leadership - 12758 - ADMN 6100 - 090

This course is for year 1 principal fellows.

Associated Term: Fall 2024
Special Approval: Department Approval
Registration Dates: Mar 30, 2024 to Aug 26, 2024
Levels: Graduate

Main Campus or Dubois Campus Campus
Lecture Schedule Type
Face-to-Face Instruction Instructional Method
3.000 Credits
[View Catalog Entry](#)

Scheduled Meeting Times	Type Time	Days Where	Date Range	Schedule Type	Instructors
Class 5:30 PM - 8:15 PM W		Macy 207	202 Aug 19, 2024 - Dec 12, 2024	Lecture	Richard D Ellis (P)

Registration Add Errors

Students should review the table for registration errors, <https://ninercentral.charlotte.edu/courses-registration/registration-information/>, and then follow the identified solution guidance for the resolution of the issue. Typically, this requires contacting the course instructor. The following table outlines some of the most common error messages.

Table 2

Registration Add Errors

Error Message	Definition	Solution
Campus Restriction	Section is restricted to students with a specific campus. (Section is for Distance Education students ONLY)	Choose a different section or contact the Office of Distance Education
Closed Section	Section is full and there are no seats available	Choose a different section or contact the department of the course
Department Approval	Section requires a registration override from the department	Choose a different section or contact the department of the course
Distance Educ Authorization	Section requires a registration override from the Office of Distance Education. (Section is for Distance Education students only)	Choose a different section or contact the Office of Distance Education
Duplicate Course	Attempted to register for two sections of the same course in the same term which is not allowed	Contact the department of the course for a registration override
Field of Study Restriction – Major	Section is restricted to students with a specific major. (MATH, SPED, etc.)	Choose a different section or contact the department of the course
Instructor’s Approval	Section requires a registration override from the instructor	Choose a different section or contact the instructor of the course
Pre-Req and/or Test Score Error	Section requires a pre-requisite or a specific test score	Review detailed section information or University catalog for specific pre-requisites. Contact the department of the course
Program Restriction	Section is restricted to students with a specific program. (MATH-M.S., MEGR-B.S.M.E., etc.)	Choose a different section or contact the department of the course
Time Conflict with XXXXX	Section is conflicting with another section on student’s class schedule	Review the meeting days and times for both sections. Contact the department of the course

For additional information, refer to, <https://ninercentral.charlotte.edu/courses-registration/registration-information/>

CHAPTER 7: Enrollment

All graduate students whether degree seeking or non-degree seeking (post baccalaureate) must maintain satisfactory grades. In addition, students enrolled in any graduate program must maintain satisfactory progress toward the degree.

Fall and Spring Semesters

Graduate students enrolled in a doctoral program with a dissertation or in a master's program and pursuing the thesis option. To be considered:

- Full-time, students must:
 - Enroll in at least 9 credit hours per semester, or
 - Have completed coursework and the number of thesis/dissertation hours for credit in their graduate degree program, as well as the requisite milestones, and are approved to take GRAD 9800 or GRAD 7800 for 3 credit hours (may be repeatable with prior approval)
- Three Quarter (3/4) Time, students must enroll in 7-8 credit hours
- Half (1/2) Time, student must enroll in 5-6 credit hours
- Less than Half (1/2) Time, students must enroll in 1-4 credit hours
- **Maximum Load: 12 credit hours**

Summer Semester

Graduate students enrolled in a doctoral program with a dissertation or in a master's program and pursuing the thesis option. To be considered:

- Full-Time, student must enroll in 6 or more credit hours
- Three Quarter (3/4) Time, students must enroll in: 4-5 credit hours
- Half (1/2) Time, students must enroll in: 3 credit hours
- Less than Half (1/2) Time, students must enroll in: 1-2 credit hours
- **Maximum Load: 9 credit hours**

Enrollment and Federal Funding

Graduate students must be enrolled in at least 4.5 credit hours at the 5000 level or above each semester in order to be eligible for Federal Student Loans and for UNC Charlotte to certify enrollment for a loan repayment deferment. Refer to "Terms & Conditions" for additional information, <https://ninercentral.charlotte.edu/financial-aid-loans/receiving-your-aid/>

Continuous Registration

Refer to Policy on Continuous Registration, <https://ninercentral.charlotte.edu/courses-registration/registration-information/>

- Students in graduate degree programs are required to maintain continuous registration (fall and spring semesters) for thesis, dissertation, project, or directed study until work is completed
- Students are not required to enroll in any Summer term unless they are using University resources or they are completing degree requirements in that term
- Students using University resources should enroll in the number of graduate credit hours that best reflects the amount of resources being used (typically three (3) or more graduate credit hours)
- The continuous registration requirement begins with the semester in which the student first registers for his/her thesis, dissertation, project, or directed study

Leave of Absence

Academic petitions, <https://academicpetition.charlotte.edu/>, are required to request a leave of absence. Students taking a leave of absence may not use university resources during that period. A leave of absence may not extend beyond one year. After one year, your matriculation is closed and you must reapply for admission. If you are experiencing a personal crisis please contact the Dean of Students office, <https://dso.charlotte.edu/>.

For additional information, refer to, <https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/academic-load-and-time-status-all-graduate/>

Note: Students must be enrolled during the term (semester or summer) in which they graduate from the University.

CHAPTER 8: Readmission

Degree students, graduate certificate students, and post-baccalaureate students whose enrollment is interrupted will remain eligible to register for one calendar year without having to reapply for admission to the University if they are in good standing and have not exceeded the time limit for their academic program of study. After an absence of more than 12 months, the student's matriculation will be closed and the student must apply for readmission; acceptance is subject to department, program, and Graduate School approval.

Students applying for readmission should submit a new application that includes unofficial transcripts, an updated statement of purpose, and new letters of recommendation by the stated application deadline. Official test scores will not need to be sent again.

Students returning after having been out for one year or more are required to re-apply to the program of interest. There are no guarantees of readmission based on a prior admit decision. Any student who is readmitted is subject to the degree requirements outlined in the new Graduate School catalog.

For additional information, refer to, <https://gradadmissions.charlotte.edu/admissions/readmission>

CHAPTER 9: Academic Standing

Requirements for Continued Enrollment

All graduate students whether degree seeking or non-degree seeking (post baccalaureate) must maintain satisfactory grades. In addition, students enrolled in any graduate program must maintain satisfactory progress toward the degree. Students are expected to achieve a commendable or satisfactory grade (A or B) in all coursework attempted for graduate credit. Students who fail to maintain satisfactory progress toward their degree or who do not achieve commendable or satisfactory grades in all their graduate coursework are subject to suspension and/or termination from their program of study and/or the Graduate School.

Academic Suspension

All graduate students (degree/certificate seeking and post baccalaureate) are subject to academic suspension. An accumulation of three marginal C grades in any graduate coursework will result in suspension of the student's enrollment. If a student makes a grade of U in any graduate course, enrollment will be suspended. A graduate student whose enrollment has been suspended because of grades is ineligible to register in any Fall or Spring semester or Summer term unless properly reinstated through the appeal process.

Note: Some departments and/or programs have stricter regulations on suspension than those of the Graduate School. See the academic regulations presented in the program specific sections of the Graduate Catalog.

Academic Termination of Degree/Certificate Seeking Students

The University maintains the right to terminate a student's enrollment in all courses in a term for a variety of reasons including, but not limited to: academic suspension, suspension for violation of the Code of Student Responsibility, or suspension in violation of the Code of Student Academic Integrity. Students who have been suspended for academic or disciplinary reasons must either appeal or reapply for admission as described in the Readmission of Former Students policy.

Academic termination of a degree/certificate graduate student's program of studies may occur in three ways.

1. A student's graduate status will be terminated if, after receiving an initial suspension (see "Academic Suspension") and subsequent reinstatement (see "Appeal of Academic Suspension for the Purpose of Reinstatement"), the student receives a grade of C or U in a graduate-level course.
2. A student's graduate studies may be terminated if they fail to maintain the general standards of the Graduate School (e.g., accumulation of more than one C grade in a term resulting in a total of four or more C grades in their graduate academic record, three C grades and one U, or two or more U grades in a single term).
3. Students who are suspended from the Graduate School and are denied re-admittance through the suspension appeal process (see "Appeal of Academic Suspension for the Purpose of Reinstatement") are considered terminated from the Graduate School.

For additional information, refer to, UNC Charlotte Academic Policy: Academic Standing (Graduate) for additional information, <https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/academic-standing-graduate/>

CHAPTER 10: Credit Hours and Transfer Credit

Credit/Semester Hours

A credit/semester hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. UNC Charlotte adheres to the Carnegie unit, which is a nationally recognized equivalency that consists of not less than:

- 750 minutes of classroom or direct faculty instruction and a minimum of 1500 minutes of out of class student work for one semester hour of credit. Each credit hour corresponds to 50 minutes per week of classroom or direct faculty instruction and a minimum of 100 minutes of out of class work per week for a 15 week semester, or the equivalent amount of work over a different amount of time, whether instruction is delivered face to face, or in a hybrid or distance mode and regardless of the type of academic work leading to the award of credit hours, such as lecture, seminar, internship, practica, studio, to name a few. Regardless of the length of term, the standard of 750 minutes of contact minutes and 1500 minutes of out of class work for each credit hour remains the same

Transfer Credits

The program will consider accepting for transfer a limited number of courses from a college or university accredited by an accepted accrediting body, no more than six credit hours, pending approval of the M.Ed. Graduate Program Director that the course or courses are transferal appropriate for the program of study and master's-level that have not been applied to a prior degree. Grades for transfer courses must be an A or B.

Credit by Examination

No courses in the M.Ed. 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 credit by 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.

For additional information, refer to, <https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/academic-credit-hour/>

CHAPTER 11: Grading

Grades

Letters are used to designate the quality of student academic achievement.

Table 3

Graduate Grades

Letter	Definition	Grade Points Per Credit Hour
A	Commendable	4
B	Satisfactory	3
C	Marginal	2
U	Unsatisfactory	0
SP	Satisfactory Progress	
UP	Unsatisfactory Progress	
I	Incomplete	
W	Withdrawal	
WE	Withdrawal with Extenuating Circumstances	
P	Pass	
N	No Credit	
UX	Academic Dishonesty Violation	
AU	Audit	
NR	No recognition given for audit	
NG	Temporary Unreported Grade	

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 three Cs in all coursework and no letter grade of U. The grade point average for a graduate student is based only on those graduate courses taken at UNC Charlotte. It is determined by multiplying the number of grade points for each grade (A=4, B=3, C=2, U=0) by the number of credit hours credit received in that courses adding all accumulated grade points together, and then dividing by the total number of credit hours the student has attempted except those for which the student 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 and the hours earned and grade points of the previous grade are replaced by those of the current grade.

Final Grades

Final grades are available through the secure student access pages of My UNC Charlotte online at my.charlotte.edu.

Repeating a Graduate Course

Graduate students are allowed to repeat a maximum of two courses in which the student has been assigned a grade of C or U (but not an I). If the course grade has resulted in suspension or termination of enrollment, the student must appeal to be reinstated in order to repeat the course. A given course may be repeated one time only. Each grade earned in a repeated course is shown on the student’s transcript.

Incomplete Grades

The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond their control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, but no later than 12 months after the term in which the I was assigned, whichever comes first, so long as the student remains enrolled at the University. A student may not complete the missing work if they are not enrolled at the University. If the I is not removed during the specified time, a grade of U as appropriate is automatically assigned. Time extensions for the completion of an I beyond one year cannot be approved except by a Graduate Academic Petition to the Graduate School under extraordinary circumstances. The grade of I cannot be removed by enrolling again in the same course, and students should not re-enroll in a course in which they have been assigned the grade of I. A grade of I cannot be replaced with a grade of W (Withdrawal).

Grade of SP/UP (Satisfactory Progress/ Unsatisfactory Progress)

The grade of SP (satisfactory progress) or UP (unsatisfactory progress) is assigned to graduate coursework for research activity that extends over more than one semester, typically dissertation or thesis research.

Grade of W (Withdrawal)

No grade will be given for a course dropped on or before the last day to drop a course without record. After this period, a student is permitted to withdraw from a course with a grade of W, in accordance with the conditions and deadlines of the Withdrawals policy. Post-deadline withdrawal is only allowed for approved extenuating circumstances.

Grade of WE (Withdrawal for Extenuating Circumstances)

After the deadline to withdraw from a course, a student may, in certain circumstances, request to withdraw from their courses based on an extenuating circumstance (i.e., a medical emergency, a death in the immediate family, or other serious event). The student must provide documentation to support their request. WE requests for the current term are submitted through the Office of the Dean of Students.

Grade of N (No Credit)

The grade of N (No Credit) is used in very special circumstances. The N grade signifies that there is no credit given for the course. Therefore, any course that receives the N grade does not enter into the student's grade point average. The N grade is used for the master's and doctoral level, resident and non-resident, and graduate student continuing registration courses (GRAD 7999 or GRAD 9999). The N grade is also used to replace IP grades which have expired, and for GRAD 8990. These are the only three uses for the N grade

For additional information, refer to, <https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/grading-graduate/>

CHAPTER 12: Course Syllabus

Each course of enrollment will include a course syllabus. Faculty will notify students when the syllabus is available to view in Canvas or via email. The following is an example of some of the expected content, which will vary in all syllabi.

Template - Required Inserts for all COED Syllabi AY 2024-2025 Minimum Expectations for Syllabi

From the [UNC Charlotte Faculty Handbook](#):

“It is required at the beginning of each course that faculty provide a course syllabus in paper or electronic format to each student that explains exactly what will be expected of them in the course; this applies to all forms of instruction. The syllabus should include at a minimum the expected student learning outcomes, number of credit hours, grading information, and scheduled meeting times. If students have advance knowledge of policies regarding class attendance, grading, academic integrity and assignments, there is less likelihood that problems will arise later in the semester stemming from a student’s claim that they did not know what was expected. Suggested wording on academic integrity can be found in the Academic Regulations and Procedures section of this handbook under ‘Academic Integrity.’ Please note that some colleges may have a preferred standard syllabus format.”

Faculty may edit or revise any of the following policies as needed. Directions for faculty are in red font and are not included in the course syllabus.

Red content is informational. All syllabi should include information contained in the Course Outline AND any other information deemed helpful and appropriate for students, including but not limited to:

1. A course calendar of activities for the academic term – note: this is required for any new course submissions in Curriculog;
2. Instructor contact information, including best way for students to contact you;
3. What will occur with inclement weather situations;
4. Any instructor-specific preferences for classroom interactions not already included.

Course Outline v. Syllabus in COED

The syllabus is expected to include course objectives and alignment to professional standards.

Notification of Syllabus as Rules for Class

This syllabus contains the policies and expectations I have established for **[COURSE NAME]**. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Code of Student Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <https://legal.charlotte.edu/policies/up-407>.

In addition to language provided above, faculty are recommended to include one of the following if you plan to use plagiarism software in your course.

Suggested Syllabus Policy #1: If you plan to use SimCheck for ALL papers submitted in your class, you should include the following (or your own variation thereof) in your syllabus:

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to [SimCheck](#) [or another plagiarism detection service] for the detection of plagiarism. All submitted papers will be included as source documents in the SimCheck [or another plagiarism detection service] reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to SimCheck without a

student's [written consent and permission](#). If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Suggested Syllabus Policy #2: If you plan to use a plagiarism detection service other than SimCheck for ALL papers submitted in your class, you should include the following (or your own variation thereof) in your syllabus:

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to [SimCheck](#) [or another plagiarism detection service] for the detection of plagiarism. All submitted papers will be included as source documents in the SimCheck [or another plagiarism detection service] reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to SimCheck without a student's [written consent and permission](#). If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Suggested Syllabus Policy #3: Alternatively, if you do NOT plan to submit ALL papers to SimCheck or another plagiarism detection service but plan to submit ONLY papers that you suspect contain plagiarized works, you should include the following (or your own variation thereof) in your syllabus:

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to [SimCheck](#) or another service for the detection of plagiarism. Such works will be included as source documents in the SimCheck or other plagiarism detection service reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to SimCheck or other plagiarism detection service without a student's [written consent and permission](#). If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Faculty are also encouraged to include language in their syllabi addressing if and how the use of certain materials, including generative AI tools such as ChatGPT, are permitted. **Providing examples of appropriate and inappropriate uses of generative AI tools in your courses is recommended.** The following language may be adapted to particular circumstances:

The following materials, equipment, websites, or tools are prohibited for completing course assignments, quizzes or examinations, or other academic exercises unless I explicitly permit such use for legitimate pedagogical purposes: *[list unauthorized materials, which may include ChatGPT or other generative artificial intelligence tools, online course material suppliers like CourseHero or Chegg, etc.]*

Cato College of Education Commitment to Diversity

The Cato College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it 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 involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, gender identity, gender expression, language, national origin, race, religion, and sexual identity. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Professional Dispositions Statement for Education Programs

Dispositions include the values, commitments, and ethics expected of professional educators at UNC Charlotte. Students will be evaluated throughout their academic and professional preparation on these dispositions. (These may be found online at <https://education.charlotte.edu/resources/professional-dispositions-plan-and-information>). Programs within the Cato College of Education lead to demanding professions that require students to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related

details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each student's career preparation and as such will be emphasized throughout this course and the program. ***This includes the appropriate use of electronic devices, including cell phones, during class time and in clinical field settings.*** Students are expected to exercise good judgment in cell phone and electronic device use.

Expectations for Classroom Interactions

Per Graduate Council, Legal Affairs, and Dean of Students recommendations, faculty should include some brief language describing their expectations for students' classroom interactions. These might include technology-use expectations (including cell phone use), participation expectations, expectations for how students will treat one another, etc. Two examples are listed below.

Suggested from the [Legal Affairs website](#) – POSSIBLE EXAMPLE #1 Encouraging Orderly and Productive Classroom Conduct

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Suggested from the [Legal Affairs website](#) – POSSIBLE EXAMPLE #2 Cell Phone and Technology Use

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Non-Discrimination Statement

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race; color; religion (including belief and non-belief); sex; sexual orientation; gender identity; age; national origin; physical or mental disability; veteran status; genetic information; or for any other reason, may constitute a violation of [University Policy 501, Nondiscrimination](#). Any student suspected of engaging in such conduct will be referred to the [Office of Civil Rights & Title IX](#).

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, Cato College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

If a religious accommodation is needed, students are expected to communicate directly with their faculty regarding the related need. The request should be made in writing and should state (i) the specific accommodation being requested, (ii) the religious practice or belief the student holds, (iii) how the requested accommodation enables the student to participate in their religious practice or belief, and (iv) the date(s) and/or frequency of the requested accommodation. The request should be submitted as far in advance as possible. The length of time between when the request is submitted and the date of the requested accommodation may affect the reasonableness of the requested accommodation. The instructor and the student will then discuss what a reasonable accommodation should be in the given case and then document this agreed-upon accommodation. [University Policy 409](#) provides more details about this procedure. The [Office of Civil Rights and Title IX](#) is available as a resource if students or faculty have questions about the process.

Disability Accommodations

Students in this course seeking accommodations to disabilities must first consult with the [Office of Disability Services](#) and follow the instructions of that office for obtaining accommodations.

Title IX Reporting Obligations

UNC Charlotte is committed to maintaining an environment conducive to learning for all students and a professional workplace for all employees. The University takes active measures to create or restore a respectful, safe, and inclusive environment for community members that is free from discrimination, discriminatory harassment, and interpersonal violence. If you (or someone you know) has experienced any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more. Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination, discriminatory harassment, or sexual and interpersonal misconduct they receive to the Office of Civil Rights and Title IX. This means that if you tell me about a situation involving these matters, I am expected to report the information. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) Center for Counseling and Psychological Services (CAPS) (caps.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the “Students” tab.

Online Student Course Evaluation Process and Confidentiality

Courses in the Cato College of Education are evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations are administered at the end of the term, during the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process is secure and confidential. The technology used ensures anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help in continuing this commitment by participating in the course evaluation process.

Credit Hour Statement (edit this as needed)

This [NUMBER OF CREDIT HOURS FOR COURSE]-credit course requires [NUMBER OF CREDIT HOURS FOR COURSE] hours of classroom or direct faculty instruction and [NUMBER OF CREDIT HOURS FOR COURSE X 2] hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: [REQUIRED READING, LIBRARY RESEARCH, STUDIO WORK, PRACTICA, INTERNSHIPS, WRITTEN ASSIGNMENTS, AND STUDYING FOR QUIZZES AND EXAMS].

EXAMPLE: 1 CREDIT COURSE

“This 1-credit course requires one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.”

Optional Insert Regarding Gender Pronouns and Names

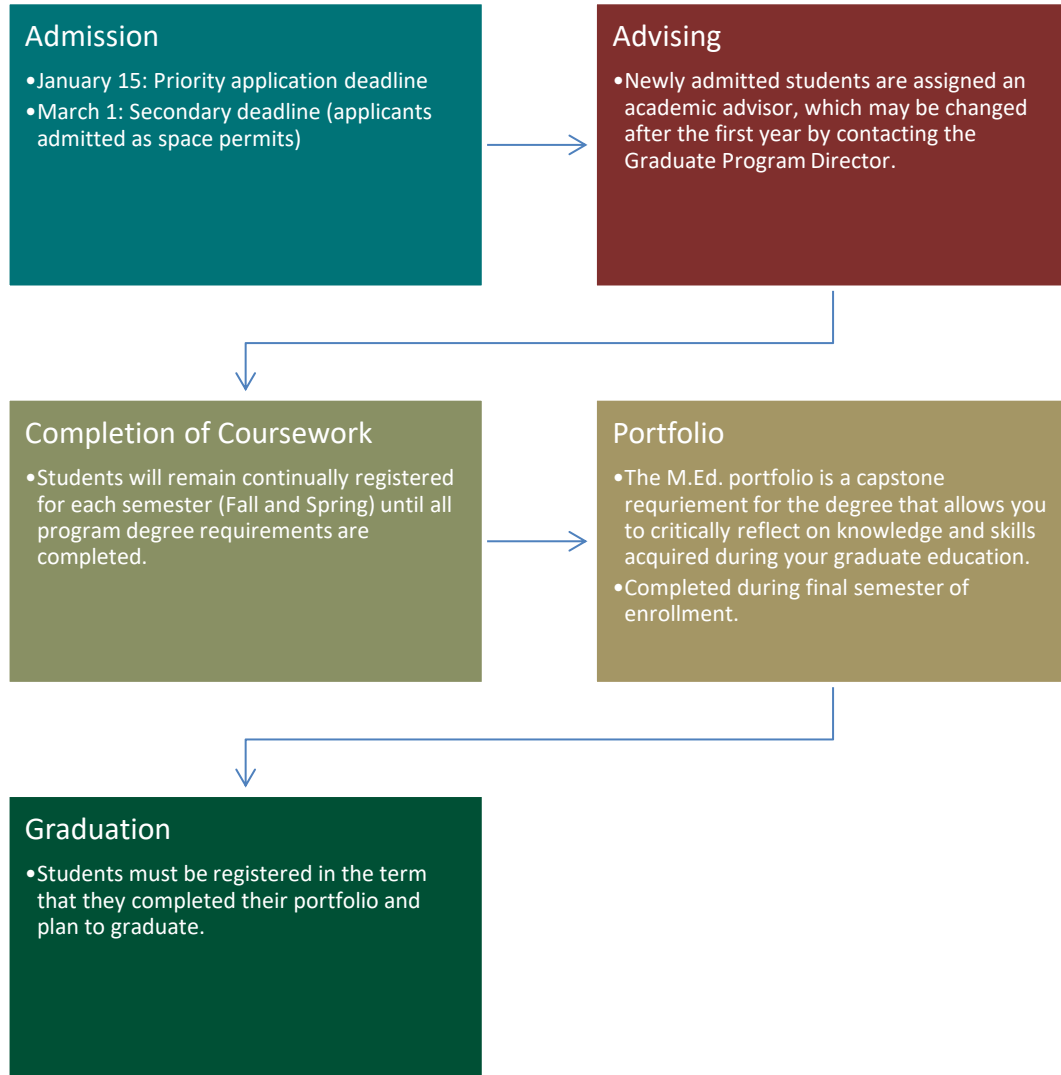
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me. To view or update your preferred first name that is on file with the university, log in to <https://my.charlotte.edu/> > Banner Self Service > Personal Information > View or Update Preferred First Name. More information about UNC Charlotte’s “Know Me Project” is available at: <https://registrar.charlotte.edu/advising-resources/know-me-project>.

CHAPTER 13: M.Ed. Degree Matriculation

The M.Ed. degree matriculation is outlined in Figure 1, which provides a succinct overview of the processes.

Figure 1

M.Ed. Degree Matriculation



Matriculation is subject to adherence to the Graduate School and Department deadlines.

CHAPTER 14: Academic Advising

Academic advisors contribute a key role to graduate student success through providing guidance on the program plan of study and course registration that contribute to timely degree completion. Academic advisors are assigned upon admission and can be changed after the first year.

In helping students achieve their educational and career goals, advisors will offer assistance in understanding University policies and procedures, and will refer students to campus services that will best ensure the students' success both on campus and in meeting their career goals. The advisors will also facilitate the development of decision-making skills. Each student's assigned advisor will communicate regularly with the student throughout the year about important dates, programs, and services that will help ensure success at UNC Charlotte. Students are encouraged to maintain contact with their advisor throughout their university career.

Availability of Faculty at the End of the Semesters and During Summer

In the interest of balancing student needs for faculty time for meetings and faculty need to complete responsibilities for the semester, faculty will be available for student milestone meetings (i.e., advising or portfolio) up through Reading Day of fall and spring semesters.

Faculty are on nine-month contracts and, as such, are not obligated to meet with students or provide guidance during the summer months. Many faculty are willing to do so. However, if a student wishes to engage faculty during the summer months, the student must arrange such ongoing advising and help in advance of the end of the spring semester. According to Graduate School policy, a student who uses faculty resources during the summer months must be enrolled. For example, if a student is meeting with a faculty member on a regular basis during the summer, then that student should be enrolled and paying tuition for the faculty resources being used. In the rare occasion, if a student convenes faculty for a milestone meeting during the summer months, then that student must be enrolled during the summer session when such a meeting occurs.

Sample Advising Agreement between Master's Students and Faculty

Faculty may have more specific expectations of the student advising relationship. In general, the following are applicable:

Master's students are expected to:

- Have primary responsibility for the successful completion of their degree
- Seek guidance from their advisor on course selection, research, dissertation committee, and resources for degree completion
- Attend regularly scheduled meetings with advisor
- Communicate regularly with assigned academic advisor (i.e., respond to e-mails within two business days, unless an alternative agreement is reached between student and advisor)
- Be knowledgeable and compliant with program and Graduate School policies and procedures
- Discuss plans for planned absences or leave of absence
- Discuss plans for attendance and submitting proposals to professional conferences

Faculty advisors are expected to:

- Be supportive, equitable, accessible, encouraging, and respectful, and foster the graduate students professional confidence and encourage critical thinking
- Meet with the advisee on a regularly scheduled basis and to provide resources as appropriate to assist with timely degree completion
- Communicate regularly with advisee (i.e., respond to e-mails within two business days unless an alternative agreement is reached between student and advisor)
- Be knowledgeable about, and guide the graduate student through, the requirements and deadlines of the master's program
- Encourage the student to join professional organizations and to make an effort to help secure funding for such activities
- Offer advising on career options

The Advising Agreement between Master's Students and Faculty is adapted from the Brown University "Advising Agreement Between Graduate Students and Faculty." Additional resources for advising and mentoring are available from the UNC Charlotte Graduate School, [Mentoring and Advising](#).

CHAPTER 15: Guidelines for Submitting Assignments

Faculty members will have differing course expectations and grading criteria that will be outlined in the course syllabus. The following outlines common writing expectations for graduate students that you may anticipate; however, you should adhere to guidelines specifically outlined for each course.

1. All written products must conform to the current APA style (7th edition).
2. Papers should be completed with letter size (8.5" x 11") settings and 1" margins. Font size should be 12 point, using Times New Roman, Calibri, Cambria, or designated font.
3. All assignments should have an APA-style cover sheet with your name, title of the assignment, course prefix and name, UNC Charlotte, and the date.
4. Follow APA rules for page headers and page numbers.
5. Written products should be submitted as a Word document (.docx) via Canvas on the due date.
6. Students are responsible for adhering to the posted deadlines for submitting assignments and should keep an electronic backup copy of all submitted work.
7. Proofread your work and have someone else to review for spelling and grammatical errors. Use of spellcheck is not sufficient.
8. Faculty may not be available to review multiple drafts before an assignment but will notify you of options.
9. Learn APA and use of the correct citation. All papers should include a reference section citing all works used. Poor or spotty citations can lead to concerns of plagiarism. Be certain to cite even in drafts.
10. Use the APA manual and seek writing support from the many campus resources.

Writing Suggestions

The following are some basic writing tips:

1. Create a draft outline to organize your thoughts. A draft needs continual refinement.
2. Check APA citations. Ensure that the citations used in your paper are also in your reference list.
3. Make sure that you have correctly formatted your paper and references. Use the APA, 7th edition manual or Purdue Owl and then still check your formatting.
4. Use paragraphs to get to the point. What are you trying to say?
5. Check spelling, grammar, and punctuation. You may need someone else to read your work

Plagiarism

Plagiarism means presenting the words or ideas of another as one's own words or ideas, including failing to properly acknowledge a source, unless the ideas or information are common knowledge. Plagiarism includes self-plagiarism, which is the use of one's own previous work in another context without indicating that it was used previously. [See examples.](https://legal.charlotte.edu/policies/up-407) <https://legal.charlotte.edu/policies/up-407>

CHAPTER 16: Portfolio

The M.Ed. portfolio is a capstone requirement for the degree that allows you to critically reflect on knowledge and skills acquired during your graduate education.

Thesis, internship, or portfolio are all different strategies used to demonstrate your understanding of content related to your chosen degree.

Portfolio Committee

Each committee must have a **minimum of two higher education faculty members**. The capstone faculty committee is comprised of:

1. M.Ed. Graduate Program Director (GPD)
 - The GPD will serve as chair of all portfolio committees.
2. Academic Advisor
 - A higher education faculty member who teaches courses in the M.Ed. program should serve as the second committee member if the GPD is also the student's advisor,

The M.Ed. Graduate Program Director will notify each student of their respective committee members

The M.Ed. portfolio is comprised of the following:

1. ADMN 6100 Fundamentals of Educational Leadership - Leadership Platform Paper
2. Concentration course #1 - Any ADMN 6xxx level course focused on Higher Education
3. Concentration course #2 - Any ADMN 6xxx level course focused on Higher Education
4. Program reflection paper - 5-7 page reflection synthesizing the three previously mentioned papers and overall experience in the program.

Each portfolio requirement is uploaded in Canvas and Taskstream including the ADMN 6100 platform paper.

Students select from two higher education-focused courses to submit two different concentration papers.

Examples of Higher Education Concentration Courses

- ADMN 6000 Topics in Educational Leadership
- ADMN 6170 Introduction to the Community College
- ADMN 6171 The American College Student
- ADMN 6172 Higher Education in the United States
- ADMN 6173 Legal Issues in Higher Education
- ADMN 6174 Higher Education Finance and Budgeting
- ADMN 6175 Non-traditional Approaches to Higher Education
- ADMN 6176 Women in Higher Education
- ADMN 6177 Student Affairs in Higher Education
- ADMN 6178 Higher Education Policy and Governance
- ADMN 6179 Contemporary Issues in Higher Education
- ADMN 6180 Teaching Strategies for Adults in a Diverse Society

Reflection paper

The reflection paper culminates and provides an overview of the master's experience connected to coursework, professional development, i.e., internships or graduate assistantships, and career goals. Students will identify a minimum of three unifying themes that were salient across their master's matriculation and demonstrate how those themes were reinforced across coursework and subsequent final paper submissions. The paper should include supporting literature and references.

Suggested Recommendations for the Reflection Paper:

1. Organization of the paper should include, but is not limited to:
 - Introduction: Overview of portfolio
 - Specify the three papers included in the reflection paper.
 - Themes: Programmatic themes across the concentration papers (minimum of three)
 - Potential examples of themes may include finance and budgeting, advising of first-generation students, student success, perspectives of leadership, educational access, etc.
 - Make connections across the three selected papers and support them with literature

- Relevance of higher education leadership
 - Describe your understanding of the key issues in higher education and strategies to address those concerns.
 - Discuss how your degree matriculation has allowed you to effect change as a leader within higher education.
 - What scholarly knowledge have you gained, and what are the implications of such knowledge as a novice practitioner-scholar in addressing key issues in higher education?
 - Make connections across the three selected papers and support them with literature
- Implications of program experiences
 - Describe in what ways your enrollment in the M.Ed. program has influenced your emergent educational leadership development.
 - How has your leadership plan evolved?
 - What are your next steps in terms of professional development, e.g., career or education?
 - Contextualize your reflection within higher education to include your future plans and professional areas of interest, and make connections to professional development experiences such as Graduate Assistantships or professional conferences.
- Conclusion
 - Overall reflection and recommendations for the program.

Formatting Guidelines

The reflection paper is APA, 7th edition, formatted, 5-7 pages in length (not including title pages or references). Consult with your academic advisor and/or M.Ed. Graduate Program Director for additional information.

Portfolio Evaluation

Portfolio committee members will evaluate the M.Ed. portfolio using the rubric (see Appendix A). A unanimous decision is required for the outcomes of “Fail and re-submit (requirements not met)” or “Pass (requirements met).”

If a student receives a “Fail and re-submit (requirements not met),” the committee will determine successful remediation steps, which will be submitted by a designated date, no later than the last day of classes.

Table 4

Portfolio Deadlines

Semester	Student Writing	Faculty Review	Decision	Revisions (as needed)	Graduate School Report & Task stream Exit Survey
Fall	September 1-30	October 1-31	November 1	December 1	November 15
Spring	February 1-28	March 1-31	April 1	May 1	April 15
Summer	May 1-31	June 1-30	July1	August 1	July 15

CHAPTER 17: Degree Completion

The M.Ed. in Educational Leadership program requires 30 credit hours, including 9 credit hours of professional education core courses, 15 credit hours of coursework in educational leadership, and 6 credit hours of elective courses. Students are encouraged to work with advisors to select courses relevant to their professional interests (P-12 or Higher Education). M.Ed. completers must successfully prepare an electronic portfolio housing appropriate artifacts and evidences under the direction of program faculty.

Graduation

The application for graduation should occur after consultation with the academic advisor and M.Ed. Graduate Program Director.



All students (doctoral, master's, certificate) must apply for graduation by the published deadline in the final term. Students who fail to apply for graduation by the published deadline will not be evaluated for graduation and will be ineligible to participate in the commencement ceremony. **Refer to the UNC Charlotte [Academic Calendar](#) for graduation deadlines**

Follow these steps to apply for graduation:

1. Log into my.charlotte.edu using your NinerNET username and password.
2. Click the Banner Self Service link.
3. In the Student Services/Student Accounts tab, select the Student Records option.
4. Click on Online Graduation Application.

Graduation Clearance

DegreeWorks is the definitive record for graduation clearance. Students, faculty, and staff may access DegreeWorks via <http://my.uncc.edu>. Students are encouraged to routinely check their degree progress in DegreeWorks audit for accuracy. For all general questions regarding graduation clearance, please contact gradgraduation@uncc.edu.

Commencement

Commencement is one of our most cherished traditions, one that marks a major milestone for you, your family and the faculty and staff who have supported your journey at Charlotte. The ceremonies will take place in the [Dale F. Halton Arena](#) located in the [Barnhardt Student Activity Center](#). The December 2024 commencement schedule will be posted the first week of October. <https://commencement.charlotte.edu/>

Commencement Logistics

All information and logistics related to commencement are distributed from commencement.charlotte.edu. The following are a few details to consider:

- A final decision of the exact date of the Graduate School commencement is usually not made until October/March.

- Detailed instructions on the line-up, procession, and ceremony logistics will be emailed to all students who applied to graduate. Please watch your inbox and read these communications carefully!
- Commencement at UNC Charlotte is held twice annually, once in May and once in December. However, the Graduate School confers degrees after each term (Spring, Summer, and Fall). Summer graduates participate in the December ceremonies.
- In early April/October you will receive an email from commencement@uncc.edu with your personal link to MarchingOrder. This platform is used to collect your RSVP, your name pronunciation for the ceremony, and your name as it will be displayed on the large screens in the arena.
- Information regarding tickets, ADA guest access, lodging, parking, and more can be found at commencement.charlotte.edu. You should also watch your inbox for communications regarding Commencement logistics.
- The Commencement Fair is a one-stop shop for commencement attire, cap and gown regalia, class rings, diploma frames and more. The event is hosted in the Fall and Spring and will be posted online.



Regalia

The cost of basic master's regalia (cap, gown, and hood) has already been paid as part of your student fees. Candidates will be notified when they may pick up their regalia at the Barnes and Noble Bookstore. Monitor your email for deadlines and updates.

CHAPTER 18: Student Organizations

The University of North Carolina at Charlotte has MORE THAN 400 student organizations to choose from, offering something for everyone.

There are many benefits to joining a student organization: making new friends, developing new skills and abilities, working as part of a team, learning to set and achieve goals, sharing your time and talents, as well as having fun.

As you grow at UNC Charlotte, you will discover that the more involved you become, the more you will benefit from your educational experiences, in and out of the classroom! While not all of these student organizations will interest you, pick a few that look fun and get involved. If you can't find one that appeals to any of your interests, you can start your own. It will be the first step in making your UNC Charlotte experience a great one!

<https://studentorgs.charlotte.edu/>

ELSO Mission

The mission of the Educational Leadership Student Organization (ELSO) is to encourage professional development and improve the experience of the COED students through initiatives that enrich the intellectual, social, and cultural aspects of their lives. In so doing, we hope to develop a stronger community among students interested in the Department of Educational Leadership and excellence within the COED.

Table 7

2024-2025 ELSO Leadership Team

Name	Office	Degree Program
Tynsley Gilchrist	President	Ed.D. in Educational Leadership, Higher Education
Erica Neal	Vice President	Ph.D. Curriculum and Instruction
Katie Watson	Secretary	Ed.D. in Educational Leadership, Higher Education
Marah Lambert	Treasurer	Ph.D. in Educational Research, Measurement, and Evaluation
Karen Kopitsky	Communications Coordinator	Ph.D. Curriculum and Instruction
Jasmine Bishop	Social Media Coordinator	Ed.D. in Educational Leadership, Learning, Design and Technology
Kelly Demirjian	Events Coordinator	Ph.D. Curriculum and Instruction
Katherine Ren	GPSG Representative	Ph.D. in Educational Research, Measurement, and Evaluation

Past ELSO Events

- Pre-class snack break
- Coffee & Convo
- Conference proposal writing
- Pumpkin patch social at Truist Field
- APA & academic writing workshop
- Trivia nights
- Writing sessions
- Welcome back social
- End of semester celebration



Interested in ELSO?

Contact Tynsley Gilchrist, elso-org@charlotte.edu



CHAPTER 19: Conferences and Professional Organizations

The following is a sampling of conferences and professional organizations. The listing is not intended to be comprehensive but does provide an idea of the types of opportunities available during your enrollment. Students are recommended to join and actively participate in professional development opportunities based on their interests.

Cato College of Education Research Symposium

The Cato College of Education Research Symposium showcases student and faculty research at various stages of development. Presenters have the opportunity to add a line to their resume, practice presenting their work prior to upcoming spring and summer conferences, hone research and presentation skills, and possibly receive a prize to disseminate their research or further their professional development.

<https://education.charlotte.edu/>

Graduate Research Symposium

The annual Graduate Research Symposium (GRS) is an interdisciplinary graduate student-run conference that showcases astounding research of graduate and professional students. The theme of GRS is Learning Across Disciplines. Such encompasses presentations from various areas of study within graduate certificate, master's, and doctoral programs. We encourage all graduate students who are conducting or have concluded research to present at the GRS.

<https://gpsg.charlotte.edu/graduate-research-symposium>

Higher Education

Council for the Study of Community Colleges (CSCC)

The Council for the Study of Community Colleges (CSCC) is an affiliate of the American Association of Community Colleges (AACC) and a project of the Center for the Study of Community Colleges. Council members include university-based researchers and community college practitioners who further scholarship on the community college enterprise.

Association for the Study of Higher Education (ASHE)

ASHE is a scholarly society with 2,200 members dedicated to higher education as a field of study. It is committed to diversity in its programs and membership, and has enjoyed extraordinary success in involving graduate students in Association activities. <https://www.ashe.ws/>

College Student Educators International (ACPA)

ACPA—College Student Educators International is a values-centered leadership association that has worked to boldly transform higher education since 1924. Student affairs and higher education professionals, faculty, and students trust ACPA to deliver high-quality educational programs, provide access to modern research and scholarship, and promote leadership at all levels through a racial justice and decolonization lens. <https://myacpa.org/>

National Association of Student Personnel Administrators (NASPA)

NASPA is a member-centered association supporting a diverse and passionate network of 15,000 professionals and 1,200 institutions across the globe. <https://www.naspa.org/home>

North Carolina Association for Research in Education (NCARE)

Established in 1974, the North Carolina Association for Research in Education (NCARE) works to improve the quality of education in North Carolina through research and evaluation. <https://ncafr.ie.wildapricot.org/>

National Academic Advising Association (NACADA)

The Global Community for Academic Advising is the premier Association for student success through academic advising in higher education. <https://nacada.ksu.edu/>

CHAPTER 20: Student Learning Outcomes (SLOs)

Assessment at UNC Charlotte is a continuous process with a goal of improving teaching and learning. Faculty identify and review their programs' student learning outcome statements and the results from the previous year. In their respective courses they provide ample learning opportunities and activities to help students practice the skills and build new knowledge. In most cases faculty assess students in select courses such as senior seminar, capstone, or research methods courses. Using a variety of approaches and measures such as embedded questions on exams, papers, projects, case studies, performances, etc., they collect evidence of student learning. Faculty analyze, share, and discuss the results and use those results to inform decisions about the curriculum and teaching and learning. <https://assessment.charlotte.edu/student-learning-outcomes/>

Table XXX

M.Ed. in Educational Leadership, Higher Education SLO Data

SLO	SLO AREA	EXPECTED PERFORMANCE OUTCOME	ASSESSED USING	TIMELINE/ DEADLINE	Criterion from Rubric
SLO 1: Advanced program candidates are able to demonstrate and apply content knowledge and skills specific to their content area or discipline.	Content (Grad)	The program expects a minimum of 90% of its candidates to score at least proficient (score of 3 or better) on the Portfolio submitted to Taskstream.	Portfolio	Advisor & M.Ed. GPD	<ol style="list-style-type: none"> 1. LEADERSHIP PLATFORM PAPER: Portfolio includes the Leadership Platform Paper originally submitted in ADMN 6100. 2. PAPER #1 FROM CONCENTRATION COURSE: Portfolio includes a final paper originally submitted in a higher education concentration course. 3. PAPER #2 FROM CONCENTRATION COURSE: Portfolio includes a final paper originally submitted in a higher education concentration course, but not from the same course as Paper #1 above. 4. REFLECTION CONENT: Paper includes reflection on material submitted from all three courses (ADMN 6100 and 2 concentration courses) and relates to candidates' professional areas of interest. 5. REFLECTION LENGTH: Paper is 5-7 pages (1200-1750 words). 6. REFLECTION FORMAT: Paper is in APA format and free of spelling, grammar, and proofreading errors.
SLO 2: Advanced program candidates use domain-specific research and evidence to demonstrate leadership in developing high quality, equitable educational environments.	Content (Grad)	The program expects a minimum of 90% of its candidates to score at least proficient (score of 2 or better) on the rubric submits to Task stream.	Leadership Platform Paper (final paper) written in ADMN 6100	ADMN 6100 Instructor	<ol style="list-style-type: none"> 1. LENGTH: Paper is 5-7 pages (1200-1750 words). 2. FORMAT: Paper is in APA format and free of spelling, grammar, and proofreading errors. 3. VISION: Paper includes personal vision statement. 4. PHILOSOPHY: Paper includes personal leadership philosophy. 5. STRENGTHS & WEAKNESSES: Paper includes assessment of current strengths and areas to improve based on leadership theories. 6. GOALS & ACTION PLAN: Paper includes three short-term goals, three long-term goals, and a brief action plan to achieve goals.
SLO 3: Advanced program candidates demonstrate knowledge, skills, advocacy, and commitment to create	Professional Behavior (Grad)	The program expects 90% or higher of its candidates to obtain a score of 2 ("Meets Expectations") or better on the Assessment of	Evaluation: Instructor Evaluation of Self-Assessment	Advisor	<ol style="list-style-type: none"> 1. Impact 2. Professional identity and continuous 3. Leadership 4. Advocacy 5. Collaboration

supportive environments in P-20 education		Professional Educational Dispositions, which has a 4-point scale (0-3).	(Midpoint Assessment)		6. Ethics
SLO 4: Advanced program candidates apply technology standards to design, implement and assess learning experiences/environments to engage individuals, improve learning, and enrich professional practice.	Skill (Grad)	The program expects a minimum of 90% of its candidates to score at least proficient (score of 2 or better) on this assessment.	Non-exam course assignment	RSCH 6101 Instructor	<ol style="list-style-type: none"> 1. Identification and evaluation of the research question(s). 2. Identification and evaluation of the variables(s). 3. Summarization and evaluation of the relevant literature. 4. Description and evaluation of the research design. 5. Identification and evaluation of the sampling method. 6. QUANT: Identification and evaluation of the internal threats to validity. QUAL: Identification and evaluation of the data collection methods and procedures. 7. QUANT: Identification and evaluation of validity and reliability evidence. QUAL: Identification of quality control strategies and evaluation of the quality of data. 8. QUANT: Identification of the external threats to validity. QUAL: Identification and evaluation of the data analysis process. 9. QUANT: Identification and evaluation of operational definition of variable(s). QUAL: Identification and evaluation of the researchers' subjectivity. 10. Identification and evaluation of the results of the study. 11. Evaluation of the conclusions of the author(s). 12. Identification and evaluation of the recommendations for future research. 13. Identification and evaluation of the limitations of the study. 14. Formatting/Mechanics 15. Grammar/Punctuation

Note: All selected criteria from the rubrics are aligned with the Council for the Accreditation of Educator Preparation (CAEP), <https://caepnet.org/standards/2022-adv>

CHAPTER 21: Taskstream

Taskstream

The Cato College of Education uses Taskstream, a web-based assessment management solution tool to assist with the collection and evaluation of student work that aligns with competencies and standards that students are required to complete throughout the master’s program. Students upload specified assignments and evidences from their program of student for evaluation.

Enrolling in your Taskstream portfolio

All master’s students must enroll in the designated portfolio. M.Ed. students should use the following:

1. Login to Task stream, taskstream.charlotte.edu
2. Enroll in the portfolio titled: **EDLD MEd**
3. Use enrollment code: **edldmed**

Additional information for enrollment is located at, <https://education.charlotte.edu/resources/taskstream-information/enrolling-your-taskstream-portfolio-0/>

Table 9

Task stream Requirements

Master’s students in the M.Ed. program complete the following Taskstream requirements

Assignment Title (What)	M.Ed. Course (When & Where)	Assessed by who? (Who)	Assessed with what rubrics? (How)
Initial assessment: “Disposition Self-Assessment ”	ADMN 6100	ADMN 6100 instructor	ADMN 6100 instructor evaluates the student on initial disposition - Meets/Not Meets - Instructor checks for completion only
Leadership Platform Paper	ADMN 6100	ADMN 6100 instructor	ADMN 6100 instructor evaluates using the rubric in Taskstream
Mid-point assessment: “Disp Self-Assess 2 + Advisor Eval”	After completion of 12 credit hour. Due: March 1 (spring) or October 1 (fall)	Academic advisor	Academic advisor evaluates on the student on the mid-point dispositions
Portfolio	Final semester of coursework. Due: March 1 (spring graduation) or October 1 (fall graduation)	Academic advisor and M.Ed. Graduate Program Director	Portfolio includes: 1. ADMN 6100 - Leadership platform paper 2. Two final papers from two higher education concentration courses 3. One reflection paper
“Program Exit Survey”	Final semester of coursework. Due: March 15 (spring graduation) or October 15 (fall graduation)	Academic advisor and M.Ed. Graduate Program Director	Complete program exit survey in Task stream - Meets/Not Meets - Instructor checks for completion only

For additional information, refer to, <https://education.uncc.edu/resources/taskstream-information>

CHAPTER 22: Master's Student Resources

The following is a sampling of the various resources available to UNC Charlotte students. This is not an exhaustive listing. Additional information regarding support services is located at, sass.charlotte.edu/resources

Getting Started:

MyCharlotte is a portal for UNC Charlotte that combines university services and systems for students, staff, and faculty such as Gmail, class schedule, financial aid information, campus events, and much more. <https://mycharlotte.edu>

Niner Central is a single location for students to go for services related to financial aid, billing, registration, transcripts, students accounts, academic records and more. <https://ninercentral.charlotte.edu/>

Taskstream is the designated electronic assessment and management system used by the Cato College of Education at UNC Charlotte to collect and document candidate performance in all education programs. <https://taskstream.charlotte.edu>

Google Mail email is the official form of communication at the University; each student is responsible for checking their charlotte.edu email regularly, as well as maintaining communication with the University and keeping a current address and telephone number on file with the Office of the Registrar.

Parking and Transportation Services requires permits to park on-campus, but some parking decks allow visitors for an hourly rate. Visit <https://pats.charlotte.edu/> to purchase a parking permit, daily parking passes, or for any additional parking UNC Charlotte offers many transportation services for students, including Niner Transit Bus Service, Carsharing, the Light Rail, Disability Paratransit, and more. and transportation related information.

Immunizations

North Carolina state law requires anyone entering college to present a certificate of immunization that documents their compliance with all [required immunizations](#). The statute applies to all students **except** students residing off-campus and registering for any combination of:

- Off-campus courses (distance education program)
- Evening courses (classes beginning after 5 p.m.)

Social media. Plan to join the [Department Facebook group](#), after enrollment begins in Fall 2024

Graduate School

Graduate School supports and advances the delivery of high-quality graduate education that reflects changing regional and state academic needs. The Graduate School advocates for graduate research and scholarship that contribute to economic, social and cultural advancement. <https://graduateschool.uncc.edu/>

Graduate School Forms provides access to all forms needed by master's students. <https://graduateschool.uncc.edu/current-students/forms>

Funding

Cato College of Education Scholarships through the generosity of donors allows the COED to award in excess of \$200,000 in scholarships to education students each year. <https://education.charlotte.edu/current-students/>

Funding for Graduate Education is a resource to help students fund their graduate education through, financial aid, tuition support, assistantships and fellowships. <https://graduateschool.charlotte.edu/funding/funding-graduate-education>

Hire-A-Niner is the University Career Center's central management system for off-campus job postings, on-campus job postings, career fairs, career events, on-campus interviewing and more. <https://hireaniner.charlotte.edu/>

NinerScholars. Use this application portal to apply for multiple scholarships with one application. <https://ninerscholars.uncc.edu/>

Center for Graduate Life and Learning

Center for Graduate Life and Learning is a friendly, welcoming place where graduate students and postdoctoral fellows come to polish professional and personal skills, find a quiet spot for study, connect with others, or just relax. The CGL hosts a number of events to support graduate education. <https://gradlife.uncc.edu/>

Graduate and Postdoctoral Writing Center The GPWC offers writing support programs for graduate students and postdoctoral scholars to refine their writing and communication skills. Individual writing consultations, writing groups,

workshops, retreats, and in-person and virtual appointments are available with support from the center's doctoral writing fellows and a faculty fellow.

<https://gradlife.charlotte.edu/graduate-postdoctoral-writing-center>

Student Wellbeing

Ombudsman

UNC Charlotte provides an ombudsman, or a neutral party to hear confidential issues. The aim of the ombudsman is to stop problems from becoming difficult issues. <https://ombuds.uncc.edu/about-us>

Center for Counseling and Psychological Services

UNC Charlotte provides counseling services to support academic, person, and interpersonal development of students. Services include individual, group, and couples counseling, consultation services, at-risk simulation training, and psychiatry. <https://caps.uncc.edu/>

Center for Integrated Care

The Center for Integrated Care (CIC) is a one-stop shop for referral and linkage to wellbeing resources both on and off campus. CIC is a front-facing clinical case management department providing coordination of care and continuity of care services, and follow-up for students. CIC provides outreach and programming to encourage and provide more access to care for students who may be ambivalent, unsure, or do not have the desire to seek more formal wellness services. In addition, CIC serves as a triage department for faculty and staff to refer students who may not be experiencing crisis but instead may need clinical guidance and direction. <https://cic.charlotte.edu/>

Office of Disability Services

The Office of Disability Services is the University office designated to determine reasonable accommodations for students with disabilities. We work to ensure programs, services, and campus are accessible in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the ADA Amendments Act.

<https://ds.charlotte.edu/>

International Student and Scholar Office

The mission of the International Student and Scholar Office is to provide information, services and programs that help international students and visiting scholars achieve their individual educational and personal goals and that foster an appreciation for a culturally diverse learning environment in the larger University community.

<https://isso.charlotte.edu/>

The Jamil Niner Student Pantry provides food assistance to UNC Charlotte students and employees experiencing food insecurity. The U.S. Department of Agriculture (USDA) defines food insecurity as *a lack of consistent access to enough food for an active, healthy life*. Our pantry offers a variety of nutritious non-perishable and fresh foods on a weekly basis to currently registered UNC Charlotte students and to UNC Charlotte employees experiencing food insecurity.

<https://ninerpantry.charlotte.edu/>

Additional Community Food Resources

<https://hopestreetfoodpantry.com/get-help/>

<https://www.foodpantries.org/ci/nc-charlotte>

<https://caminocommunitycenter.org/> (located via light rail near campus, application required)

<https://www.unitedway.org/our-impact/featured-programs/2-1-1#>

Office of Adult Students and Evening Services (OASES) provides academic support services for adult students enrolled at UNC Charlotte. <https://oases.uncc.edu/>

New Student and Family Services provides information related to core campus resources.

<https://nsfs.uncc.edu/niner-nation-family/resources/campus-resources>

Dean of Students Office is the central point of contact when you want to get involved, need to resolve a conflict, have questions about policies and procedures, or are trying to identify campus resources and information that will put you on the path to success. <https://dso.charlotte.edu/>



**M.Ed. in Educational Leadership
Higher Education
Main Campus | 30-Credit Hours**

The M.Ed. in Educational Leadership program requires 30 credit hours, including 9 credit hours of professional education core courses, 15 credit hours of coursework in educational leadership, and 6 credit hours of elective courses. Students are encouraged to work with advisors to select courses relevant to their professional interests (P-12 or Higher Education). M.Ed. completers must successfully prepare an electronic portfolio housing appropriate artifacts and evidences under the direction of program faculty.

Core coursework (9-credit hours)

ADMN 6100	Fundamentals of Educational Leadership	3-credits
ADMN 6101	Perspectives on Adult Learning Theory	3-credits
RSCH 6101	Research Methods	3-credits

Educational Administration and Leadership coursework (15-credit hours)

Select from the following:

Higher Education

ADMN 6000	Topics in Educational Leadership	3-credits
ADMN 6170	Introduction to the Community College	3-credits
ADMN 6171	The American College Student	3-credits
ADMN 6172	Higher Education in the United States	3-credits
ADMN 6173	Legal Issues in Higher Education	3-credits
ADMN 6174	Higher Education Finance and Budgeting	3-credits
ADMN 6175	Non-Traditional Approaches in Higher Education	3-credits
ADMN 6176	Women in Higher Education	3-credits
ADMN 6177	Student Affairs in Higher Education	3-credits
ADMN 6178	Higher Education Policy and Governance	3-credits
ADMN 6179	Contemporary Issues in Higher Education	3-credits
ADMN 6180	Teaching Strategies for Adults in a Diverse Society	3-credits

PK-12 Education

ADMN 6000	Topics in Educational Leadership	3-credits
ADMN 6105	Legal Aspects of Schooling	3-credits
ADMN 6120	Instructional Leadership	3-credits
ADMN 6130	Supervision of Instruction	3-credits
ADMN 6140	Curriculum Leadership	3-credits

Note: Courses may be restricted to those in the MSA program. If interested in school leadership, please visit the [Master's of School Administration program](#).

Instructional Technology and Research

EIST 5100	Instructional Technology	3-credits
RSCH 7196	Program Evaluation Methods	3-credits
RSCH 8121	Qualitative Data Collection & Analysis	3-credits

Electives (6-credit hours)

Electives at the 6000-level at UNC Charlotte will be selected from among ADMN, EIST, and RSCH course offerings with input from the advisor. Courses from other departments may be selected with advisor and department approval. Students may take the higher education internship course (ADMN 6430), offered as of spring 2023, to satisfy three hours of elective credits.

CHAPTER 24: Suggested Sequences



**M.Ed. in Educational Leadership
Higher Education
Main Campus | 30-Credit Hour | Full-Time
Suggested Sequence**

YEAR 1			YEAR II	
FALL	ADMN 6100 ADMN 6101 ED ADMN	Fundamentals of Educational Leadership Perspectives on Adult Learning Theory Educational Administration and Leadership, Course 1	ED ADMN ED ADMN ELECTIVE	Educational Administration and Leadership, Course 4 or Elective 1 Educational Administration and Leadership, Course 5 Elective 2
SPRING	RSCH 6101 ED ADMN	Research Methods Educational Administration and Leadership, Course 2 Educational Administration and Leadership, Course 3		
SUMMER	ED ADMN	Educational Administration and Leadership, Course 4 or Elective 1		
CORE MILESTONES	<ul style="list-style-type: none"> Course content 		<ul style="list-style-type: none"> Complete portfolio requirements Graduate 	
TASKSTREAM ASSESSMENTS	<ul style="list-style-type: none"> Initial: Disposition Self-Assessment Mid-point: Disposition Self-Assessment Leadership Platform Paper 		<ul style="list-style-type: none"> Portfolio Program Exit Survey 	

All courses are 3-credit hours. All courses, terms, and location subject to change.

All other courses are a hybrid of face-to-face and online synchronous/asynchronous.

Graduate full-time enrollment is 9-credit hours. Part-time enrollment is 5-6 credit hours.

Students are encouraged to work with their academic advisor to select courses relevant to their professional interests (PK-12 or Higher Education).

The M.Ed. requires successful completion of the electronic portfolio housing artifacts and evidences under the direction of program faculty.

Sequence is subject to course availability, and courses offerings can change at any time.



**M.Ed. in Educational Leadership
Higher Education
Higher Education
Main Campus | 30-Credit Hour | Part-Time
Suggested Sequence**

YEAR 1		YEAR II	
FALL	ADMN 6100 Fundamentals of Educational Leadership ADMN 6101 Perspectives on Adult Learning Theory	ED ADMN Educational Administration and Leadership, Course 2 or Elective 1 ED ADMN Educational Administration and Leadership, Course 3	
SPRING	RSCH 6101 Research Methods ED ADMN Educational Administration and Leadership, Course 1	ED ADMN Educational Administration and Leadership, Course 4 ED ADMN Educational Administration and Leadership, Course 5	
SUMMER	ED ADMN Educational Administration and Leadership, Course 2 or Elective 1	ELECTIVE Elective 2	
CORE MILESTONES	<ul style="list-style-type: none"> Course content 	<ul style="list-style-type: none"> Complete portfolio requirements Graduate 	
TASKSTREAM ASSESSMENTS	<ul style="list-style-type: none"> Initial: Disposition Self-Assessment Mid-point: Disposition Self-Assessment Leadership Platform Paper 	<ul style="list-style-type: none"> Portfolio Program Exit Survey 	

All courses are 3-credit hours. All courses, terms, and location subject to change.
 All other courses are a hybrid of face-to-face and online synchronous/asynchronous.
 Graduate full-time enrollment is 9-credit hours. Part-time enrollment is 5-6 credit hours.
 Students are encouraged to work with their academic advisor to select courses relevant to their professional interests (PK-12 or Higher Education).
 The M.Ed. requires successful completion of the electronic portfolio housing artifacts and evidences under the direction of program faculty.
 Sequence is subject to course availability, and courses offerings can change at any time.

CHAPTER 25: Suggested Readings

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum (skills for scholars)*. Princeton University Press. <https://muse-jhu-edu.eu1.proxy.openathens.net/book/89878>

Shore, Z. (2016). *Grad school essentials: A crash course in scholarly skills*. University of California Press.

Young, V. (2011). *The secret thoughts of successful women: And men: Why capable people suffer from imposter syndrome and how to thrive in spite of it*. Crown Currency.

CHAPTER 26: FAQs

- 1. How much are tuition and fees?**
 - <https://ninercentral.charlotte.edu/billing-payments-refunds/tuition-and-fees>
- 2. How can I find funding?**
 - <https://graduateschool.charlotte.edu/funding/funding-graduate-education>
- 3. What is the process for applying to Graduate Assistantships?**
 - Admission to a degree program is a separate process independent of your application to graduate assistantships or any other work opportunities.
 - Admitted students can sign up and search for assistantships and funding through,
 - Niner Scholars – _ninerscholars.charlotte.edu
 - Hire-A-Niner – _hireaniner.charlotte.edu
 - Apply for all positions for which you are eligible as graduate assistant hiring processes are highly competitive.
- 4. Can I work full-time and obtain an assistantship?**
 - All Graduate Assistants should balance their assistantship obligations with their academic work. Any additional outside work cannot conflict with the responsibilities of the assistantship. Limiting work hours to a maximum of 20 hours per week is advised to ensure students achieve satisfactory academic progress. Therefore, no graduate assistantship can exceed 20 hours per week. Federal guidelines require that international students are limited to 20 hours of work per week. Domestic students may work up to 25 hours per week on campus, inclusive of their assistantship.
- 5. How many hours are required to obtain federal funding?**
 - At Charlotte, most aid requires half time enrollment; 6 credit hours for undergraduate students and 5 hours for graduate students
 - Degree programs do not permit enrollment into additional credit hours for the purposes of obtaining financial aid.
- 6. How long will it take me to complete the degree?**
 - The M.Ed. program is 30-credit hours. Time to degree completion depends upon enrollment patterns, but most students in the M.Ed. can anticipate graduating in two years.
- 7. I want to finish faster than two years. Can I accelerate the process?**
 - Students should follow the suggested concentration sequences. Moving through courses will not necessarily expedite your process. Discuss concerns regarding time to degree completion with your academic advisor or M.Ed. Program Director.
- 8. I cannot complete the course requirements this semester. How can I get an incomplete grade?**
 - Carefully review the course syllabus to determine the outlined requirements to obtain an incomplete (I) grade.
 - The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond their control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, and no later than 12 months. If the “I” is not removed during the specified time, a grade of F, U, or N, as appropriate is automatically assigned.
- 9. How do I take a leave of absence?**
 - Degree-seeking graduate students who are in good standing may request a leave of absence for up to two consecutive Fall and/or Spring semesters with the condition that they will not use University resources during their absence. Graduate students choosing this option must submit a [Graduate Academic Petition](#) for a leave of absence. Graduate students who have taken an approved leave of absence for two consecutive semesters must contact the Graduate School to have their enrollment reactivated prior to the end of the second semester. A leave of absence may impact financial aid, funding, immigration status, and health and wellness services.
- 10. I have decided to discontinue my master’s studies. How do I withdraw from classes?**

- There are a few options related to withdrawal from classes and the program, depending on when you make that decision. Refer to, <https://graduateschool.charlotte.edu/current-students/withdrawals>, for additional information.

11. How many classes do part- and full-time students take?

- Full-time enrollment requires enrollment in three courses each fall and spring semester.
- Part-time enrollment requires two courses each semester.

12. Can I work full-time and be a student?

- Yes, but you have to determine what is best for your personal and professional commitments. Our classes are offered in the evening from 5:30 PM to 8:15 PM during the spring and fall semesters. The majority of our students work full-time and take classes part-time (two classes each fall and spring). Summer courses, when available, can also help students stay on track to graduate in a timely manner.

13. How can I get involved with faculty research?

- Express an interest in faculty research by discussing with them your career goals and how a research opportunity may align with your needs. In addition, discuss potential interest in seeking opportunities to identify a partition of faculty research for your dissertation study.

14. Who do I contact if I have more questions?

- Dr. Cathy Howell, Ed.D. & M.Ed. Graduate Program Director
 - General M.Ed. Higher Education concentration: higher-ed@uncc.edu

Appendix A: M.Ed. Portfolio Rubric

Candidates will complete a portfolio consisting of three (3) completed assignments (the Leadership Platform Paper from ADMN 6100 and 2 papers from 2 separate higher education concentration courses: ADMN 6xxx) and a brief reflection of the assignments. The topic will be determined by the candidate and advisor specifically related to the candidate's professional area of interest. The portfolio is submitted on Taskstream by the designated deadline in the student's final semester. For each component (1 through 6) below, please check one box corresponding to your assessment of the component.

The portfolio committee members need to perform the following tasks:

1. Participate in the student's portfolio.
2. Evaluate the quality of the student's portfolio by completing the scoring rubric
3. Provide an overall recommendation for the student's portfolio.
4. Optional. Provide overall comments that may be compiled/edited by the program director.
5. Sign and date the score sheet.

Date: _____ Candidate (student) name: _____ Student ID#: _____

COMPONENT	Portfolio Rubric Scoring				Level Met
	Level Zero (0 point)	Level One (1 point)	Level Two (2 points)	Level Three (3 points)	
LEADERSHIP PLATFORM PAPER originally submitted in ADMN 6100	No work was submitted	Paper other than the Leadership Platform Paper is submitted	Partial or incomplete Leadership Platform Paper from ADMN 6100 is submitted	Leadership Platform Paper from ADMN 6100 is submitted	
PAPER #1 FROM CONCENTRATION COURSE Portfolio includes a final paper originally submitted in a higher education concentration course (not ADMN 6100)	No work was submitted	Paper that is not from a higher education concentration course is submitted	Partial or incomplete paper #1 from a higher education concentration course is submitted	Paper #1 from a higher education concentration course is submitted	
PAPER #2 FROM CONCENTRATION COURSE Portfolio includes a final paper originally submitted in a higher education concentration course, but not from the same course as Paper #1 above (and not from ADMN 6100)	No work was submitted	Paper that is not from a higher education concentration course or a paper from the same concentration course as listed above is submitted	Partial or incomplete paper #2 from a higher education concentration course is submitted	Paper #2 from a higher education concentration course is submitted	
REFLECTION CONTENT Paper includes reflection on material submitted from all three courses (ADMN 6100 and 2 concentration courses) and relates to candidate's professional areas of interest	No work was submitted	Paper reflects upon material submitted from one of the three courses (ADMN 6100 or 1 concentration course) and/or does not relate to candidate's professional areas of interest	Paper reflects upon material submitted from two of the three courses (ADMN 6100 and/or 1-2 concentration courses) and may or may not relate to candidate's professional areas of interest	Paper reflects upon material submitted from all three courses (ADMN 6100 and 2 concentration courses) and relates to candidate's professional areas of interest	
REFLECTION LENGTH Paper is 5-7 pages (1200-1750 words)	No work was submitted	Paper is 1-2 pages	Paper is 3-4 pages	Paper is 5-7 pages	
REFLECTION FORMAT Paper is in APA format and free of spelling, grammar, and proofreading errors	No work was submitted	Paper has 3+ APA format errors and/or spelling, grammar, and proofreading errors	Paper has 1-2 APA format errors and/or spelling, grammar, and proofreading errors	Paper is free of APA format errors and free of spelling, grammar, and proofreading errors	
OVERALL RECOMMENDATION	Fail and re-submit (requirements not met)		Pass (requirements met)		

Evaluator name: _____ Evaluator signature: _____

Optional: Overall comments from the evaluator. These will be made visible to candidates upon completion of scoring and may be compiled/edited by the M.Ed. Graduate Program Director.



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