ED.D. IN EDUCATIONAL LEADERSHIP

PROGRAM HANDBOOK

2026–2027



ACKNOWLEDGMENTS

This handbook presents the most current information about the Ed.D. 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.

Questions, suggestions, and remarks regarding omissions and inaccuracies regarding content in the Ed.D. Program Handbook should be brought to the attention of the Ed.D. Graduate Program Director, EDD-Director@charlotte.edu.

Table of Contents

List of Tables v
List of Figures vi
Message from the Graduate Program Director vii
Academic Calendar 2026-2027 viii
UNC Charlotte Graduate Catalog: Policies & Student Responsibility x
Department of Educational Leadership Directory xiii
CHAPTER 1: Is a Doctorate Right for You? 1
CHAPTER 2: Ed.D. Program Overview 3
CHAPTER 2: Admission Requirements 6
CHAPTER 3: Funding 8
CHAPTER 4: Success in Graduate Education 11
CHAPTER 5: Registration 14
CHAPTER 6: Course Program of Study (CPOS) 17
CHAPTER 7: Enrollment 18
CHAPTER 8: Admission to Candidacy 20
CHAPTER 9: Academic Standing 21
CHAPTER 10: Credit Hours and Transfer Credit 25
CHAPTER 11: Grading 26
CHAPTER 12: Course Syllabus 28
CHAPTER 13: Attendance 29
CHAPTER 14: Ed.D. Degree Matriculation 32
CHAPTER 15: Academic Advising 33
Sample Advising Agreement between Faculty and Doctoral Students 34
CHAPTER 16: Guidelines for Submitting Assignments 36
CHAPTER 17: Authorship 37
CHAPTER 18: Applied Dissertation Process 38
Suggested Applied Dissertation Research Methods 40
CHAPTER 19: Qualifying Examinations Portfolio or Evidences 42
CHAPTER 20: Dissertation Committee 45
Sample Dissertation Agreement between Doctoral Student and Dissertation Chair 46
CHAPTER 21: Dissertation Proposal 49
CHAPTER 22: Dissertation Proposal Timeline 51
CHAPTER 23: Dissertation Defense 53
CHAPTER 24: Doctoral Dissertation Timeline 55

CHAPTER 25: Degree Completion & Graduation 56
CHAPTER 26: Student Organizations....58
CHAPTER 27: Conferences and Professional Organizations....59
CHAPTER 28: Student Learning Outcomes (SLOs) 62
CHAPTER 29: Taskstream....64
CHAPTER 30: Doctoral Student Resources 65
CHAPTER 31: Concentration Curriculum 68
CHAPTER 32: Suggested Part-Time Concentration Sequences 71
CHAPTER 33: Suggested Readings....74
CHAPTER 34: FAQs 75
Appendix A: Higher Education Portfolio Directions and Rubric 77
Appendix B: LDT Portfolio Departmental Directions and Rubric 81
Appendix C: LDT Parts A & B Portfolio Directions and Rubric....84
Appendix D: PK-12 Superintendency Evidences Directions 92
Appendix E: PK-12 Superintendency Evidence Rubric 95
Appendix F: Dissertation Proposal Defense Rubric All Concentrations 101
Appendix G: Dissertation Defense Rubric All Concentrations....106
Appendix H: Legacy for Leadership Dissertation of the Year Award Recipients....113
Appendix I: 2025-2026 Ed.D. Dissertations 115
Appendix J: 2024-2025 Ed.D. Dissertations 117

List of Tables

TABLE 1 DEPARTMENT OF EDUCATIONAL LEADERSHIP DIRECTORY XIII
TABLE 2 REGISTRATION ADD ERRORS 16
TABLE 3 GRADUATE GRADES 26
TABLE 4 SUGGESTED APPLIED DISSERTATION RESEARCH METHODS 40
TABLE 5 2026-2027 ELSO LEADERSHIP TEAM 58
TABLE 6 ED.D. SLOS 62
TABLE 7 TASKSTREAM REQUIREMENTS 64

List of Figures

FIGURE 1 DEPARTMENT OF EDUCATIONAL LEADERSHIP PROGRAMS OF STUDY XII
FIGURE 2 CATO COLLEGE DOCTORAL PROGRAMS 2
FIGURE 3 ED.D. DEGREE MATRICULATION 32
FIGURE 4 APPLIED DISSERTATION PHASES 41
FIGURE 5 ED.D. DISSERTATION PROPOSAL TIMELINE 52
FIGURE 6 ED.D. DISSERTATION DEFENSE TIMELINE 55

Message from the Graduate Program Director

Dear Ed.D. Students,

On behalf of the faculty and staff, welcome to the Ed.D. in Educational Leadership 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, Learning, Design, and Technology, and the PK-12 Superintendency concentrations. The goal before you is to successfully complete the degree requirements to advance and become mid- and senior-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 doctoral 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 2026-2027

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 2026
Aug 10 ..... Academic year begins
Aug 16 ..... New Student Convocation
Aug 18 ..... First day of classes
Aug 24 ..... Last day to add/drop
Aug 28 ..... Census and last day to opt-out of Niner course pack
Sept 7 ..... Labor Day – Univ. Closed
Sept 17 ..... Deadline to apply for Dec. graduation
Oct 8..... Last day to withdraw from a course(s) for full term; grades subject to withdrawal policy
Oct 12-13..... Fall Break – No Classes
Nov 11 ..... Veteran's Day – No Classes
Nov 12 ..... Doctoral Dissertation Defense Deadline
Nov 16..... Last day to submit doctoral dissertation for Dec. graduation
Nov 25-28..... Thanksgiving Break – No Classes
Dec 2 ..... Last Day of Classes
Dec 3 ..... Reading Day – No Classes
Dec 4-10..... Final examinations*
Dec 11-12 ..... Fall Commencement

SPRING 2027
Jan 1..... New Year's Day Observed – Univ Closed
Jan 11..... First day of spring classes
Jan 18..... MLK Day – Univ. Closed
Jan 19..... Last day to add, drop with no grade *Payment Information
Jan 25..... Census and last day to opt-out of Niner course pack
Feb 11 ..... Deadline to apply for May 2025 graduation
Mar 8-13 ..... Spring Break – No Classes
Mar 15 ..... Last day to withdraw from course(s) for full term; grade subject to **withdrawal ..... policy**
Apr 7 ..... Doctoral dissertation defense deadline
April 9-10..... Refresh Weekend – No Classes
Apr 19 ..... Last day to submit doctoral dissertations for May 2025 graduation
April 29 ..... Reading Day – No Classes
April 30-May 6 ..... Final examinations
May 7-8..... Commencement
May 10..... Academic year ends

SUMMER 2027
May 14 – Aug 10..... **Full Summer term including exams**
May 31 ..... Memorial Day – No Classes
Jun 20-Jul 6 ..... No Classes
Jun 20-Jul 6 ..... World Military Games – No Classes
Jul 5..... Fourth of July – University Closed
Aug 9-10 ..... Final Examinations
Aug 11 ..... Commencement

May 14– Jun 18..... **First half Summer term including exams**
May 31 ..... Memorial Day – No Classes
Jun 17-18 ..... Final Examinations

Jul 7 – Aug 10 ..... **Second half Summer term including exams**
Jul 5..... Fourth of July – University Closed

Aug 9-10 ..... 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.

UNC Charlotte Graduate Catalog: Policies & Student Responsibility

Per the 2026-2027 UNC Charlotte Graduate Catalog
https://catalog.charlotte.edu/mime/media/view/10/5657/2026-2027-Graduate-Catalog.pdf

Catalog Policies and Disclaimers:
The UNC Charlotte Graduate Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, staff, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interest of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy.

The University reserves the right to change any of its policies, rules, and regulations at any time, including those relating to admission, instruction, and graduation. The University also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective as proper authorities determine and may apply not only to prospective students, but also to those who are already enrolled in the University.

The requirements specified in this Catalog apply to students who commence their studies at UNC Charlotte during the academic year specified in this catalog and who remain in continuous enrollment at the institution until they graduate. If requirements are changed, students may elect to comply with the new requirements or to remain under the requirements by which they are governed at the time of the change. The choice to apply the new requirements must be declared by students at least one semester prior to graduation through their academic departments.

Students who change their major/minor are bound by the requirements of their new major/minor that are in effect the semester they officially begin studies in the new program.

Students who are readmitted to the University are bound by the program and degree requirements in force at the time of readmission.

Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities higher than the University. In that event, every effort will be made to avoid penalizing the student.

Student Responsibility
Each student is responsible for the proper completion of their academic program, for familiarity with the Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. Students assume academic and financial responsibility for the courses in which they enroll and are relieved of these responsibilities only by formally terminating enrollment. The advisor will counsel, but the final responsibility remains that of the student.

A student is required to have knowledge of and observe all policies and regulations pertaining to campus life and student behavior. Students are encouraged to familiarize themselves with academic terminology located in the Glossary section of this Catalog.

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.

While associated with the University, each student is expected to participate in campus and community life in a manner that will reflect favorably upon the student and the University. The

University has enacted two codes of student responsibility --The UNC Charlotte Code of Student Academic Integrity and The UNC Charlotte Code of Student Responsibility -- which are summarized in this Catalog and available in full online at legal.charlotte.edu/policies/chapter-400.

As students willingly accept the benefits of membership in the UNC Charlotte academic community, they acquire obligations to observe and uphold the principles and standards that define the terms of UNC Charlotte community cooperation and make those benefits possible. This includes completion of institutional surveys as requested by the University for program assessment and improvement.

Figure 1

Department of Educational Leadership Programs of Study



Department of Educational Leadership Directory

Table 1

Department of Educational Leadership Directory

Cato College of Education Dean's Office Staff		Email	Office Telephone	Office
Dr. Malcolm B. Butler	Dean & Professor	malcolm.butler@charlotte.edu	(704) 687-8997	214
Dr. Sejal Parikh Foxx	Interim Associate Dean of Research and Graduate Education and Professor	sbparikh@charlotte.edu	(704) 687-8963	208
Dr. Tisha Greene	Associate Dean for Undergraduate Education & Teacher Preparation and Clinical Associate Professor	tisha.greene@charlotte.edu	(704) 687-0759	143
Judy Pugh	Executive Assistant to the Dean	jpugh10@charlotte.edu	(704) 687-8997	212

Department of Educational Leadership Administrative Staff		Email	Office Telephone	Office
Dr. Sandra Dika	Interim Department Chair and Professor	sdika@charlotte.edu	(704) 687-1821	261-C
Maggie Sheridan	Business Services Coordinator (Office Manager)	msheri11@charlotte.edu	(704) 687-8857	261-D
Kaitlynn Woodard	Administrative Support Associated (Assistant Office Manager)	kdivine@charlotte.edu	(704) 687-8858	261

Ph.D. in Educational Research, Measurement, and Evaluation (ERME) Faculty		Email	Office Telephone	Office
Dr. Kyle Cox	Associate Professor Graduate Program Director Graduate Certificate in Quantitative Analyses	kcox59@charlotte.edu	(704) 687-0948	266
Dr. Sandra Dika	Interim Department Chair and Professor	sdika@charlotte.edu	(704) 687-1821	274
Dr. Stella Kim	Associate Professor	stella-kim@charlotte.edu	(704) 687-0977	274
Dr. Rich Lambert	Professor & Director of the Center for Educational Measurement and Evaluation (CEME)	rglamber@charlotte.edu	(704) 687-0961	280
Dr. Jae Hoon Lim	Professor, Graduate Program Director ERME, and Graduate Program Director Post-Master's Certificate in Qualitative Research	jhlim@charlotte.edu	(704) 687-8864	282
Dr. Xiaoxia Newton	Professor	xnewton@charlotte.edu	(704) 687-1439	272
Dr. Carl Westine	Associate Professor	cwestine@charlotte.edu	(704) 687-0936	278

Ed.D. in Educational Leadership, P-12 Superintendency Faculty		Email	Office Telephone	Office
Dr. Corinne Brion	Associate Professor	cbrion@charlotte.edu		269
Dr. Walter Hart	Clinical Associate Professor	hartwh@charlotte.edu	(704) 687-0978	273
Dr. Tisha Greene	Associate Dean for Undergraduate Education & Teacher Preparation, and Clinical Associate Professor	tisha.greene@charlotte.edu	(704) 687-0759	143
Dr. Jamie Kudlats	Assistant Professor & Graduate Program Coordinator PK-12 SUPT	jkudlats@charlotte.edu	(704) 687-0944	271
Dr. Debra Morris	Clinical Associate Professor & Graduate Program Director, MSA	dsmorris@charlotte.edu	(704) 687-0943	270
Dr. Jim Watson	Clinical Professor and Graduate Program Director School Administration, Add-On Licensure	jrwatson@charlotte.edu	(704) 687 - 8718	275
Dr. Sijia "Scarlett" Zhang	Assistant Professor	szhang26@charlotte.edu	(704) 687-0974	265

Ed.D. in Educational Leadership, Higher Education Faculty		Email	Office Telephone	Office
Dr. Mark D'Amico	Professor	mmdamico@charlotte.edu	(704) 687-1816	264
Dr. Jesse Ford	Associate Professor	Jford73@charlotte.edu		267
Dr. Cathy D. Howell	Clinical Associate Professor and Graduate Program Director, Ed.D. & M.Ed. (Higher Education)	chowel22@charlotte.edu	(704) 687-8734	276
Dr. Alan Mabe	Visiting Professor	amabe3@charlotte.edu	(704) 687-8854	283
Dr. Carmen Serrata	Assistant Professor	lserrata@charlotte.edu	(704) 687-1814	279

Ed.D. in Educational Leadership, Adult Education Faculty		Email	Office Telephone	Office
Dr. Lisa Merriweather	Professor	lmerriwe@charlotte.edu	(704) 687-0950	268

Ed.D. in Educational Leadership, Learning, Design and Technology Faculty		Email	Office Telephone	Office
Dr. Ji Yae Bong	Assistant Professor, Graduate Program Coordinator (Ph.D. – LDT)	jbong@charlotte.edu	(704) 687-1882	281
Dr. Beth Oyarzun	Clinical Associate Professor, Graduate Program Director, M.Ed. (LDT) & Grad Certs (LDT)	Beth.Oyarzun@charlotte.edu	(704) 687-8711	263
Dr. Ayesha Sadaf	Associate Professor, Graduate Program Coordinator (LDT)	asadaf@charlotte.edu	(704) 687-0835	277

Postdoctoral & Visiting Professor				
Vacant				

Emeritus Faculty		
Dr. Robert Algozzine	Professor Emeritus	rfalgozz@charlotte.edu
Dr. James J. Bird	Associate Professor Emeritus	jjbird@charlotte.edu
Dr. David M. Dunaway	Associate Professor Emeritus	dmdunaway@charlotte.edu
Dr. Claudia Flowers	Professor	cpflower@charlotte.edu
Dr. John Gretes	Professor Emeritus	jagretes@charlotte.edu
Dr. Dawson Hancock	Professor Emeritus	dhancock@charlotte.edu
Dr. Corey Lock	Professor Emeritus	crlock@charlotte.edu
Dr. James Lyons	Professor Emeritus	jelyons@charlotte.edu
Dr. Rebecca Shore	Associate Professor Emeritus	rshore6@charlotte.edu
Dr. Chuang Wang	Professor Emeritus	cwang15@charlotte.edu

Faculty In Memoriam	
Dr. Lynn Ahligrim-Delzell	Associate Professor Emeritus
Dr. Brenda J. McMahon	Associate Professor

CHAPTER 1: Is a Doctorate Right for You?

Pursuing a doctoral degree is a big step, it is the highest level of academic achievement, and it represents a significant commitment to advanced scholarship, critical inquiry, and professional leadership. Earning a doctorate goes beyond just continuing with coursework. It is about developing expertise in a focused area, conducting original research, and contributing meaningful insights to your field. It takes dedication, curiosity, and the ability to connect theory to real-world practice in ways that impact institutions, systems, and communities. It also requires careful reflection on your goals and readiness to balance academic work with your professional and personal life. While the journey may be demanding, the personal and professional growth that comes with it can be deeply rewarding.

The Doctor of Education (Ed.D.) in Educational Leadership is a doctorate designed for experienced educators and practitioners who want to lead meaningful change in education. The program is grounded in both theory and application and it equips students with the knowledge and tools to address real-world challenges in educational settings. Whether in PK-12 schools, higher education institutions, or policy and government roles, Ed.D. graduates are prepared to lead with integrity, equity, and innovation.

For working professionals who are ready to take the next step in their leadership journey and make a lasting impact, the Ed.D. program at UNC Charlotte offers a rigorous yet flexible pathway to advance your leadership and your career. Students benefit from a supportive learning environment that values collaboration, applied learning, and leadership development tailored to the challenges and opportunities of today's educational landscape.

Learn more: https://edld.charlotte.edu/academic-catalog/edd-educational-leadership/

What's the Difference Between an Ed.D. and a Ph.D.?

While both the Ed.D. (Doctor of Education) and Ph.D. (Doctor of Philosophy) are doctoral degrees, they differ in purpose, structure, and focus. The Ed.D. is a professional practice doctorate designed for experienced educators who aim to apply research to solve real-world problems in educational leadership and practice. It focuses on preparing scholar-practitioners to lead change in organizations, influence policy, and improve systems through evidence-based decision-making.

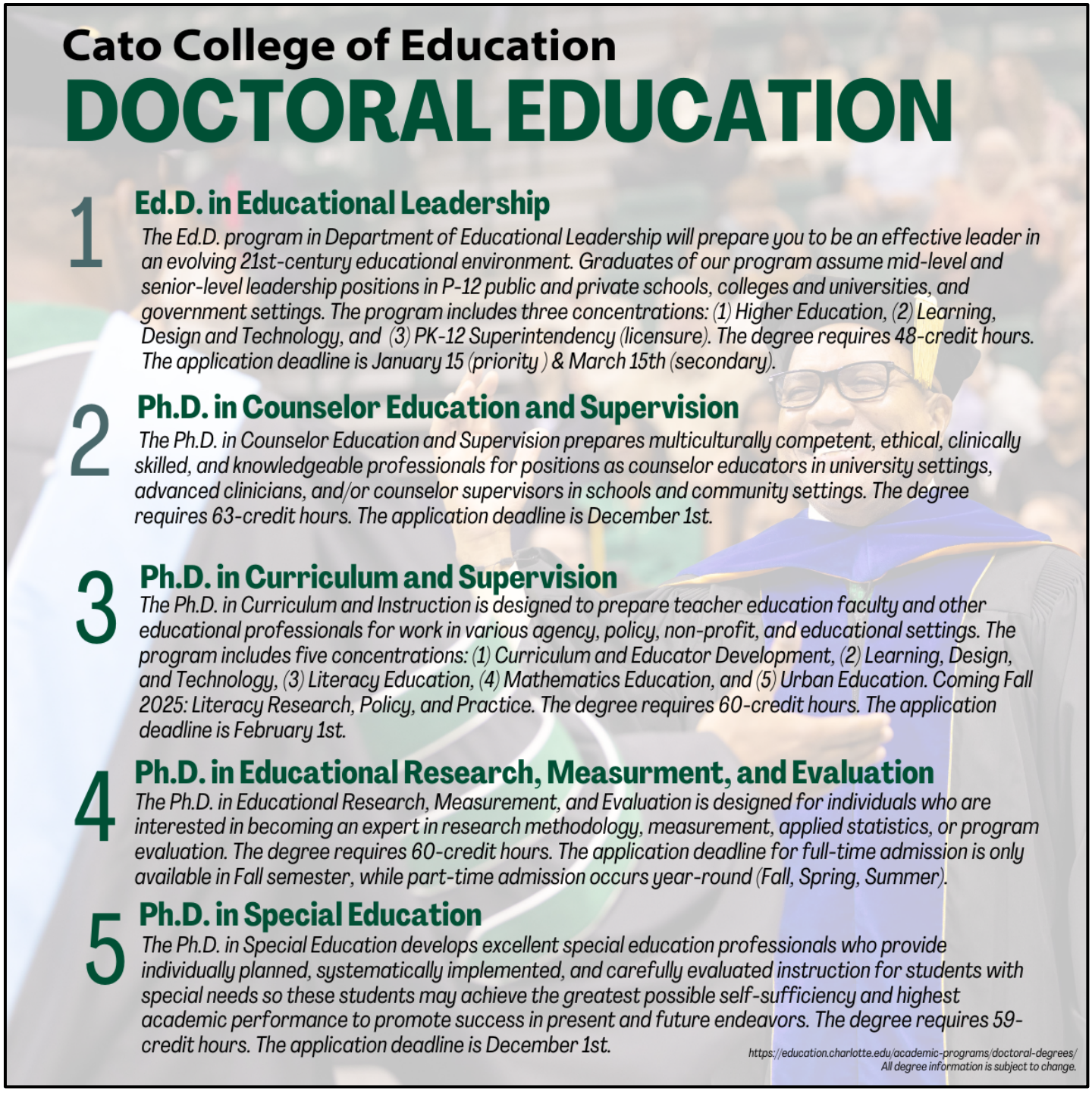
The Ph.D., by contrast, is a research-intensive degree that prepares scholars for academic and research careers. Ph.D. programs emphasize the development of new theories and knowledge through extensive research and are ideal for individuals interested in becoming faculty researchers or contributing to the scholarly literature in education.

In short, the Ed.D. is best suited for professionals who want to lead change and apply research in practical settings, while the Ph.D. is ideal for those pursuing a research or academic career.

The difference between Ed.D. and Ph.D. is adapted from "EdD vs. PhD in Education: What's the Difference?" (Northeastern University Charlotte) and "What's the Difference Between a PhD and a Professional Doctoral Degree?" (Walden University).

Figure 2

Cato College Doctoral Programs



CHAPTER 2: Ed.D. Program Overview

The mission of the Department of Educational Leadership is to prepare educators as leaders to meet the demands of 21st century leadership. The Ed.D. in Educational Leadership is designed to prepare educational administrators who can assume mid-level and senior-level leadership positions in PK-12 public and private **s**chools, colleges and universities, or governmental settings. The 48-credit hour program offers three academic concentrations: (1) Higher education, (2) Learning, Design and Technology, and (3) PK-12 Superintendency (School and District Level Leadership).

The course curriculum is divided into core or foundational courses, concentration specific, research, and applied dissertation coursework. Emphasis is placed on coursework that is the scholarly underpinning for improved practice and research that is applicable for leaders. Doctoral 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 an applied dissertation that addresses a specific problem of practice of scholarly interests.

Degree Requirements

The Ed.D. program requires a minimum of 48 credit hours beyond the master's degree. Students must successfully complete all degree requirements including the qualifying examination (portfolio), dissertation proposal, and applied dissertation. Students must maintain a cumulative grade point average of 3.0 in all coursework taken. An accumulation of three C grades will result in termination 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

Graduates of the program are prepared to:

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

Applied Dissertation

Students pursuing the Ed.D. in Educational Leadership complete an applied dissertation that allows for research related to an identified problem of practice. The study may have implications for improvements to policy and practice. Applied dissertation research is noted as being more practitioner-oriented, whereas a traditional dissertation may be more theoretical. Both types of dissertations require in-depth research and follow a process to identify research questions for inquiry through a systematic methodology to develop and implement a study. The dissertation is formatted with five chapters that includes an introduction, literature of relevant review, methodology, findings, and conclusions. The study and inquiry associated with an applied dissertation is embedded within coursework of the Ed.D. Students have a broad topic(s) of interest upon admission that is refined and narrowed during coursework; however, are highly encouraged to address a problem of practice that is applicable to their profession.

Program Delivery
The Educational Leadership Ed.D. program is offered with the working professional as well as the full-time doctoral student in mind. Courses are offered once a week on campus in the early evening from 5:30 to 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 course registration schedule and the course syllabus at the onset of the semester. There is not an option to select only in-person or online classes for any concentration. Please note that all classes, course offerings, mode of delivery, and schedules are all subject to change. All concentrations require some level of in-person attendance each semester.

Classes for the higher education concentration are primarily on main campus or online. Classes for the superintendency concentration are offered at Mallard Creek High School, which is about 10 minutes from the main campus, or classes are online. The location is subject to change and may include course delivery on the UNC Charlotte campus.

The Learning, Design and Technology concentration has 80% of classes online and 20% are offered on the main campus or at Mallard Creek High School (subject to change). The LDT concentration courses are all 100% online asynchronous.

Time to Degree Completion
All requirements for the Ed.D. must be completed within nine (9) years. Time begins with the student's first term in the program. This would include any courses completed during post-baccalaureate enrollment and were applied to the Ed.D. degree. The time limit cannot be paused, even if the student takes an approved leave of absence. 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
UNC Charlotte's official method of correspondence with students is via their official Charlotte–assigned email address. Students are responsible for regularly accessing their Charlotte-assigned email account and for taking any required actions indicated in official Charlotte correspondence sent to this address. Students are responsible for keeping Charlotte records up to date with their current physical addresses, email addresses, and phone numbers by following the procedures outlined here.

Listserv
Admitted students are included in the departmental listserv and can send and receive emails to **edd-director@charlotte.edu** or 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. https://www.facebook.com/groups/1225560670840051/

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.

- *Ed.D., Higher Education*: Main campus
- *Ed.D., PK-12 Superintendency*: Distance education
- *Ed.D. Learning, Design and Technology*: Distance education (80% online/remote and 20% F2F)

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 sectors, including higher education, public and private schools, and nonprofits, within the ranks of faculty, Institutional Research, Advising, Assessment and Accreditation, and Student Affairs. Alumni are in roles such as Senior Research Analyst, Assistant, Associate, Dean, President, Administrative Director, Global Education Coordinator, School Head, Principal, and Superintendent. Our alumni are outstanding professionals who are noted as being award winning in their disciplinary field. The demand for higher education administration leaders is strong, and there is a need for trained professionals in the ever-evolving workforce to support educational leadership success in numerous entities and professional organizations. Career Center, https://career.charlotte.edu/

CHAPTER 2: Admission Requirements

The Ed.D. program only admits students 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 Slate, UNC Charlotte Graduate School application system. Applications cannot be forwarded to the Ed.D. program until all supporting documentation has been received by the Graduate School. Contact gradcounselor@charlotte.edu regarding application questions.

Graduate School requirements:

1. Bachelor's degree or its U.S. equivalent.
2. GPA 3.0 in the bachelor's degree program. 3.5 in the master's degree program. (Both on a 4.0 scale.)
3. A statement of purpose (essay).
4. At least three recommendations.
5. Unofficial transcripts of all academic work.
6. TOEFL or IELTS for non-native English language holders.

Ed.D. Application requirements:

1. Writing Sample: inclusion of a writing sample such as thesis, paper, research publication, or other best evidence of academic writing.
    - The writing sample should include a date of original submission.
2. Requires master's degree from a college or university accredited by an accepted accrediting body.
3. All concentrations will require at least three years of relevant work experience.
    - PK-12: At least three years of relevant work experience in formal school leadership.
    - Higher Education: At least three years of relevant work experience in higher education.
    - Learning, Design and Technology: At least three years of relevant work experiences in learning, design and technology.
4. Applicants are required to submit a current CV or resume.
5. Top applicants are invited for an interview with faculty prior to a final decision being made regarding recommendation for admission.

Note: GRE & MAT test scores are not required.

PK-12 Superintendency (In addition to all the above requirements)

1. Writing Sample: inclusion of a writing sample such as thesis, paper, research publication, or other best evidence of academic writing.
   OR respond to the following writing prompt: *How should a school district leader go about leading change initiatives?* Responses limited to 2 pages (single-spaced) or 4 pages (double-spaced).
2. Three recommendations: one should be from a current or former supervisor.
3. "M" level licensure is required for admission.

Interview: (selected applicants)
Selected applicants are invited to a 30-minute interview with faculty. This is an opportunity to learn more about an applicant's doctoral research interests, career plans, and to ask programmatic questions. The interview is followed by a brief writing prompt that is submitted to the faculty.

Admissions Decisions
Recommendations for admission are usually made within 1-3 weeks following an interview, but may take longer. Recommendations are entered into the application system for the Graduate School to review and make a final decision regarding admissions.

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 3: 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 School 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 is 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.

Department of Educational Leadership: **Philip Morris Educational Leadership Doctoral Fellowship**, The purpose of the Philip Morris Educational Leadership Fellowship Program is to provide financial support for outstanding new students in a doctoral program in the Department of Educational Leadership. The program allows for as many as two annual fellowships worth up to $2,500 to entering students enrolled in at least 6 credit hours per semester and who have distinguished themselves in their prior administrative position(s) and academic work.

The award's eligibility is based on the legal requirements set forth in the original funding document. These requirements are as follows:

1. Recipients must have distinguished themselves in their prior related leadership positions and

academic work
2. Recipients must be newly admitted (first-year) doctoral students in the Department of Educational Leadership in the Cato College of Education who commit to enroll in at least 6 credit hours each semester of the first year (Fall and Spring)

Detailed application and submission information is located in the Niners Scholars Portal.

Department of Educational Leadership: Jane K. Testerman Travel Funding, The purpose of the Jane K. Testerman Award to Enhance Professional Development for Educational Leaders is to provide funds to support conference and travel expenses for graduate students in good academic standing who are enrolled in the Department of Educational Leadership degree programs in the Cato College of Education. The award's eligibility is based on the legal requirements set forth in the original endowment document. These requirements are as follows:

1. Must be a doctoral student enrolled in a Department of Educational Leadership graduate program.
2. Must be presenting original, innovative research at a professional or academic conference, with priority given to those presenting at national conferences.
3. The conference is aligned with the enrolled academic program.
4. The application is received within the stated application window.
5. The total amount of the award will not exceed $500.00.
6. Recipients can only receive the award one time unless there are no other eligible nominees during the application period.

The Jane K. Testerman Award is awarded twice yearly, once in the fall and once in the spring semesters. The fall submission deadline is October 1, and the spring deadline is March 1. The Department of Educational Leadership provides detailed application and submission information.

Department of Educational Leadership: Legacy Dissertation Award: The Legacy for Leadership Award, established in 2008, was designed to recognize outstanding performance in defending a doctoral dissertation successfully in the previous academic year.

The recipient of the award will receive a one-time payment of $1,000, which is considered taxable income subject to state and federal taxes. The citation for the award will be prominently displayed in the Legacy for Leadership room, located in the Department of Educational Leadership.

The award's eligibility is based on the legal requirements set forth in the original scholarship document. These
requirements are as follows:

1. The recipient shall have successfully defended their dissertation during the previous year of consideration for the award as part of the degree completion requirements for the Ed.D. in Educational Leadership.
2. Recipient(s) selected by the Dissertation Award Committee, consisting of three tenured senior faculty members and the Coordinator of the Ed.D. program appointed by the Department of Educational Leadership Chairperson. The Chair of the committee will recommend the final award recipient to the Dean of the College of Education.
3. Criteria for the selection will be based on Phi Delta Kappa's Outstanding Doctoral Dissertation Awards which
   focuses on the design, procedures, congruence, value, and presentation of the research.

The Legacy for Leadership Award is awarded once yearly. Faculty submit nominations to the Dissertation Award Committee by the **deadline of April 1**.

Appendix H contains a complete listing of Legacy Dissertation of the Year Award recipients.

Graduate and Professional 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.

On-campus employment
Jobs are posted on Hire-A-Niner. https://hireaniner.charlotte.edu/

CHAPTER 4: 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.

Ed.D. alumni perspectives taken from exit survey

Support

- "Great staff- felt they were knowledgeable. Even the ones who were not superintendents were **experts in their related fields**, which supported the learning throughout the program. I wish I would have participated in more of the research events or taken more opportunities to present my research."
- "The faculty - their use of **active learning strategies** in their course design - and the curriculum with the scaffolded structure that allowed for components of the dissertation to be built into the coursework was very strong and yielded a satisfactory educational experience that aligned well with my professional goals."
- "The faculty is the biggest strength of this program. The faculty are **attentive, caring, and highly supportive** of each student's needs and concerns. Additionally, there is a wonderful sense of community in the department overall that makes a student proud to be a part of it. The curriculum is very well-designed and easily managed. Pre-pandemic, I appreciated having a hybrid course structure and desired more of this during my time in the program (all things considered)."
- "The guided dissertation process gives students guidance and a **manageable pace** that likely reduces people's chances of just opting to stay ABD."

Program design

- "The program design and faculty were extremely helpful and supportive throughout the coursework and the dissertation process. They are very knowledgeable and accessible to students. This has made for a **wonderful learning experience**."
- "Overall this was a fantastic experience. It was a lot of hard work but, overall, a great experience that proved to be **life-changing** for me on multiple levels. The faculty was exemplary and the overall support provided was amazing. I hope the LDT program continues to grow, attracting many other talented students."
- "The dissertation proposal and writing process were the **strongest professional activities** I have completed so far in my lifetime. It was a bit challenging but such a growth opportunity to work independently with support from the advisor. The current format worked really well!"
- "The Ed.D. Leadership program provides **multiple opportunities to strengthen your research skills**, and you are often encouraged to pursue opportunities to engage in many types of research, which is a great strength that has created a desire in me to continue doing research well beyond completing the program. Professors in this program are amazing and you can build good solid relationships with several of them. I feel that this program has thoroughly prepared me to move into senior leadership roles or return to work in higher education in a professorial capacity."
- "This was a great program and I would not hesitate to recommend others to this program who may want to receive the same education. I also think I am prepared to lead in the area of higher education or serve in a faculty capacity."

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 weakness 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 support or resources to achieve your career and personal outcomes.
9. **Writing is iterative.** Academic writing tends to be different from 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 graduate 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.

CHAPTER 5: 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.

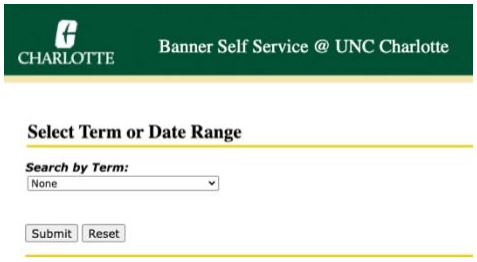
1. Select Registration & Planning under Student Records
2. Select **Register for Classes**
3. Make sure the term selected in the **Terms Open for Registration** drop-down box is correct
4. Select **Continue**
5. If you know the **Course Reference Number (CRN)**:
    - Click Enter CRNs at the top of the 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 is 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.

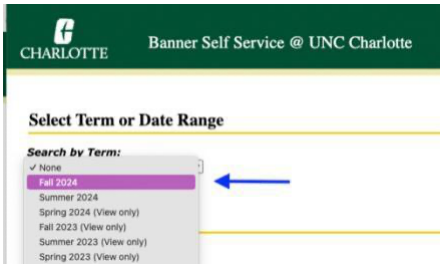
Note: Refer to the program and concentration suggested course guidelines for class recommendations or consult with your academic advisor.

Accessing the course schedule

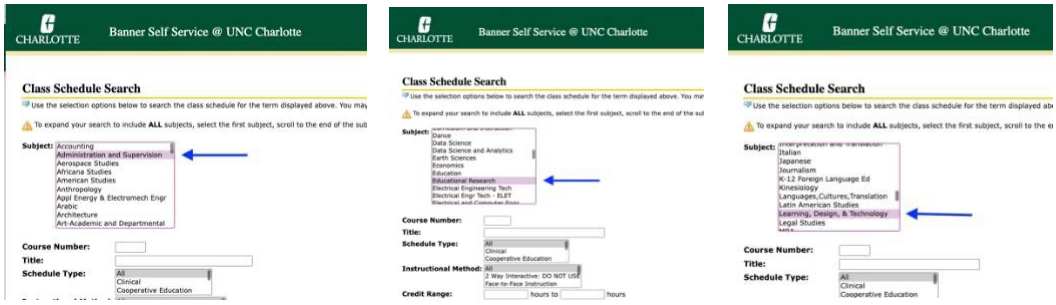
1. Select Banner Self Service@UNC Charlotte, https://selfservice.uncc.edu/pls/BANPROD/bwckschd.p_disp_dyn_sched



2. Select term



3. Select subject area. The majority of Ed.D. classes are located under:
    a. ADMN – Administration and Supervision
    b. RSCH – Educational Research
    c. LDT – Learning, Design and Technology
    d. GRAD – Graduate School



4. Select the course of interest at the 8xxx level or higher. Read the course notes to confirm details associated with a class such as concentration and location.



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 f 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 6: Course Program of Study (CPOS)

Course Program of Study (CPOS), https://registrar.charlotte.edu/course-program-of-study/

Refers to a federal requirement that states only courses that count toward a student's declared program of study (major or required prerequisites) are eligible for federal financial aid.

If a course does not count toward your degree, it cannot be funded with federal aid such as:

- **Federal Work-Study**
- **Pell Grants**
- **Federal Student Loans**

Beginning July 1, 2026, new federal regulations will prorate the aid amount for Federal Direct Loans to students who remain below full-time enrollment. The disbursement for affected students will be temporarily delayed for financial aid review. Funds will not be disbursed for students who are below full-time enrollment until after Census (August 28 for Fall 2026).

Please note that a course must be CPOS-eligible to be counted towards a student's full-time status. **If a student is enrolled in 9 credits but 3 credits are not eligible for CPOS, they would be considered less than full time for aid disbursement.**

Contact Niner Central for additional assistance at 704-687-5504 or finaid@charlotte.edu.

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:

1. **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)
2. **Three quarter (3/4) time**, students must enroll in 7-8 credit hours
3. **Half (1/2) time**, student must enroll in 5-6 credit hours
4. **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:

1. **Full-time**, student must enroll in 6 or more credit hours
2. **Three quarter (3/4) time**, students must enroll in: 4-5 credit hours
3. **Half (1/2) time**, students must enroll in: 3 credit hours
4. **Less than half (1/2) time**, students must enroll in: 1-2 credit hours

Maximum Load: 9 credit hours

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

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/

GRAD 8990 Academic Integrity
The Graduate School requires all incoming doctoral students to complete a non-credit course, GRAD 8990 (Academic Integrity), designed to address issues of academic integrity and University policies related to violations. The course is administered as an on-line module and quiz. Upon passing the quiz, the grade of N (non-graded) is recorded on the student's official transcript.

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

1. 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.
2. 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.
3. 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).
4. 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/

Exiting Doctoral Education
There are times when a student may decide to step away from doctoral studies, either temporarily or permanently. If this occurs, Students should follow the appropriate steps to ensure a smooth and compliant transition. The following outlines what to do:

1. **Communicate**
    - Before making any final decision, speak with your academic advisor and program director. They can help you understand your options, including implications for your academic standing and whether a leave of absence or withdrawal is most appropriate.
2. **Withdraw due to Extenuating or Without Extenuating Circumstances**
    - Students may seek to withdraw due to extenuating or without extenuating circumstances that are detailed here, official withdrawal procedures, https://ninercentral.charlotte.edu/courses-registration/withdrawing-classes/
    - International students, find more specific information here.

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 8: Admission to Candidacy

Admission to candidacy is an indication that the student is prepared to proceed with her/his final coursework and dissertation research. Students are considered candidates for the doctoral degree upon successful completion of all coursework, qualifying examinations, and successful defense of a dissertation proposal. Candidacy must be achieved at least one term prior to the term of graduation.

Enrollment in ADMN 8699 and ADMN 8999
Students may enroll in ADMN 8699 Dissertation Proposal Seminar after they have completed qualifying examinations. This course follows successful completion of ADMN 8610 Interdisciplinary Seminar (draft of chapter 2 – literature review) and RSCH 8890 Special Topics – Applied Dissertation Proposal (draft of chapter 1 – introduction and chapter 3 – methodology).

Students who enroll in ADMN 8699 (3 credit hours) as of Fall 2019 are expected to have completed substantial writing on their research writing. This work will have been edited and revised based on feedback from committee members, particularly, the dissertation chair and methodologist. Students enrolled in the course as of Spring 2020 are expected to defend their dissertation proposal (chapters 1-3), submit for Institutional Review Board approval, if needed, and then proceed to conduct their study with data collection. In past years, students were not permitted to enroll in another course at the same time as ADMN 8699. The revised Ed.D. program concentrations now all have sequenced ADMN 8699 with another course, thus students will be permitted to register in the recommended course. Registration into any other course(s) will require departmental approval.

All students are required to enroll in ADMN 8999 Dissertation Research for a minimum of six (6) credit hours. Students are expected to enroll in three (3) credit hours for a minimum of two semesters (Fall and Spring). Exceptions to this require approval of the Doctorate Program Director.

GRAD 9800 – Graduate Full-Time Enrollment Credit
Updated July 16, 2026: is available to students with all course requirements completed. No proposal defense is required. Students are considered full-time and eligible for financial aid. Enrollment in GRAD 9800 requires an academic petition, https://academicpetition.charlotte.edu/.

GRAD 9999 is available for students who have 1) applied to graduate and 2) have final defense and/or final submission milestones remaining. **GRAD 9999 students are eligible for assistantships but not financial aid.**

Update November 17, 2026
Graduate School General Reminders

- GRAD 7800/9800 is available to students with all course requirements completed. No proposal defense is required. Students are considered full-time and eligible for financial aid.
- GRAD 7999/9999 is available for students who have 1) applied to graduate and 2) have final defense and/or final submission milestones remaining. GRAD 7999/999 students are eligible for assistantships but not financial aid.
- All milestone forms must be submitted within 24-48 hours of completion.

CHAPTER 9: Academic Standing

UNC Charlotte Academic Policy: Academic Standing (Graduate) – Effective Fall 2026
https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/academic-standing-graduate-2/

Update November 17, 2026
https://graduateschool.charlotte.edu/current-students/suspension-and-termination-appeals/

- Starting Fall 2026, the academic standing policy has changed to include academic dismissal and probation, and removes the category 2 termination. Notably, a singular U grade in the student's first semester as a graduate student at UNC Charlotte will not trigger academic suspension.

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.

International students on F-1 or J-1 visa status must carry a full course load each academic semester (Some exceptions apply. See International Student/Scholar Office for further information.) Students who are suspended or terminated from their program of study are advised to consult the International Student/Scholar Office for information on maintaining valid F-1 or J-1 status, or reinstatement to valid F-1 or J-1 status.

Academic Probation
Academic Probation serves as a warning and precursor to a penalty for poor academic performance. A graduate student will be placed on academic **probation** if at least one of the following conditions is met:

- They receive an accumulation of two (2) grades of C.
- They receive one (1) singular Unsatisfactory (U) grade in their first semester as a UNC Charlotte graduate student, including post-baccalaureate (non-degree seeking) enrollment. A student receiving a U grade in any other semester, including after readmission or enrollment in a subsequent program, will be suspended.

A student's academic status will be reviewed every semester after the initial probation. If the student receives a subsequent C or U grade after probation is in effect, they will be subject to academic suspension. This will apply to any new programs started after the initial probation as academic standing is applied to all graduate work.

Update November 17, 2026

- Action: student will receive a letter of warning - has no impact on student status and student may register for next term

Academic Suspension
All graduate students (degree/certificate seeking and post baccalaureate) may be academically **suspended** from their classes and program if any of the following occur:

- A student on academic probation receives a subsequent C or U grade.
- A student accumulates three (3) grades of C.
- A student receives one (1) Unsatisfactory (U) grade in any term beyond their initial admit term to a UNC Charlotte Graduate program.
- A student in their first semester as a UNC Charlotte graduate student receives two (2) or more grades of U.

A student cannot enroll in classes during the time they are on academic suspension. The academic suspension remains in effect unless 1) the student is reinstated through an approved appeal, or 2) the student reapplies for admission to the program or the Graduate School after a 12-month waiting period following the suspension notification date.

Update November 17, 2026

- Accumulates three (3) grades of C.
- Receives one (1) U grade in any term beyond their initial enrolled term as a Graduate student.
- Receives two (2) or more U grades in their first enrolled semester.
- Receives a subsequent C or U grade while already on academic probation.
- Action: student will no longer be able to enroll and will have 30 days to appeal the suspension via Academic Petition
- Students may reapply to the program after 1 year if the suspension is not appealed.

Appeal Procedure

Graduate students may appeal a suspension or termination using the procedures described in the following paragraphs. Other grievances relating to academic status are to be addressed to the Graduate School. For additional information on grievances, see University Policy 411, Student Grievance Procedure.

Appeal of Academic Suspension for the Purpose of Reinstatement

A student who has been suspended from the Graduate School and/or a program of study may appeal their suspension and must be reinstated in order to continue their studies. After notification of suspension is received, the student initiates the appeal procedure by submitting a Suspension Appeal Form, available through the online Graduate Academic Petition, to the Graduate Program Director of their academic program. Pending approval, the Graduate Program Director will provide a recommendation regarding reinstatement to the Graduate School. The Graduate School makes the decision on the suspension appeal and notifies the student of the decision in writing.

A student readmitted to a graduate program through reinstatement will be expected to complete the degree program with satisfactory or commendable performance (A or B grades). Should a student receive a grade of C or U in a graduate course after being reinstated to the program, the student will be academically dismissed from the Graduate School and their program.

A student who is denied readmission through the suspension appeal process is considered to be dismissed from the Graduate School and/or the graduate program(s). Students may appeal their dismissal as identified in the section entitled "Appeal of Academic Dismissal for the Purpose of Reinstatement."

Academic Dismissal

A student may be academically **dismissed** from the Graduate School (and their program) for any of the following reasons:.

- Their appeal for reinstatement from academic suspension is denied.
- They receive a subsequent C or U grade after reinstatement from academic suspension.
- They receive a second Unsatisfactory Progress (UP) grade in research, and their program requests a dismissal on that basis.
- They fail the same milestone exam (e.g., comprehensive exam, proposal defense) a second time.

When a program determines that a student is making unsatisfactory progress, the program notifies the student in writing of the program's concern about the student's performance. Such a warning specifies the source of the concern, the applicable program and/or Graduate School rules, and the proposed action. Warnings specify when and on what basis a recommendation for academic dismissal will be considered by the program. A probationary period of one academic semester is normal.

Following the probationary period, a student who fails to meet the provisions of the warning is subject to dismissal from the program. If the program believes that dismissal is warranted, the graduate program director or coordinator communicates to the Associate Dean of the Graduate School in writing the specific reasons involved, all warnings communicated to the student, the program and/or advisory committee procedures and actions leading to the recommendation, and the mailing address of the student. After considering all of the information, the Associate Dean will make a decision. If the decision is to dismiss, the Associate Dean will notify the student of their dismissal from the Graduate School.

A student who has been academically dismissed may reapply to their program and the Graduate School **after a period of two years from the date of dismissal**.

Update November 17, 2026

- Appeal for reinstatement from academic suspension is denied.
- Student receives a subsequent C or U grade after being reinstated from academic suspension.
- Student receives a second Unsatisfactory Progress (UP) grade in research (and the program requests dismissal).
- Student fails the same milestone exam (e.g., comprehensive exam, proposal defense) a second time.
- Action: student will no longer be able to enroll and will have 60 days to appeal the dismissal via Dismissal Appeals form
- Students may reapply to the program after 2 years if the dismissal is not appealed.

Readmission of Dismissed Graduate Students

Students who have been academically dismissed from the Graduate School and/or a UNC Charlotte graduate program are not eligible for readmission as either a degree seeking or non-degree seeking graduate student. However, if after two years the student can demonstrate the potential for academic success and/or personal and professional development since leaving the University, the student may initiate a request for readmission to the Graduate School. The student may initiate the request for readmission to the program from which they were dismissed, to a different graduate program, or as a post-baccalaureate student. Students seeking readmission must submit a new application package which includes the full set of materials identified in the section entitled General Application Requirements for Admission. In addition, the student must include within their essay (Statement of Purpose) a section explaining the circumstances that led to their dismissal from the UNC Charlotte Graduate School and a discussion of the academic and/or personal and professional development since last attending the University that has prepared them for a successful return to graduate studies.

Appeal of Academic Dismissal for the Purpose of Reinstatement

While an action of dismissal is considered final, a student who is dismissed may appeal that dismissal for reinstatement to the Graduate School and their program if at least one of the following conditions is met:.

- The student can show that the program was unaware of or did not account for extenuating or mitigating factors outside the control of the student, which significantly impacted the student's academic performance.
- The program failed to follow its own policies or procedures when requesting that the Graduate School issue a dismissal.

To initiate an Appeal of Academic Dismissal, the student must send a written letter to the Graduate School requesting consideration of their case by the UNC Charlotte Graduate School Appeals Committee. In the written request, the student must make their case for reinstatement. The student must include two letters from UNC Charlotte faculty or academic administrative personnel who are knowledgeable of the student's academic capabilities and are supportive of the student's reinstatement to the Graduate School. A dismissal appeal request and the supporting documentation must be received by the Graduate School within 60 days of the date on the letter of dismissal.

Once the Graduate School receives the Appeal of Dismissal, it will be forwarded to the Chair of the

Graduate School Appeals Committee. This Committee will review all relevant materials and make a recommendation to the Dean of the Graduate School. The Dean of the Graduate School makes the decision on the Appeal of Dismissal case and their decision is final.

Graduate School Appeals Committee
The Graduate School Appeals Committee is authorized to review appeals for reinstatement from graduate students who have been academically terminated. The Committee does not hear grade appeals, for which a separate procedure exists. The Appeals Committee is comprised of four members. The Associate Dean of the Graduate School serves as the ex officio, non-voting chair of the committee. The three voting members of the Appeals Committee are graduate faculty members named by the Dean of the Graduate School.

Update November 17, 2026

Graduate School Updates

- **Academic Petition Changes**
    - Due to changes with financial aid regulations, all petitions that could impact financial aid require an attachment, whether submitted by student or faculty/staff. This attachment can be a written communication, such as an email screenshot, to show that the student and advisor have agreed on this request. Affected petitions will include substitutions, concentration changes, and catalog term updates.

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 Ed.D. Graduate Program Director that the course or courses are transferal appropriate for the program of study, doctoral-level courses beyond the master's degree, and have not been applied to a prior degree. Grades for transfer courses must be an A or B. All dissertation work must be completed at UNC Charlotte.

Credit by Examination

No courses in the Ed.D. program may be waived. However, if a student believes that he/she already has the knowledge/skills of a course in the program, the student may be allowed to take a specially prepared challenge examination (equivalent to a course final examination) and receive credit for that course. The decision to offer a 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, UNC Charlotte Academic Policy: 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 dismissal 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.

Public Syllabus System
https://provost.charlotte.edu/faculty-staff-resources/public-syllabus-system/

UNC Charlotte has implemented a procedure to align with a University of North Carolina System regulation requiring course syllabi to be publicly available.

Beginning with the fall 2026 semester, UNC Charlotte will maintain a publicly accessible and searchable online platform that houses syllabi for courses offered each academic term.

UNC Charlotte Syllabus requirements are detailed from the Division of Academic Affairs and the Office of the Provost.

Faculty may include an additional course resource that provides detailed information about course requirements such as a **Course Information Outline**.

CHAPTER 13: Attendance

Ed.D. students are expected to attend and actively participate in all scheduled class sessions, whether held in person or virtually. Students are expected to arrive on time, remain for the full class duration, and come prepared to actively participate in class discussions, activities, and collaborative learning experiences.

Faculty recognize that isolated and unforeseen circumstances may make an absence unavoidable. When this occurs, students should use their best judgement in prioritizing their personal, professional, and academic obligations and make the decision that best meets their individual circumstances. Students should understand, however, that an absence may result in a point or percentage deduction in accordance with the individual faculty member's course grading and attendance policy.

Students are strongly advised to consider withdrawing from a course if they anticipate missing more than two class meetings. Repeated absences may interfere with a student's ability to meet course learning outcomes, participate fully in the learning community, and successfully complete course requirements.

The final decision for approval of absences and missed work or make-up work is determined by the instructor. An accommodation or approval provided by one instructor should not be presumed or expected in another course or from another instructor.

Zoom Attendance
Zoom participation is not a substitute for attending scheduled in-person class sessions. When a course is designed for in-person participation, students are expected to attend class in person and engage fully in the learning activities, discussions, and collaborative experiences provided during the scheduled class session.

Allowing some students to participate remotely when others are expected to attend in person may therefore affect the learning experience and create inequities among students. There may be circumstances in which an instructor determines that a Zoom connection or other modification is appropriate. Decisions regarding whether and how a class session may be modified for remote participation are at the discretion of the instructor and will be based on the instructional needs of the course, the nature of the class session, and considerations of equitable participation. Students should not assume that a Zoom option will be available as an alternative to in- person attendance unless the instructor has explicitly communicated that it is available.

Students should not assume that an accommodation, modification, or alternative arrangement permitted by one instructor will be available in another course or with another instructor. Course and instructional expectations may vary, and students are responsible for following the expectations established by the instructor for each course.

When remote participation is permitted, students are expected to follow the Zoom etiquette and participation expectations established by the instructor. Remote participation does not automatically constitute equivalent participation in an in-person class session.

- **Use one device:** Join the Zoom session from one device at a time to help breakout rooms operate smoothly.
- **Rename yourself:** Use your full name when joining the session so that faculty and your classmates know who you are.
- **Keep your video on:** Maintain video connection with your camera on to support engagement, connection, and community during class.
- **Mute your audio:** Remain muted audio when you are not speaking to minimize background noise and disruptions. Unmute when participating in discussion or other activities.

- **Use the chat feature:** Keep chat conversations relevant to the content, discussion, and activities occurring during the class session.
- **Leave the call:** If you need to need to step away from your device for an extended period or are participating in other activities as to not distract from the learning environment.

UNC Charlotte Academic Policy: Course Attendance and Participation
https://provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/course-attendance-and-participation/

Instructors determine their course policies (including attendance and participation) as long as such policies do not conflict with University policies. Such policies should be pedagogically appropriate. In general, students are expected to attend all scheduled sessions in the courses for which they are registered, participate fully in the learning process, demonstrate respectful behavior while interacting with instructors and peers, and complete all of the course requirements.

University-Sanctioned Activities
University-sanctioned events or activities are considered excused absences. A University-sanctioned event or activity is one in which a student formally represents the University to external constituencies in athletic or academic activities. This policy does not supersede individual program attendance and/or participation requirements that are aligned with accreditation or licensure.

Additional absences from class may be excused by the instructor. Whenever possible, students are expected to seek the permission of the instructor prior to any absences. Examples of valid reasons for consideration of absences include:

a. Documented illness
b. Serious personal or family emergencies
c. Court-imposed legal obligations such as subpoenas or jury duty
d. Military obligations
e. Academic and/or extracurricular activities
f. Religious observances; absences for religious holidays fall under **University Policy 409, Religious Accommodation for Students**
g. Documented quarantining for in-person classes

Religious Accommodation
https://legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notices/#general

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.

Emergency Situations
https://legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notices/#general

The Office of Student Assistance and Support Services (SASS) can provide notification to faculty of **emergency situations**, when a student is unable to do so and when the office has been made aware of such emergencies. In such situations, the SASS office may also be able to assist with verification of such emergencies, once a student is able to return to classes. The SASS office does not provide verification of absences for car trouble, weather issues, personal activities, work, weddings, vacations, or University-sponsored events. Absences related to such activities should be discussed directly with the faculty member.

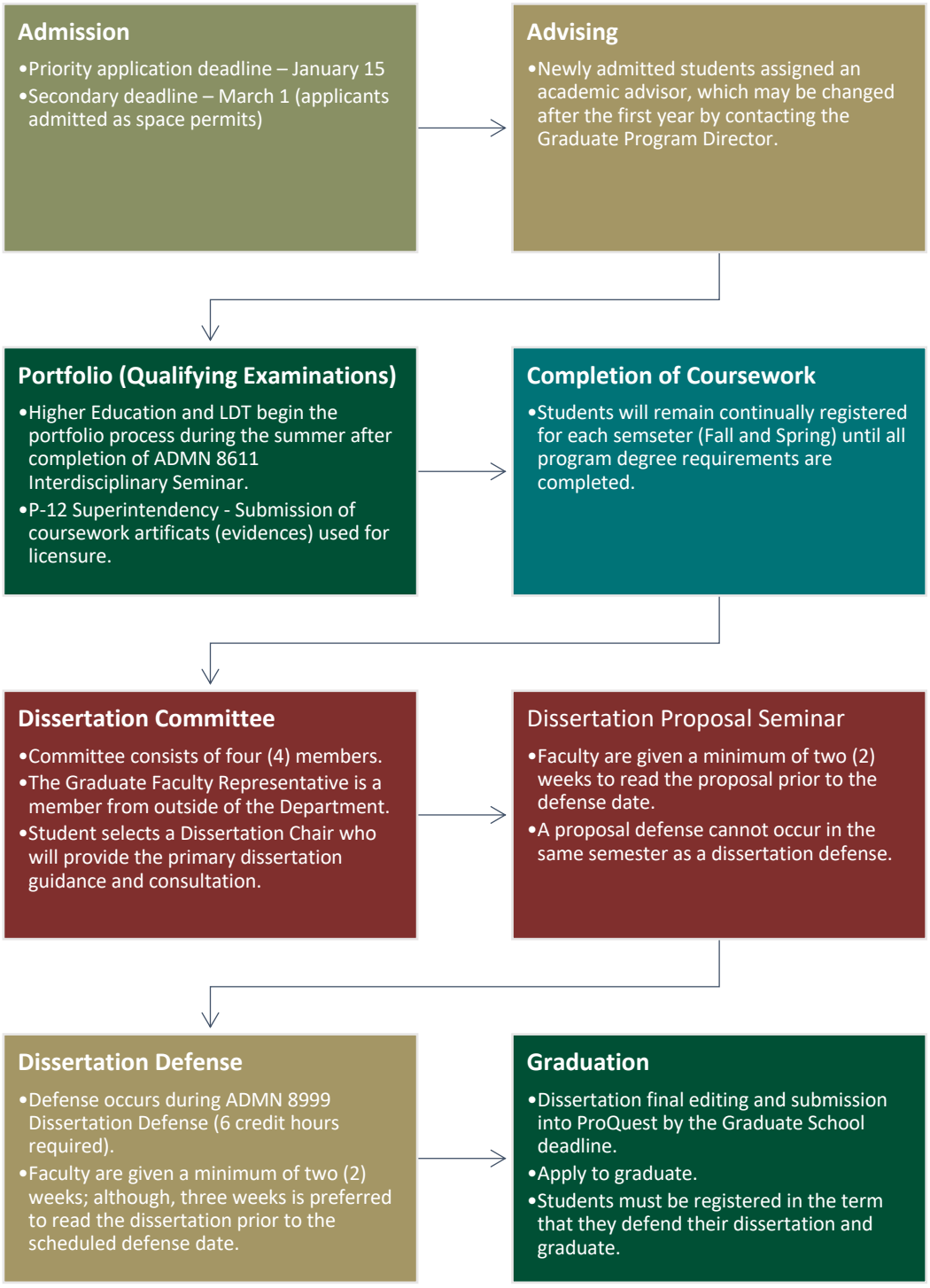
Should a student need assistance from the SASS office in verifying an emergency situation, they can submit an online request form (sass.charlotte.edu/services/absence-verification) and attach supporting documentation. Please note that students are not required to go through the SASS office at any time regarding absence verification, and the SASS office does not have the authority to excuse absences, allow for make-up work, or provide other academic accommodations.

Pregnancy or Parenting
https://legal.charlotte.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notices/#general

In cases of absence due to **pregnancy or parenting** (pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions), students should contact the Office of Civil Rights and Title IX to obtain absence verification by completing the online form at http://bit.ly/332eaGd.

Figure 3

Ed.D. Degree Matriculation



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

CHAPTER 15: Academic Advising

A key to student success in the doctoral program is working with faculty who may also serve in the capacity as academic advisor. There are two distinct phases in the program where students need advising, and students may request a change in advisors to better meet their academic needs and research interest.

Phase 1: Pre-candidacy advising (coursework to qualifying examinations)
When a student begins a doctoral program s/he is not a candidate for the degree. Upon admission a student is assigned an advisor based on the identified research interests from the admissions application and interview. The first-year advisor can help you select courses, refine your research interest, answer questions and solve problems that you may encounter in your program. It is not unusual after the first year for students to change to an advisor whose interest and expertise are a better fit for an evolving research interest. The Doctoral Program Director can provide guidance on the process of changing advisor after there has been communication with the current advisor.

Pre-candidacy advising is focused on the course of study related to required coursework and qualifying examinations preparation. It may extend to advising on conference presentations, publications, and additional research opportunities. The advisor will coordinate the student's qualifying examinations by creating a committee of faculty members who will prepare and evaluate the written and oral qualifying examinations (see Qualifying Examinations section of this handbook)

Phase 2: Candidacy advising (dissertation proposal to final defense)
Upon successful completion of coursework, qualifying examinations, and a successful proposal defense, students are considered "candidates" in the Department of Educational Leadership. Students may elect to retain the same pre- candidacy advisor during the candidacy. The candidacy advisor will help the student identify members for the dissertation committee, whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation. The advisor also provides guidance related to planning the dissertation proposal and final defense. During phase 2 candidacy advising, dissertation committee members:

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

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 proposal meetings) 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 Faculty and Doctoral Students

Students who are admitted into the Ed.D. program are assigned an initial faculty advisor based on their identified research interests and faculty availability. The faculty advisor serves as the student's primary academic contact during the initial stage of the doctoral program and provides guidance to help students transition into doctoral study, understand academic and degree expectations, and begin developing an academic and scholarly trajectory aligned to their career goals. The advisor will assist students with course selection, degree planning, connects students with faculty, research opportunities, and other resources aligned with their academic and professional interests.

The initial faculty advisor also helps students begin identifying potential areas of dissertation inquiry and provides guidance in selecting a dissertation chair. As students refine their research interests and progress toward the dissertation phase, they will transition from their initial academic advisor to a dissertation chair. Students can generally anticipate this transition during the second year of the program, although the timing may vary based on the student's progress, research interests, and readiness to identify a dissertation direction. The initial advisor and dissertation chair may be the same faculty member when appropriate.

Advising relationships will vary across faculty, and individual faculty members may have additional or more specific expectations for their advisees. Students should discuss these expectations with their faculty advisor and seek clarification as needed.

In general, the following expectations apply:

Doctoral 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-emails 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:

- Prepare doctoral students as a member of the scholarly and practitioner community.
- Be supportive, equitable, accessible, encouraging, and respectful, and foster the graduate student's 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-emails 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 doctoral program.
- Encourage the student to attend professional meetings and to make an effort to help secure funding for such activities.
- Offer advising on career options

The Advising Agreement between Doctoral 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 16: 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 cites 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

Updated November 17, 2026

https://accountability.charlotte.edu/academic-integrity/academic-misconduct-policies-examples-0/

Examples include, but are not limited to: Using content generated by Artificial Intelligence and presenting it as your own work without attribution when attribution is required.

CHAPTER 17: Authorship

Participating in research and scholarly writing is a valuable part of doctoral training. As students collaborate with faculty and peers, questions may arise around who is credited as an author and in what order. Authorship should be based on meaningful contributions to the research process, including the conception of the project, data collection and analysis, drafting of the manuscript, and final revisions.

Clear communication and transparency are key. Students are encouraged to have early and open conversations with faculty and collaborators about authorship expectations, responsibilities, and order. UNC Charlotte supports the use of authorship agreements to help define each contributor's role and avoid misunderstandings. These agreements clarify how intellectual contributions are recognized and promote ethical scholarly practice.

Doctoral students should take authorship seriously, as it reflects both contribution and accountability. For more guidance, refer to the **UNC Charlotte Graduate Authorship Agreement Supplement.**

CHAPTER 18: Applied Dissertation Process

Applied Dissertation

Students pursuing the Ed.D. in Educational Leadership complete an applied dissertation that allows for research related to an identified problem of practice. The study may have implications for improvements to policy and practice. Applied dissertation research is noted as being more practitioner-oriented, whereas a traditional dissertation may be more theoretical. Both types of dissertations require in-depth research and follow a process to identify research questions for inquiry through a systematic methodology to develop and implement a study. The dissertation is formatted with five chapters that include an introduction, literature of relevant review, methodology, findings, and conclusions. The study and inquiry associated with an applied dissertation is embedded within coursework of the Ed.D. Students have a broad topic(s) of interest upon admission that is refined and narrowed during coursework; however, are highly encouraged to address a problem of practice that is applicable to their profession.

The doctoral and subsequent dissertation process culminates into more than "just another paper" but instead is evidence of competency to produce independent original academic research that will contribute to the selected field of study. The dissertation process is riddled with challenges, e.g., personal and professional obligations, and it is incumbent that students understand the amount of time and commitment that it takes to successfully complete a dissertation.

According to Schwintz (2019), suggested strategies for completing your dissertation include time management, having a support system, developing a professional relationship with your chair, and the creation of productive dissertation habits. Those recommendations, in addition to early planning and a commitment to the process, are potential keys to degree success.

Reference: Schwintz, S. (2019, October 15). 4 Strategies for completing your dissertation. *Inside Higher Ed.* https://www.insidehighered.com/advice/2019/10/16/advice-successfully-finishing- your-dissertation

"A dissertation will never bother you as long as you do not bother it."

(Dr. James Lyons, Professor Emeritus, n.d., UNC Charlotte)

Students should reexamine expectations of the doctoral degree and their expected goals for degree obtainment. The Ed.D. is a professional practitioner-oriented degree that emphasizes improving work-based practices such as policies or procedures. Individuals opt to pursue a doctoral degree for many reasons including personal and professional goals.

Your primary reason for obtaining the degree may change during enrollment. The doctoral degree is the highest level of academic achievement and may serve as a degree to prepare or further enhance skills you already possess. A doctorate can help develop critical research skills, provide professional credibility, and may aid in advancing your career. The degree may help you advance in your professional field while opening up opportunities to expand your professional network and career earnings.

Types of research

The Department of Educational Leadership offers several research methods courses that are applicable to the applied dissertation. The research methodology should align with the study questions, objectives, and scope. For practitioner- oriented studies, we recommend students focus on one of the following methods outlined within the "Suggested Applied Dissertation Research Methods" table.

There are many opportunities to work with faculty on an established research agenda and to identify a segment for your independent research. There are opportunities to work with secondary data that faculty have access to for your study. Discuss potential interests with your academic advisor so that you can be

directed toward the appropriate resources to support your interests, including collaborating with faculty on current research projects such as literature reviews, data collection, analysis, etc.

Dissertations may be viewed in the ProQuest database.

Refer to:

- **Appendix H: Legacy for Leadership Dissertation of the Year Award Recipients**
- **Appendix I: 2025-2026 Ed.D. Dissertations**
- **Appendix J: 2024-2025 Ed.D. Dissertations**

Table 4

Suggested Applied Dissertation Research Methods

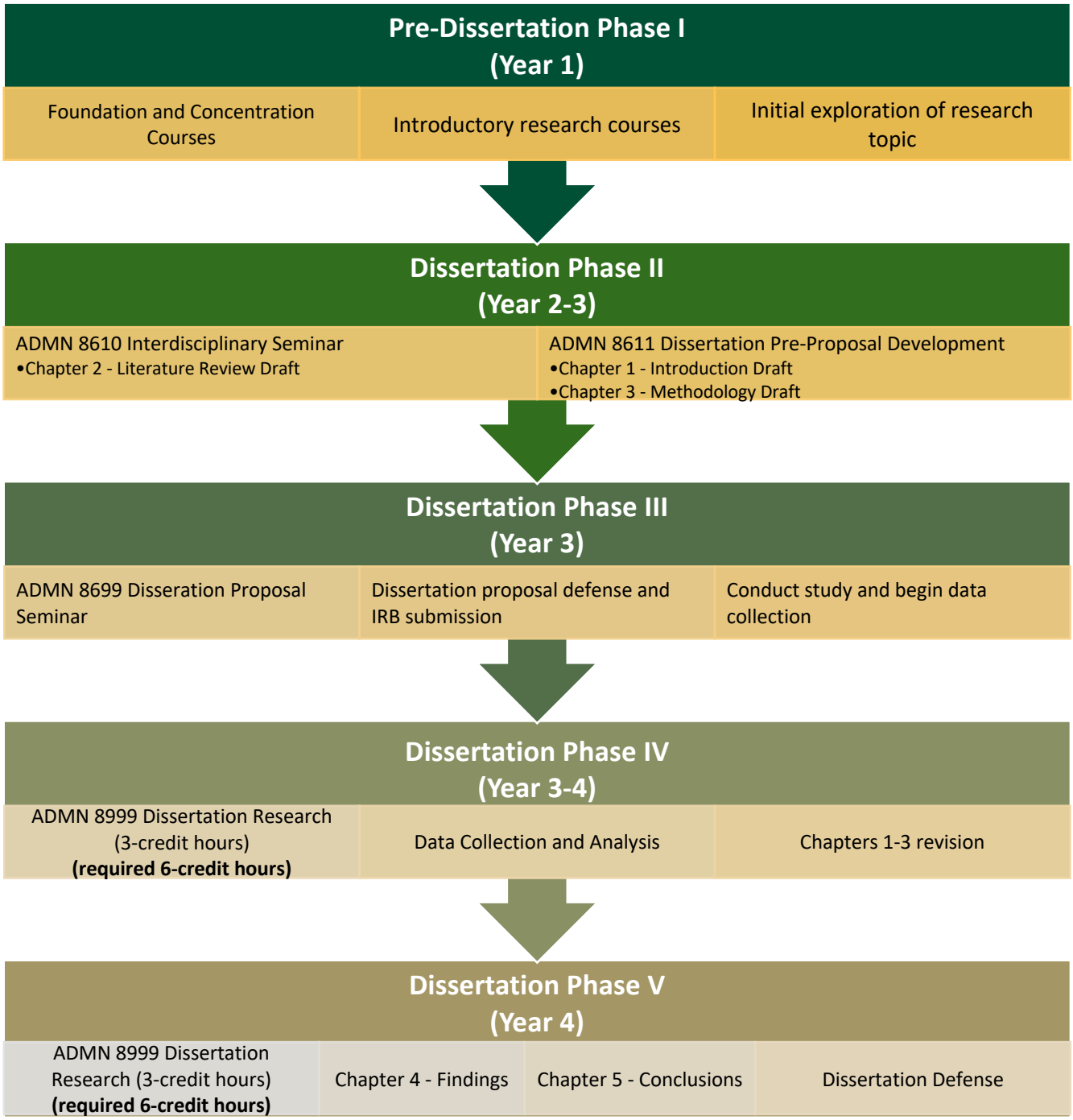
Topics	Quantitative Study Outcomes Study	Qualitative Interview-Based Study	Case Study	Survey
Research Questions	Research questions focused on the relationship between specific student outcomes and other variables related to outcomes; focuses on correlational relationships.	Research questions best answered through the voices of individuals; focus on experiences/perceptions.	Research questions specific to a "bounded case"; by examining the case(s) in-depth, implications for other contexts may emerge.	Research questions focus on quantitatively describing participant opinions and perspectives.
Research Design and Data Sources	Descriptive/correlational/causal comparative; existing institutional/state- level data; de-identified student records.	Interviews with triangulation from other sources of information (e.g., document analysis, observations). Can employ one- on-one and/or group interviews (focus groups) depending on research questions/population.	Can be quantitative, qualitative, or mixed-methods, and employ methods seen in this row; qualitative methods can incorporate interviews, focus group(s), document analysis, observations.	Typically a cross-sectional survey design using SurveyShare; can create an original survey or use a previously validated instrument.
Data Analysis Procedures	Quantitative; often regression (linear or logistic based on dependent variables); clean identification of independent and dependent variables.	Qualitative; analysis will be based on a primary qualitative method such as phenomenology, grounded theory, or narrative analysis.	Can be quantitative, qualitative, or mixed-methods and employ methods seen in this row.	Mostly quantitative, but some open-ended questions for thematic analysis can be included; analysis can be descriptive, comparative, or correlational.
Important Considerations for Methodology	Analysis conducted using SPSS or R; testing assumptions.	Sampling type(s) and strategies (defining the population, recruiting participants); triangulation of interview data; trustworthiness of the study (e.g. member check, audit trail, reflexivity, thick description).	Clearly defined boundaries of the case(s) (single or multiple cases); triangulation of data; trustworthiness of the study (e.g. member check, audit trail, reflexivity, thick description).	Validity and reliability of the instrument; ability to obtain a representative sampling frame; procedures to obtain adequate sample size.
Recommended Resources	Creswell, J. W. (2012); Slavin, R. E. (1992); take RSCH 8120; Advanced Statistics	Joens, Torres, & Arminio (2014), Merriam & Tisdale (2016). Charmaz (2014) for grounded theory; Seidman (2006), particularly for phenomenology; take RSCH 8121: Qualitative Data Collection and Analysis.	Merriam & Tisdale (2016) for qualitative studies; Yin (2014), Stake (2006) for multiple case study analysis; take advanced research courses appropriate to the method being used.	Dillman, Smyth, & Christian (2014); take RSCH 8112: Survey Research Methods.

Applied Dissertation Phases

Timing through the following phases varies depending on enrollment patterns and research progression.

Figure 4

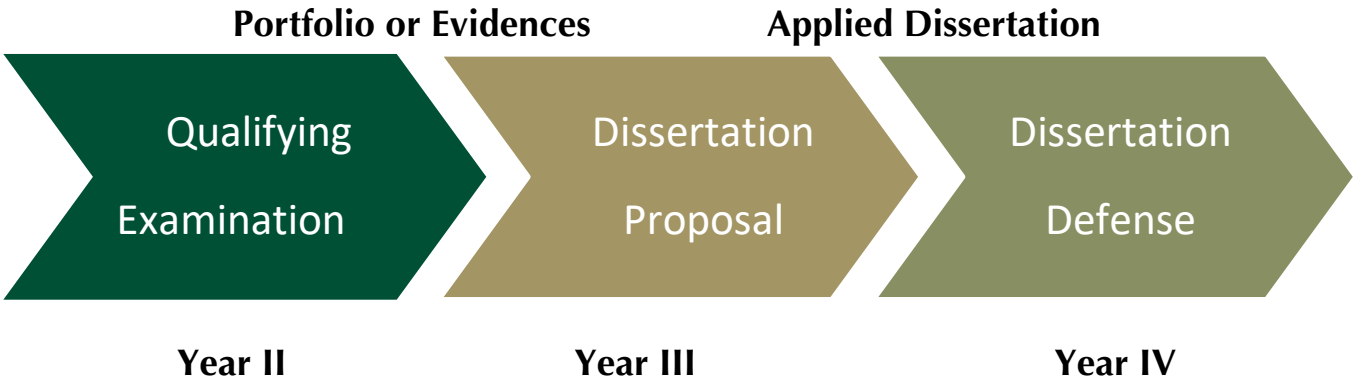
Applied Dissertation Phases



CHAPTER 19: Qualifying Examinations Portfolio or Evidences

Description
Prior to 2019, all concentrations in the Ed.D. program completed the same exam process, which included multiple faculty members providing questions completed during July and February. Students met with faculty during a qualifying examination meeting to defend their responses. The main purpose was to assess the extent to which each student has achieved mastery of core coursework, research, and respective concentration content to gauge students' readiness for continued doctoral study.

As a program, we revised the qualifying examination process due to the larger curricular changes (60 credit hours to 48 hours) and better alignment to advance the applied dissertation development. The term "qualifying examination" is typical verbiage used by the UNC Charlotte Graduate School, referencing one of the key milestones of the doctoral process. The revised process still meets the primary goal of the qualifying exam, which is to assess the extent to which each student has achieved mastery of core coursework, research, and respective concentration content to gauge students' readiness for continued doctoral study. The qualifying examination process varies depending on the concentration and when they entered the program. All students, regardless of concentration, are required to pass and complete the qualifying examination requirement successfully.



Purpose
The written and oral qualifying examinations allow students to demonstrate:

1. Understanding of the body of knowledge addressed in the initial portion of the doctoral program;
2. Ability to integrate and apply this knowledge;
3. Understanding of the tools of academic scholarship;
4. Skills of written and oral expression; and,
5. Potential for success in the remaining coursework and on the dissertation.

Methodology
In the Department of Educational Leadership, the Ed.D. concentrations use different terminology to refer to the same benchmark, for example:

Higher Education – Portfolio
Refer to **Appendix A: Higher Education Portfolio Directions and Rubric**.

1. **Timeline:** July 1-30 (written) and September (student/faculty meeting).
2. **Prerequisite(s):** Successfully completing ADMN 8610 Interdisciplinary Seminar.
3. **Submission:**

a. Review of literature for an application research project (revision from ADMN 8610) (20-30 pages),
b. Executive summary of research (3-5 pages), and
c. Leadership and career trajectory reflection, incorporating goals and reflecting on coursework and other experiences during the Ed.D. program (3-5 pages).

4. **Committee:** Two faculty members, one of whom will serve as chair and the second as a member. These faculty members will advance to become part of the dissertation committee.

Learning, Design, and Technology (LDT) – Portfolio

Refer to **Appendix B: LDT Portfolio Departmental Directions and Rubric** and **Appendix C: LDT Parts A & B Portfolio Directions and Rubric**.

1. **Timeline:** July 1-30 (written) and September (student/faculty meeting)
2. **Prerequisite(s):** Successfully completing ADMN 8610 Interdisciplinary Seminar
3. **Submission:**
    a. Part A – Research Proposal: mini applied dissertation prospectus to include chapters 1 thru 3 and implications for research and practice.
    b. Part B – LDT case study responses to selected questions
4. **Committee:** Two faculty members, one of whom will serve as chair and the second as a member. These faculty members will advance to become part of the dissertation committee.

PK-12 Superintendency – Licensure Evidences

Refer to **Appendix D: PK-12 Superintendency Evidences Directions and Appendix E: PK-12 Superintendency Evidence Rubric** for detailed directions and rubric.

1. **Timeline:** Throughout coursework up to year three
2. **Prerequisite(s):** All coursework through the internship ADMN 8410/8420 Advanced Internship in Educational Leadership I/II
3. **Submission:** Evidences are required for licensure and are submitted during the internship ADMN 8410/9420. Students initiate work on the evidences during coursework in years one through two.
    a. **Vision.** A revised leadership platform that includes a vision for a school district.
    b. **Staffing.** A three-year strategic plan.
    c. **Resources.** A comprehensive plan with five components.
    d. **Instruction/Learning.** Aligning curriculum, instruction and assessment three-year strategic plan.
    e. **Governance.** A comprehensive plan including three components.
4. **Committee:** PK-12 Superintendency Program Coordinator will evaluate all evidence submissions that fulfill the licensure requirements.

Evaluation of Portfolio: Higher Education and Learning, Design and Technology

- The portfolio must be passed unanimously (both committee members agree to pass).
- A dissertation proposal cannot be defended until the portfolio is passed.
- If a student does not pass on the first attempt, they may make one subsequent attempt to revise and re- submit their portfolio in the spring semester.
- No more than two attempts are permitted. Students who are unsuccessful on the second attempt are dismissed from the program.

The portfolio committee will assign one of three outcomes:

1. **Exceeds expectations**: Demonstrates a thorough and valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members are highly satisfied with the written and oral exam. Qualifying exam approved with no revisions.

2. **Meets expectations**: Demonstrates some form of valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members agree that minimum requirements were met and are satisfied with the written and oral exam. Qualifying exam approve, but may require a rewrite to one question.
3. **Does not meet expectations**: Misinterprets or fails to identify the relevant body of knowledge and area of inquiry. There is a notable lack of clarity in the overall synthesis to questions. Majority of committee members are not satisfied with the written or oral exam. Significant revisions are needed and must be completed by the last day of classes for the current semester. The student will receive guidance from the committee on steps for required revisions. Qualifying exam not approved.
    - A student receives a "does not meet expectations" if they do not submit a complete portfolio and/or
      does not meet with faculty by the designated due date. Exemptions are considered on a case-by- case basis.
    - If a student receives a "does not meet expectations," the committee will determine successful remediation steps, which will include resubmitting the entire portfolio by a designated date, which will be no later than the last day of the next semester.
    - A second failure results in the student being removed from the program. Students dismissed from the program may consult the "Appeal of Academic Termination for the Purpose of Reinstatement (Degree Seeking Students)" in the UNC Charlotte Graduate Catalog.

Evaluation of Evidences: PK-12 Superintendency

Each of the superintendency evidences is evaluated using rubrics provides by the North Carolina Department of Public Instruction that is required for licensure competencies.
The evaluation scale for all evidences is (a) not demonstrated, (b) developing, (c) proficient, and (d) accomplished. The PK-12 Superintendency includes submission and evaluation of the following evidences:

1. **Vision.** A plan for creating, implementing and assessing a district vision.
    - A revised leadership platform that includes a vision for a school district.
2. **Staffing.** A plan for recruiting, selecting, deploying, and assessing an effective staff.
    - Three-year strategic plan.
3. **Resources.** A plan for assessing resource needs, soliciting/acquiring needed funds, distributing resources, and assessing effectiveness in relationship to district goals measurement/evidence.
    - A comprehensive plan with five components.
4. **Instruction/Learning.** A plan for the establishment of a district instruction system that determines curriculum scope and sequence, its delivery and assessment, and its revision process measurement/evidence.
    - Aligning curriculum, instruction and assessment three-year strategic plan.
5. **Governance.** A plan to establish a district governance system aligning state department of public instruction, local board of education, and network of school executives for creation/revision/delivery of policy and administrative guidelines measurement/evidence.
    - A comprehensive plan including three components.

Refer to Appendix D: PK-12 Superintendency Evidences Directions and Appendix E: PK-12 Superintendency Evidence Rubric

Graduate School Exam Report of Comprehensive/Qualifying Examination for Doctoral Students

All Ed.D. students submit the Graduate School Report following completion of the portfolio or evidences, https://graduateschool.charlotte.edu/current-students/forms

CHAPTER 20: Dissertation Committee

Appointment and Responsibilities of a Dissertation Committee

Students are encouraged to work with faculty on dissertation ideas well before the formal appointment of a committee. The committee will be comprised of a minimum of four faculty members. The Graduate School requires that dissertation committee members must be regular members of the Graduate Faculty or must be granted an exception by the Dean of the Graduate School. All committees must include a dissertation chair and a Graduate Faculty Representative. Assistant Professors are usually not approved to serve as chair unless they have served as a committee member first. Exceptions are granted on a case-by-case basis.

All dissertation committee members will have the privilege of voice and vote on all relevant matters that come before the committee pertaining to a student's progress toward the degree. All four dissertation committee members should be present for the dissertation proposal defense and the oral defense of the dissertation and must attest to the successful completion of the dissertation.

Students and their dissertation chair are responsible for confirming that all members of the dissertation committee have the required Regular or Associate Graduate Faculty membership status. https://graduateschool.charlotte.edu/faculty-and-staff-resources/faculty-appointment

Dissertation Committee Chair

Students must identify a dissertation committee chair from the Department of Educational Leadership by the completion date of their qualifying examinations. The chair usually has expertise of a keen interest in the topic or related field. The dissertation committee chair will provide program advisement through the remainder of the student's program matriculation. Chairs will assist students in organizing committee meetings, obtaining approval from the Institutional Review Board, presenting the proposal, conducting original research, and organizing the dissertation defense.

Dissertation Members

Committee members are often chosen to provide topic or methodological expertise. Even without contributing their expertise, committee members may be chosen based on faculty with whom the student has a good professional relationship or who could offer a helpful outside perspective. Committee members are generally not as involved as the committee chair in the everyday progression of the dissertation. Typically, they read the dissertation only in its final form before the defense, although they should be available for consultation throughout the process and may be more closely involved in sections or chapters in which they have particular expertise. https://graduateschool.charlotte.edu/current-students/thesis-and-dissertation/forming-your-committee

Graduate Faculty Representative

The Graduate Faculty Representative (GFR) is a member of the doctoral student's advisory committee who is recommended by the advisor and appointed by the Graduate School. That member is responsible for assuring the student is treated fairly and impartially by his or her advisory committee, and that University standards and policies are upheld. Although students may request a specific at-large University representative, the Graduate School will make the final decision. https://graduateschool.charlotte.edu/faculty-and-staff-resources/graduate-faculty-representative

For additional information, refer to, *https://graduateschool.charlotte.edu/current-students/thesis-and-dissertation/forming-your-committee* & Graduate Faculty Appointment

Sample Dissertation Agreement between Doctoral Student and Dissertation Chair

The dissertation process requires sustained collaboration, communication, and effort from both the doctoral student and dissertation chair. At the beginning of the dissertation process, faculty and students should establish clear, mutually agreed-upon expectations for their advising relationship. The dissertation advising agreement is intended to provide guidance and clarify the roles and responsibilities of the student and dissertation chair and establish shared expectations for communication, meetings, timelines, submission of work, feedback, review, and progress toward completion.

Dissertation advising relationships will vary across faculty, and individual dissertation chairs may establish additional or more specific expectations based on the nature of the research, dissertation methodology, and needs of the student. Students should discuss these expectations with their dissertation chair and seek clarification when needed. Expectations should be revisited as the dissertation progresses and as circumstances or needs change.

Once a student transitions to dissertation advising, the dissertation chair assumes primary responsibility for providing guidance and support throughout the dissertation process. The dissertation chair and student share responsibility for establishing and maintaining an advising relationship that supports the student's progress toward successful completion of the dissertation and degree.

In general, the following expectations apply:

Doctoral 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-emails 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.
- Dedicate substantial hours to the dissertation each week.
- Adhere to proposed timelines and deadlines for revisions.
- Adhere to the University guidelines and deadlines regarding dissertations.
- Adhere to APA formatting except with designated by the Graduate School. If the student does not know it, he/she will read it and then know it prior to starting the dissertation.
- Keep in continual contact with the dissertation chair.
- After receiving feedback from the dissertation chair, the student will not only integrate the feedback, but also be thoughtful and scholarly in revising the dissertation.
- Realize that an editor will be required at least once during the dissertation. This most likely will be an additional financial cost that the student needs to plan for.
- Be honest with the advisor – if the student does not know something, let the advisor know and he/she will provide assistance for gaining that knowledge. This is especially true for the statistics.

Doctoral chairs are expected to:

- Prepare doctoral students as a member of the scholarly and practitioner community.
- Be supportive, equitable, accessible, encouraging, and respectful, and foster the graduate student's 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-emails 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 doctoral program.
- Encourage the student to attend professional meetings and to make an effort to help secure funding for such activities.
- Offer advising on career options
- Assist the student with selecting faculty members to serve on the dissertation committee including the external or outside member. This includes confirming with the Graduate School that all members have the requisite graduate faculty membership to serve on dissertation committees.
- Provide written and oral constructive feedback that attests to the quality and rigor of the dissertation.
- Provide feedback to the student in an agreed upon timely fashion.
- Assist the student in preparing for the oral portions of the dissertation process (i.e., proposal and defense)
- Be knowledgeable about the dissertation process, University guidelines, and programmatic issues regarding completion of the dissertation.
- Keep the student on track and focused including awareness of time to degree completion.
- Listen to the students' concerns about the dissertation process.

Reviewing dissertation drafts

Students are responsible for planning ahead for the submission of dissertation drafts for faculty review and for scheduling reviews with their committee members. To support timely progress toward dissertation milestones, students should provide faculty with sufficient advance notice and allow for the minimum review timelines outlined below.

Dissertation reviews typically do not occur during University breaks, closures, or during the summer. Faculty availability and review timelines may vary based on individual circumstances, including other academic responsibilities and the stage or complexity of the dissertation. Faculty retain discretion regarding their availability to review submitted work and may establish additional expectations for the timing, format, or scope of dissertation submissions.

Students should communicate with their dissertation chair and committee members in advance to establish realistic submission and review timelines and should not assume that a draft will be reviewed outside of mutually agreed-upon timelines.

For drafts submitted during the fall and spring semesters and scheduled in advance, minimum review timelines may include:

- Review of a single chapter (not previously reviewed): 2 weeks minimum
- Review of two or three chapters (not previously reviewed): 4 weeks minimum
- Review of full proposal or dissertation (chapters previously reviewed): 2 weeks minimum

Shared commitment

Students and faculty share responsibility for supporting successful progress through the dissertation process. This shared commitment begins early in the doctoral journey and requires ongoing communication, active engagement, and adherence to mutually agreed-upon expectations and timelines.

When significant or ongoing concerns arise related to academic progress, communication, or adherence to agreed-upon expectations, the student and faculty member should first work together to identify appropriate steps for addressing the concern. Depending on the circumstances,

continued lack of progress or failure to meet established expectations may result in revisions to the dissertation timeline, changes to the dissertation topic or other components of the study, a change in dissertation chair or committee membership, or other appropriate actions consistent with program and university policies.

Authorship agreement

- Review the Graduate School Authorship agreement.
- Any subsequent publication of this research will be first authored by the student.
- Though the dissertation is seen as independent work on the part of the student, this is also a collaborative effort between the student and members of the dissertation committee.

Information related to the "Dissertation Agreement between Doctoral Student and Dissertation Chair" was adapted from the "Doctoral Dissertation Agreement" (McGlothlin & Nelson, 2010), the "Checklist for Dissertation Chairs" (Rackham Graduate School at the University of Michigan, 2019), and from the "Dissertation Agreement" (Dr. Jamie Kudlats, 2026).

CHAPTER 21: Dissertation Proposal

The development and defense of a dissertation proposal is an important aspect of dissertation research. The proposal is the first three chapters (introduction, literature review, and methodology) of one's dissertation. The proposal and final dissertation should follow the guidelines in the Graduate School's Dissertation Manual as well as the current APA publication manual. Students should anticipate that there will be additional revisions to a successfully defended proposal.

Preparation for Dissertation Proposal Seminar

1. As a precursor to enrollment in ADMN 8610 Interdisciplinary Seminar and ADMN 8611 Pre-Proposal Development, students are expected to integrate assignments and readings to explore possible topics for the applied dissertation based on the broad topic identified in their admissions interview and intentionally narrowing to specific research question(s).
2. Prior to enrolling in ADMN 8699 students must have submitted the Graduate School's Appointment of Dissertation Committee form that includes the dissertation chair, committee, and topic. Students and their dissertation chair are responsible for ensuring that members have the requisite Graduate Faculty membership to be eligible for dissertation service. The dissertation chair and Doctoral Program Director will assist in completion of the form and submission to the Graduate School.
3. Students are expected to schedule structured meetings with their selected dissertation chair, before, during, and after ADMN 8699. The intent is to continually make active progress toward the dissertation. Meetings with the dissertation chair allow the student to have directed guidance and accountability for their research endeavor.
4. Expect multiple edits and revisions to the dissertation proposal. The aim of the faculty is to provide guidance related to producing high quality research.

Dissertation Proposal Defense

Doctoral students should remain in frequent communication with their dissertation chair regarding planning for a dissertation proposal defense meeting. Faculty are working with multiple students each semester so strategic planning is key in preparing for the proposal. The dissertation chair can typically forecast about 6-8 weeks in advance when a proposal is nearing the final stages of preparation; however, students should convey their interest in potentially scheduling a proposal meeting at least one semester in advance so that adequate planning and preparation can occur. Students can expect that faculty will need a minimum of 2-3 weeks to review works that were anticipated and are on their schedule. Students should also anticipate that multiple reviews are necessary and thus a best practice is to schedule with faculty when work will be submitted to allow for review.

Prior to the dissertation proposal defense, the dissertation committee chair will make recommendations for meetings with the dissertation committee.

1. Plan to distribute final copies of the **proposal at least two (2) weeks prior to the dissertation proposal defense date,** to provide the committee with adequate time to discuss concerns and provide recommendations prior to the proposal defense.
2. The student will collaborate with faculty and staff regarding the scheduling of the dissertation defense. This will include assisting with reserving a space and arranging for any necessary equipment. Two hours will be reserved for the proposal defense.
3. The Dissertation Proposal Report and scoring rubrics will be provided to the dissertation committee from the Doctoral Program Director.
4. The dissertation proposal defense usually includes the dissertation committee chair providing introductory remarks and guidance on how the proposal defense will proceed. The student will provide a presentation of the proposed study. The committee will ask questions and may, at the discretion of the dissertation committee chair, permit questions from attendees. The student and all observers will be asked to leave the room so that the committee may deliberate the proposal.

The committee will determine if the student can proceed with the study or if revisions are necessary. The committee, through majority committee vote, will make the recommendation to 1) approve, 2) approve with stipulations, or 3) disapprove the proposal.

5. The student is invited back in the room and is informed of the committee's decision.

Post dissertation proposal

1. The Dissertation Proposal Report and scoring rubrics are returned to the Doctoral Program Director.
2. The scores from the rubric are entered into Taskstream by the Doctoral Program Director.
3. Copies of the signed Dissertation Proposal Report are emailed to all members of the committee and student.
4. The Dissertation Proposal Report is only submitted to the Graduate School once and approved IRB email is sent to the Graduate Program Director. The report and IRB approval are required for the Dissertation Proposal requirement to be cleared in the Degree Works audit.
5. Refer to the Graduate Schools Doctoral Checklist for information related to the Proposal Milestone checklist for information related to proposal defense report.

Logistics of the defense meeting include

1. Introductions by chair (1-5 minutes)
2. Dissertation proposal presentation (20-25 minutes)
3. Q & A by the committee (25-30 minutes)
4. Dissertation committee deliberations and voting (10-15 minutes)
5. Rendering of dissertation decision to doctoral student (5-10 minutes)
6. Debrief with dissertation chair/co-chairs (10-15 minutes)

Estimated Total time = ~1.30 hours (allocate a minimum of one and a half hours for proposal meeting)

Refer to **Appendix F: Dissertation Proposal Defense Rubric All Concentrations**.

Before collecting any data for a dissertation, students must take and pass the on-line Collaborative Institutional Training Initiative on human subjects found at https://www.citiprogram.org/.

Students must defend their proposal at least one full semester prior to their final term.

CHAPTER 22: Dissertation Proposal Timeline

The Graduate School provides information related to the dissertation proposal. The following is an auxiliary to their materials and will assist you in the logistical preparation for your proposal defense. Follow the outlined steps to ensure timely completion of requirements.

All dissertation proposals may occur in person, on the main campus, or online. Proposal defense meetings are not open to the public. Proposal defense meetings are scheduled during the fall and spring semesters.

Subject to the discretion of your dissertation chair.

- Please do not plan for a proposal defense meeting after the last day of classes.
- Review the University calendar for dates of closure.

Ed.D. Dissertation Proposal Timeline – Google spreadsheet link

Figure 5

Ed.D. Dissertation Proposal Timeline

Ed.D. Dissertation Proposal Timeline

Student Name		**Dissertation Chair**	[Dissertation Chair name]
Dissertation Title		**Dissertation Member**	[Dissertation Member name]
		Dissertation Member	[Dissertation Member name]
		Graduate Faculty Repr	[GFR Member name]
		DATE	8/31/26

Note: The dissertation proposal should not proceed until the dissertation committee is approved by the Graduate School and designated in DegreeWorks.

PHASE	Dissertation Proposal Timeline	Timeframe	DETAILS	Q1 JAN	Q1 FEB	Q1 MAR	Q2 APR	Q2 MAY	Q2 JUN	Q3 JUL	Q3 AUG	Q3 SEP	Q4 OCT	Q4 NOV	Q4 DEC
1	Intent to schedule proposal	Beginning of semester	☐ **Notify your dissertation chair of your intent to schedule the dissertation proposal meeting at the beginning of the semester to allow sufficient time to coordinate committee members' schedules.** ☐ Students may communicate their anticipated goal for completing the dissertation proposal process by a specific date. However, identifying an intended date does not guarantee that a proposal meeting can be scheduled by that date or within the semester. ☐ Scheduling approval is contingent upon the student's dissertation progress, review, and approval by the dissertation chair. ☐ Providing advance notice allows the dissertation chair to assess progress, communicate any concerns or additional expectations, and identify potential scheduling conflicts among committee members.												
2	Submit proposal to chair	Four to six weeks in advance of proposal	☐ **Submit your dissertation proposal to your dissertation chair for review.** ☐ Submit your best work and ensure the proposal is complete and correctly formatted according to program and university requirements. The dissertation chair will determine when the proposal is ready to proceed to the proposal meeting.												
3	Schedule proposal meeting	Four to five weeks in advance of proposal	☐ **Schedule your dissertation proposal meeting once your dissertation chair has approved.** ☐ **Do not schedule a meeting when all committee members are not available.** ☐ Allocate 1 hour and 30 minutes for the proposal meeting. ☐ Use a scheduling tool such as Doodle, When2Meet, WhenIsGood, or another preferred platform to identify committee members' availability. ☐ As a recommended best practice, first identify the availability of the student and dissertation chair, then provide several additional dates and times for committee members to select from. ☐ Once a date and time are confirmed, send an email and Google Calendar invitation to all committee members and the Ed.D. Graduate Program Director. The invitation should include the date, time, and location of the proposal meeting. ☐ Monitor the Google Calendar invite to ensure all members have accepted the proposal meeting.												
4	Submit proposal to committee	Two to three weeks in advance of proposal	☐ **Send the final edited dissertation proposal to all dissertation committee members.** ☐ A minimum of two weeks advance notice is required. Sending the proposal approximately three weeks in advance is recommended when possible. ☐ Send the proposal as a Microsoft Word document rather than a PDF to facilitate committee members' review and comments.												
5	Final preparation	One to two weeks in advance of proposal	☐ **Develop and practice your proposal presentation. Plan for a presentation of approximately 20-25 minutes.** ☐ Practice your presentation in advance to ensure you can clearly and concisely communicate the purpose, significance, literature, methodology, and anticipated contributions of your study within the allotted time. ☐ Consult with your chair to determine if a "trial run" practice session is needed. ☐ Share your slides with your dissertation chair for review.												
6	Proposal meeting	1 hour and 30 minutes	☐ **Present your research plan and provide a clear justification for your proposed study, including its significance, relevant literature, and methodology. Demonstrate that your research question is viable, your proposed methods are appropriate, and the study has the potential to make a meaningful contribution to your field of study.** **Order of meeting:** o Introduction by dissertation chair (less than 5 minutes) o Proposal presentation (20-25 minutes) o Faculty questions (20-25 minutes) o Faculty deliberations (10-15 minutes) o Rendering of decision (less than 5 minutes) o Debrief with dissertation chair (5-10 minutes)												
7	Post-Proposal	24-hours after proposal	☐ **Complete Graduate School documentation within 24-hours of the proposal meeting.** ☐ Proposal Defense Report for Dissertation ☐ Students are considered as "candidates" upon completion of the qualifying examination, dissertation proposal, and all coursework, with the exception of dissertation research hours. ☐ Forward a copy of the IRB approval, if needed, to the Graduate Program Director. ☐ **Congratulations! You completed your dissertation proposal defense!**												

CHAPTER 23: Dissertation Defense

Candidates for a doctoral degree must prepare and present a dissertation that reveals independent investigation and is acceptable in content and form to the dissertation committee. The dissertation must demonstrate the student's ability to conceive, design, conduct, and interpret research, and must contribute to the knowledge base in one's field.
Dissertation work is directly supervised by the chair of the dissertation committee; however, students are encouraged to consult fully with all members of their committee during the planning, conducting, and writing of their dissertations. Students should also consult the Graduate School's ***Manual of Basic Requirements for Thesis and Dissertations***.

Students are required to be enrolled in the semester in which they will graduate.

Preparation for the Dissertation Defense
Doctoral students should remain in frequent communication with their dissertation chair regarding planning for a dissertation defense meeting. Faculty are working with multiple students each semester so strategic planning is key in preparing for the proposal. The dissertation chair can typically forecast about 6-8 weeks in advance when a defense is nearing the final stages of preparation; however, students should convey their interest in potentially scheduling a proposal meeting at least one semester in advance so that adequate planning and preparation can occur. **Students can expect that faculty will need a minimum of 2-3 weeks to review works that were anticipated and are on their schedule. Students should also anticipate that multiple reviews are necessary and thus a best practice is to schedule with faculty when work will be submitted to allow for review.**

1. All doctoral students must hold a final dissertation defense by the published deadline. **The dissertation must be submitted for final review by the student's committee at least two (2) weeks prior to the date of the final defense**.
2. Students must submit their iThenticate similarity report with the committee.
3. Dissertation defenses are open to the campus and the public, and must be **announced campus wide via the Dissertation Defense web page at least two (2) weeks prior to the defense**. Although interested members of the University community are invited to attend the defense, only committee members evaluate the dissertation.
    a. Distance Education programs may host the defense meeting online.
    b. Main Campus programs must host their defense meeting on campus.

Use of a professional editor is expected prior to the final submission of the dissertation. Students should consult with their Dissertation Chair for recommendations of an editor.

Dissertation Defense
Food and beverages should not be served to dissertation committee members or guests during in-person meetings. Emphasis is on the doctoral candidates' research presentation.

Logistics of the defense meeting include
1. Dissertation committee discussion to determine if the defense should proceed (5 minutes or less)
    - This discussion most likely occurred before the defense meeting.
2. Introductions by chair (5 minutes or less)
3. Dissertation presentation (20-25 minutes)
4. Q & A by the committee (25-30 minutes)
5. Dissertation committee deliberations and voting (10-15 minutes)
6. Rendering of dissertation decision to candidate (5 minutes)
7. Debrief with dissertation chair/co-chairs (5-10 minutes)

Estimated Total time = 1.58 hours (allocate 1.5-2 hours for dissertation meeting)

Refer to **Appendix G: Dissertation Defense Rubric All Concentrations**.

Post dissertation defense

1. The Dissertation Defense Report and scoring rubrics are returned to the Doctoral Program Director.
2. The scores from the rubric are entered into Taskstream by the Doctoral Program Director.
3. Copies of the signed Dissertation Defense Report are emailed to all members of the committee and student.
4. The Dissertation Defense Report is submitted to the Graduate School by the Doctoral Program Director.
5. Refer to the Graduate Schools Doctoral Checklist for information related to Dissertation Submission Milestones that include submitting an approved error-free manuscript and the dissertation/thesis submission & Electronic Thesis and Dissertation (ETD) form.

Dissertation Submission Fees

In order to graduate, students must submit their dissertation or thesis to ProQuest, a digital repository of scholarly works. Theses and dissertations will also appear in Niner Commons, UNC Charlotte's own institutional repository. All theses and dissertations must be formatted according to the Graduate School's standards, and all milestones must be met in order to graduate. https://graduateschool.charlotte.edu/current-students/thesis-and-dissertation

The Submission Fee is **required** and must comply with the Graduate School's deadline

- Submission fee (required): $45.00
- Optional copyright registration fee: $75

CHAPTER 24: Doctoral Dissertation Timeline

The Graduate School provides information related to the dissertation proposal. The following is an auxiliary to their materials and will assist you in the logistical preparation for your proposal defense. Follow the outlined steps to ensure timely completion of requirements.

All Ed.D. dissertation defenses are:

- Must be announced through the Graduate School at least two weeks in advance of the defense meeting.
- Open to the public.
- Occur on main campus in the Cato College of Education.

Requests for exceptions for an online defense are submitted and subject to review by the Graduate School.

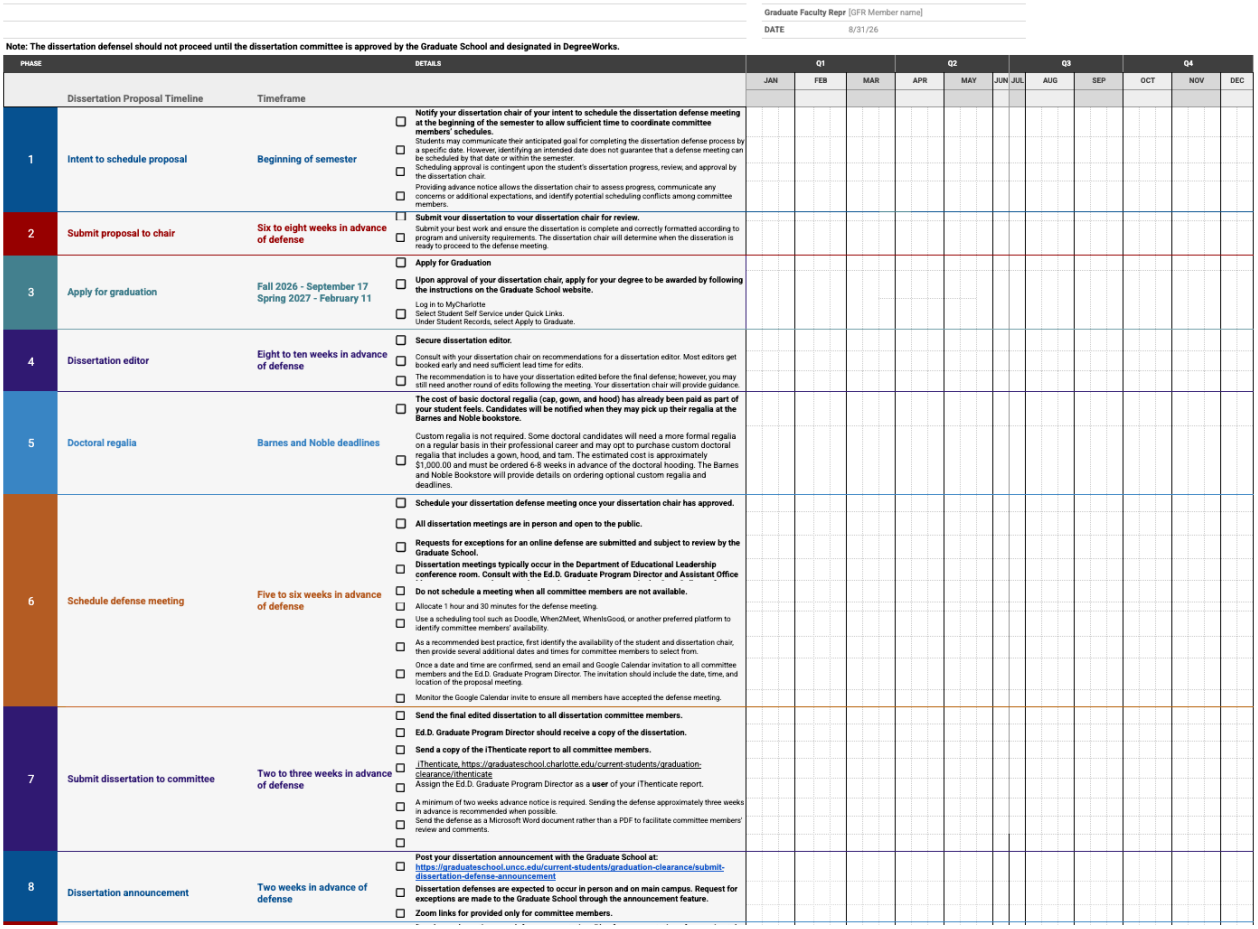
Subject to the discretion of your dissertation chair.

- Please do not plan for a dissertation defense meeting after the last day of classes.
- Review the University calendar for dates of closure.

Ed.D. Dissertation Defense Timeline – Google spreadsheet link

Figure 6

Ed.D. Dissertation Defense Timeline



Graduate Faculty Repr [GFR Member name]
DATE 8/31/26

Note: The dissertation defensel should not proceed until the dissertation committee is approved by the Graduate School and designated in DegreeWorks.

PHASE	Dissertation Proposal Timeline	Timeframe	DETAILS	Q1 JAN	Q1 FEB	Q1 MAR	Q2 APR	Q2 MAY	Q2 JUN	Q3 JUL	Q3 AUG	Q3 SEP	Q4 OCT	Q4 NOV	Q4 DEC
1	Intent to schedule proposal	Beginning of semester	☐ **Notify your dissertation chair of your intent to schedule the dissertation defense meeting at the beginning of the semester to allow sufficient time to coordinate committee members' schedules.** ☐ Students may communicate their anticipated goal for completing the dissertation defense process by a specific date. However, identifying an intended date does not guarantee that a defense meeting can be scheduled by that date or within the semester. ☐ Scheduling approval is contingent upon the student's dissertation progress, review, and approval by the dissertation chair. ☐ Providing advance notice allows the dissertation chair to assess progress, communicate any concerns or additional expectations, and identify potential scheduling conflicts among committee members.												
2	Submit proposal to chair	Six to eight weeks in advance of defense	☐ **Submit your dissertation to your dissertation chair for review.** ☐ Submit your best work and ensure the dissertation is complete and correctly formatted according to program and university requirements. The dissertation chair will determine when the disseration is ready to proceed to the defense meeting.												
3	Apply for graduation	Fall 2026 - September 17 Spring 2027 - February 11	☐ **Apply for Graduation** ☐ **Upon approval of your dissertation chair, apply for your degree to be awarded by following the instructions on the Graduate School website.** ☐ Log in to MyCharlotte Select Student Self Service under Quick Links. Under Student Records, select Apply to Graduate.												
4	Dissertation editor	Eight to ten weeks in advance of defense	☐ **Secure dissertation editor.** ☐ Consult with your dissertation chair on recommendations for a dissertation editor. Most editors get booked early and need sufficient lead time for edits. ☐ The recommendation is to have your dissertation edited before the final defense; however, you may still need another round of edits following the meeting. Your dissertation chair will provide guidance.												
5	Doctoral regalia	Barnes and Noble deadlines	☐ **The cost of basic doctoral regalia (cap, gown, and hood) has already been paid as part of your student feels. Candidates will be notified when they may pick up their regalia at the Barnes and Noble bookstore.** ☐ Custom regalia is not required. Some doctoral candidates will need a more formal regalia on a regular basis in their professional career and may opt to purchase custom doctoral regalia that includes a gown, hood, and tam. The estimated cost is approximately $1,000.00 and must be ordered 6-8 weeks in advance of the doctoral hooding. The Barnes and Noble Bookstore will provide details on ordering optional custom regalia and deadlines.												
6	Schedule defense meeting	Five to six weeks in advance of defense	☐ **Schedule your dissertation defense meeting once your dissertation chair has approved.** ☐ **All dissertation meetings are in person and open to the public.** ☐ **Requests for exceptions for an online defense are submitted and subject to review by the Graduate School.** ☐ **Dissertation meetings typically occur in the Department of Educational Leadership conference room. Consult with the Ed.D. Graduate Program Director and Assistant Office** ☐ **Do not schedule a meeting when all committee members are not available.** ☐ Allocate 1 hour and 30 minutes for the defense meeting. ☐ Use a scheduling tool such as Doodle, When2Meet, WhenIsGood, or another preferred platform to identify committee members' availability. ☐ As a recommended best practice, first identify the availability of the student and dissertation chair, then provide several additional dates and times for committee members to select from. ☐ Once a date and time are confirmed, send an email and Google Calendar invitation to all committee members and the Ed.D. Graduate Program Director. The invitation should include the date, time, and location of the proposal meeting. ☐ Monitor the Google Calendar invite to ensure all members have accepted the defense meeting.												
7	Submit dissertation to committee	Two to three weeks in advance of defense	☐ **Send the final edited dissertation to all dissertation committee members.** ☐ **Ed.D. Graduate Program Director should receive a copy of the dissertation.** ☐ **Send a copy of the iThenticate report to all committee members.** ☐ iThenticate, https://graduateschool.charlotte.edu/current-students/graduation-clearance/ithenticate ☐ Assign the Ed.D. Graduate Program Director as a **user** of your iThenticate report. ☐ ☐ A minimum of two weeks advance notice is required. Sending the defense approximately three weeks in advance is recommended when possible. ☐ Send the defense as a Microsoft Word document rather than a PDF to facilitate committee members' review and comments. ☐												
8	Dissertation announcement	Two weeks in advance of defense	☐ **Post your dissertation announcement with the Graduate School at: https://graduateschool.uncc.edu/current-students/graduation-clearance/submit-dissertation-defense-announcement** ☐ **Dissertation defenses are expected to occur in person and on main campus. Request for exceptions are made to the Graduate School through the announcement feature.** ☐ **Zoom links for provided only for committee members.**												

CHAPTER 25: Degree Completion & Graduation

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

1. Complete the approved program of study within the prescribed time limit;
2. Maintain a grade point average of 3.0 or better in all work attempted on the program of study and resolve all grades other than acceptable letter grades;
3. Satisfactorily complete all required examinations;
4. Receive approval of the dissertation by the dissertation committee and Graduate School;
5. Be registered for ADMN 8999 (Dissertation Research) each fall and spring, semester after all other coursework is completed. Exceptions include registration into GRAD 9800 or other approved course after completion of all required degree credits; and,
6. Meet all other academic and professional qualifications as published by the appropriate governing bodies of the University.

Graduation

The application for graduation should occur after consultation with the Dissertation Chair and Doctoral Program Director. A student may not graduate in the same semester of dissertation proposal defense.

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.charlotte.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@charlotte.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 commencement schedule will be posted at, 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 doctoral commencement is usually not made until October/March after the deadline to apply for graduation.
- Detailed instructions on the line-up, procession, and ceremony logistics will be emailed to all students who applied to graduate.
- Commencement at UNC Charlotte is held three times each year, in May for Spring graduates, in August for Summer graduates, and in December for fall graduates.
- In early April/October you will receive an email from commencement@charlotte.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.
- 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.
- **Check your @charlotte.edu email for communications regarding commencement logistics.**

Regalia

The cost of basic doctoral regalia (cap, gown, and hood) has already been paid as part of your student fees. The details related to ordering your doctoral regalia and pick-up will be posted by the University Barnes & Noble bookstore.

Graduates are not required to purchase custom regalia for commencement. Doctoral graduates who anticipate needing formal regalia in their professional careers may choose to purchase custom regalia, which includes a gown, hood, and tam. The estimated cost is approximately $1,000.00 and must be ordered 6-8 weeks in advance of the doctoral hooding. The Barnes & Noble Bookstore will provide details on ordering optional custom regalia and deadlines**.**

CHAPTER 26: 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 doing so, we hope to develop a stronger community among students interested in the Department of Educational Leadership and excellence within the COED.

Table 5

2026-2027 ELSO Leadership Team

Name	Office	Degree Program
Ashley Wilson	President	Ph.D. Curriculum and Instruction, Curriculum and Educator Development
Wendy Mueller	Vice President	Ph.D. Curriculum and Instruction, Literacy Research, Policy & Practice
TBD	Secretary	
Ramatu Issifu	Treasurer	Ph.D. in Educational Research, Measurement, and Evaluation
Holly Walker	Communications Coordinator	Ph.D. in Curriculum and Instruction, Literacy Research, Policy & Practice
Alissa Bouttavong	Social Media Coordinator	M.Ed. in Educational Leadership, Higher Education
Isabella Locklair	Events Coordinator	M.Ed. in Educational Leadership, Higher Education
Kendalee Marcus	GPSG Representative	Ph.D. Special Education

Past ELSO Events

- Coffee & Convo
- Game night
- APA & academic writing workshop
- Trivia nights
- Writing sessions
- Social meet ups



Interested in ELSO?
Contact Ashley Wilson
elso-org@charlotte.edu

CHAPTER 27: 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 that our doctoral students have participated in during their doctoral enrollment. Students are recommended to join and actively participate in professional development based on their interest areas that may overlap across concentration areas.

Cato College of Education Research Symposium
The Cato College of Education Research Symposium is an event to showcase student and faculty research at various stages of development. Presenters have the opportunity to add a line in their vita, 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



Dr. Tyler Mavity and Dr. Colleen Grosse, Superintendency


Dr. Nicolette Grant, Superintendency

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. https://www.cscc.pitt.edu/

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/

American Educational Research Association (AERA)
The American Educational Research Association (AERA), founded in 1916, is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results. https://www.aera.net/

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://ncafrie.wildapricot.org/

Learning, Design and Technology

Association for Educational Communications and Technology (AECT)
The Association for Educational Communications & Technology (AECT) represents and engages a wide variety of educational professionals, including instructional designers, PK-12 teachers, higher education faculty, education administrators, and industry training leaders, who seek to provide leadership and advise policymakers on enriching and sustaining teaching and learning. The annual AECT International Convention is the premier international forum for the exchange and dissemination of scholarship and practice on the design of instruction and systematic approaches to learning. https://www.aect.org/home

North Carolina Technology in Education Society (NC TIES)
NCTIES is a membership association for educators and educator leaders engaged in advancing excellence in learning and teaching through the effective use of technology. We are the North Carolina ISTE and CoSN affiliate. https://www.ncties.org/

National EdTech and Innovation Conference & Expo
This educational technology conference brings together educators from various institutions to discuss and share real- world examples and solutions for transitioning to digital learning.

PK-12 Superintendency

North Carolina Association of School Administrators (NCASA) School Law and Policy Symposium
Since 2011, our School Law and Policy Symposium has been a collaborative event, featuring some of NC's top education attorneys and subject matter experts who have delivered pertinent and timely content outlining legal and policy information that affects every school district throughout our state. https://ncasa.net

The North Carolina Association of School Administrators (NCASA) Conference on Educational Leadership
NCASA's Annual Conference on Educational Leadership (CEL) is designed for district and school leaders and presents a one-of-a-kind opportunity to engage with your peers and learn from other districts from across the state. https://ncasa.net/

Western Region Education Service Alliance Summer Leadership Conference (WRESA)
For more than two decades, WRESA has enhanced regional education through facilitating peer support groups, sharing best practices, offering high-quality professional development programming throughout the region, on-site at our Asheville offices, and virtually. https://wresa.org/

Center for Racial Equity in Education (CREED) Research Symposium
Through research, coalition-building, and technical assistance, CREED works to close opportunity gaps for all children in P-20 education by centering students and families of color and closing the knowing-doing gap in the field. https://www.creed-nc.org/teachingincolor

The National Education Finance Academy
The National Education Finance Academy is home to scholars, students, practitioners, and policymakers who are interested in the study of education finance broadly defined. Our organization serves scholars, students, policymakers and practitioners in the fields of PK-12 education finance, higher education finance, economics of education, education law, and educational policy. https://www.nationaledfinance.com/

CHAPTER 28: 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 6

Ed.D. SLOs

SLO	Assessed using	Criterion from Rubric	
SLO 1: Doctoral candidates demonstrate in-depth knowledge of their education specialty and are able to apply knowledge and skills specific to their discipline.	Qualifying Examination	1. Dimension 2: An expression of the problems' background or existing information; able to employ a critical analysis and scholarly use of the relevant literature. 2. Dimension 4: An understanding of and an ability to apply the appropriate research methods concerning problems posed during exam. 3. Dimension 6: An ability to effectively respond to scholarly questions	
SLO 2: Doctoral candidates demonstrate in-depth of concentration specialization (i.e., school/community; urban education/reading/English Language Learners, etc.)	Qualifying Examination	1. Dimension 1: An ability to recognize and articulate the problems at hand. 2. Dimension 3: Reasoning skills such as developing and analyzing arguments and evidence; synthesizing information from multiple sources; or, developing possible solutions from evidence. 3. Dimension 3: Reasoning skills such as developing and analyzing arguments and evidence; synthesizing information from multiple sources; or, developing possible solutions from evidence.	
SLO 3: Doctoral candidates demonstrate the ability to conduct independent research to answer relevant questions their area of specialization and add to the body of knowledge in the field of education.	Dissertation Proposal & Defense	Proposal Defense	1. Proposal Criterion 1 Chapter 1 - Introduction Clear development of identified and contextualized a research problem of practice that includes: ▪ Background/context of the problem ▪ Significance of problem ▪ Research questions ▪ Defining key concepts and relevant terms 2. Proposal Criterion 2 Chapter 2 – Literature Review A literature review that describes prior conceptual and research investigations of the research problem of practice. 3. Proposal Criterion 3 Chapter 3 – Methodology and analysis Research methods and analysis that are appropriate to the research questions.
		Dissertation	Criterion 1 Chapter 1 - Introduction

		Defense	Clear development of identified and contextualized a research problem of practice that includes: ▪ Background/context of the problem ▪ Significance of problem ▪ Research questions ▪ Defining key concepts and relevant terms 2. Criterion 2 Chapter 2 – Literature Review A literature review that describes prior conceptual and research investigations of the research problem of practice. 3. Criterion 3 Chapter 3 – Methodology and analysis Research methods and analysis that are appropriate to the research questions. 4. Criterion 4 Chapter 4 – Data findings All pertinent results reported in clear and concise manner. Table/figures are labeled appropriately. 5. Criterion 5 Chapter 5 – Discussion, conclusions, and recommendations Discussion includes clear conclusions based on the collected data that answer the research questions or test hypotheses and recommendations for further research.
SLO 4: Doctoral program candidates demonstrate skills (including advocacy) and commitment to creating supportive environments that afford all PK-12 students access to rigorous evidence- based practices specific to their learning needs.	Dispositional Areas	1. Impact 2. Professional identity 3. Leadership 4. Advocacy 5. Collaboration 6. Ethics	

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 29: 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 are students are required to complete throughout the doctoral program. Students upload specified assignments and evidences from their program of student for evaluation.

Enrolling in your Taskstream portfolio

All doctoral students must enroll in the designated portfolio. Ed.D. students should use the following:

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

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

Doctoral students in the Ed.D. program complete the following Taskstream requirements

Table 7

Taskstream Requirements

Assignment Title (What)	Ed.D. Course (When & Where)	Assessed by who? (Who)	Assessed with what rubrics? (How)
"Disposition Self-Assessment"	ADMN 8160	Student & instructor	Meets/Not Meets • Instructor checks for completion only
"Disp Self-Assess 2 + Instruc Eval"	After qualifying exam	Qualifying exam chair	COED Dispositions Assessment • Qualifying exam chair evaluates on the student dispositions
"Doctoral Qualifying Exam"	After qualifying exam	Qualifying exam chair	Doctoral qualifying exam rubric
"Doctoral Proposal Defense"	ADMN 8699	Dissertation proposal chair	Doctoral proposal defense rubric
"Dissertation Defense"	ADMN 8999	Dissertation defense chair	Doctoral dissertation defense rubric
"Exit Survey & Program Exit Dispo"	ADMN 8999	Student & dissertation defense chair	Meets/Not Meets • Instructor checks for completion only

Note: PK-12 Superintendency students also upload into Taskstream their evidence requirements.

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

CHAPTER 30: Doctoral 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 semester. https://www.facebook.com/groups/1225560670840051

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 doctoral students. https://graduateschool.uncc.edu/current-students/forms

Graduate School Doctoral Checklist provides detailed information on degree milestones such as dissertation proposal and defense milestones. https://graduateschool.uncc.edu/current-students/graduation-clearance/doctoral-checklist

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.charlotte.edu/

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://tsi.charlotte.edu/

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/

CHAPTER 31: Concentration Curriculum

CHARLOTTE
CATO COLLEGE OF EDUCATION

Ed.D. in Educational Leadership
Higher Education Concentration
Main Campus | 48-Credit Hours

Students are required to complete a minimum of 48-credit-hours of doctoral (8000-level) coursework beyond the master's degree, complete the qualifying examination (portfolio), and applied doctoral dissertation.

Core coursework (12-credit hours)

ADMN 8110	Organizational Theory and Behavior	3-credits
ADMN 8181	Values & Integrative Leadership Practices	3-credits
ADMN 8610	Interdisciplinary Seminar	3-credits
ADMN 8611	Applied Dissertation Pre-Proposal Development	3-credits

Concentration coursework (15-credit hours)

Select from a sampling of the following concentration courses:

ADMN 8000	Topics in Educational Leadership	3-credits
ADMN 8170	Introduction to the Community College	3-credits
ADMN 8171	The American College Student	3-credits
ADMN 8172	Higher Education in the United States	3-credits
ADMN 8173	Legal Issues in Higher Education	3-credits
ADMN 8174	Higher Education Finance and Budgeting	3-credits
ADMN 8175	Non-Traditional Approaches in Higher Education	3-credits
ADMN 8176	Women in Higher Education	3-credits
ADMN 8177	Student Affairs in Higher Education	3-credits
ADMN 8178	Higher Education Policy and Governance	3-credits
ADMN 8179	Contemporary Issues in Higher Education	3-credits
ADMN 8180	Teaching Strategies for Adults in a Diverse Society	3-credits

Applied Research and Evaluation (21-credit hours)

RSCH 8196	Program Evaluation Methods	3-credits
RSCH 8210	Applied Educational Research	3-credits
ADMN 8699	Dissertation Proposal Seminar	3-credits
ADMN 8999	**Dissertation Research (minimum of 6-credit hours)**	**3-credits**
AND		
RSCH 8110	Descriptive and Inferential Statistics	3-credits
RSCH 8120	Advanced Statistics	3-credits
OR		
RSCH 8111	Qualitative Research Methods	3-credits
RSCH 8121	Qualitative Data Collection & Analysis	3-credits

CHARLOTTE
CATO COLLEGE OF EDUCATION

Ed.D. in Educational Leadership
Learning, Design and Technology Concentration
Distance Education (80% online/20% F2F) | 48-Credit Hours

Students are required to complete a minimum of 48-credit-hours of doctoral (8000-level) coursework beyond the master's degree, complete the qualifying examination (portfolio), and applied doctoral dissertation.

Core coursework (12-credit hours)

ADMN 8110	Organizational Theory and Behavior	3-credits
ADMN 8181	Values & Integrative Leadership Practices	3-credits
ADMN 8610	Interdisciplinary Seminar	3-credits
ADMN 8611	Applied Dissertation Pre-Proposal Development	3-credits

Concentration coursework (15-credit hours)

Select from a sampling of the following concentration courses:

ADMN 8695	Doctoral Seminar in Teaching and Learning (required)	3-credits
ELDT 8102	Research in Learning, Design and Technology (required)	3-credits
ELDT 8000	Topics in Learning, Design and Technology	3-credits
ELDT 8100	Foundations of Learning, Design and Technology	3-credits
ELDT 8101	Learning Principles in Learning, Design and Technology	3-credits
ELDT 8110	Instructional Design	3-credits
ELDT 8120	Current Trends in Learning, Design and Technology	3-credits
ELDT 8121	Advanced Instructional Design	3-credits
ELDT 8130	Instructional Multimedia Development	3-credits
ELDT 8135	Learning Media, Resources and Technology	3-credits
ELDT 8140	Instructional Video Development	3-credits
ELDT 8145	Visual Design of Instructional Products	3-credits
ELDT 8150	Design, Development, and Evaluation of Online Learning	3-credits
ELDT 8160	Designing Learning Systems with Simulation and Game Technology	3-credits
ELDT 8170	Human Performance Technology	3-credits
ELDT 8180	LDT Project Management and Team Leadership	3-credits
ADMN 8171	The American College Student	3-credits
ADMN 8125	Doctoral Seminar in Instruction	3-credits
ADMN 8660	Instructional Leadership Seminar	3-credits

Applied Research and Evaluation (21-credit hours)

RSCH 8196	Program Evaluation Methods	3-credits
RSCH 8210	Applied Educational Research	3-credits
ADMN 8699	Dissertation Proposal Seminar	3-credits
ADMN 8999	Dissertation Research (minimum of 6-credit hours)	**3-credits**
AND		
RSCH 8110	Descriptive and Inferential Statistics	3-credits
RSCH 8120	Advanced Statistics	3-credits
OR		
RSCH 8111	Qualitative Research Methods	3-credits
RSCH 8121	Qualitative Data Collection & Analysis	3-credits

CHARLOTTE
CATO COLLEGE OF EDUCATION

Ed.D. in Educational Leadership
PK-12 Superintendency Concentration
Distance Education (Mallard Creek High School) | 48-Credit Hours

Students are required to complete a minimum of 48-credit-hours of doctoral (8000-level) coursework beyond the master's degree, complete the qualifying examination (portfolio), and applied doctoral dissertation.

Core coursework (12-credit hours)

ADMN 8110	Organizational Theory and Behavior	3-credits
ADMN 8181	Values & Integrative Leadership Practices	3-credits
ADMN 8610	Interdisciplinary Seminar	3-credits
ADMN 8611	Applied Dissertation Pre-Proposal Development	3-credits

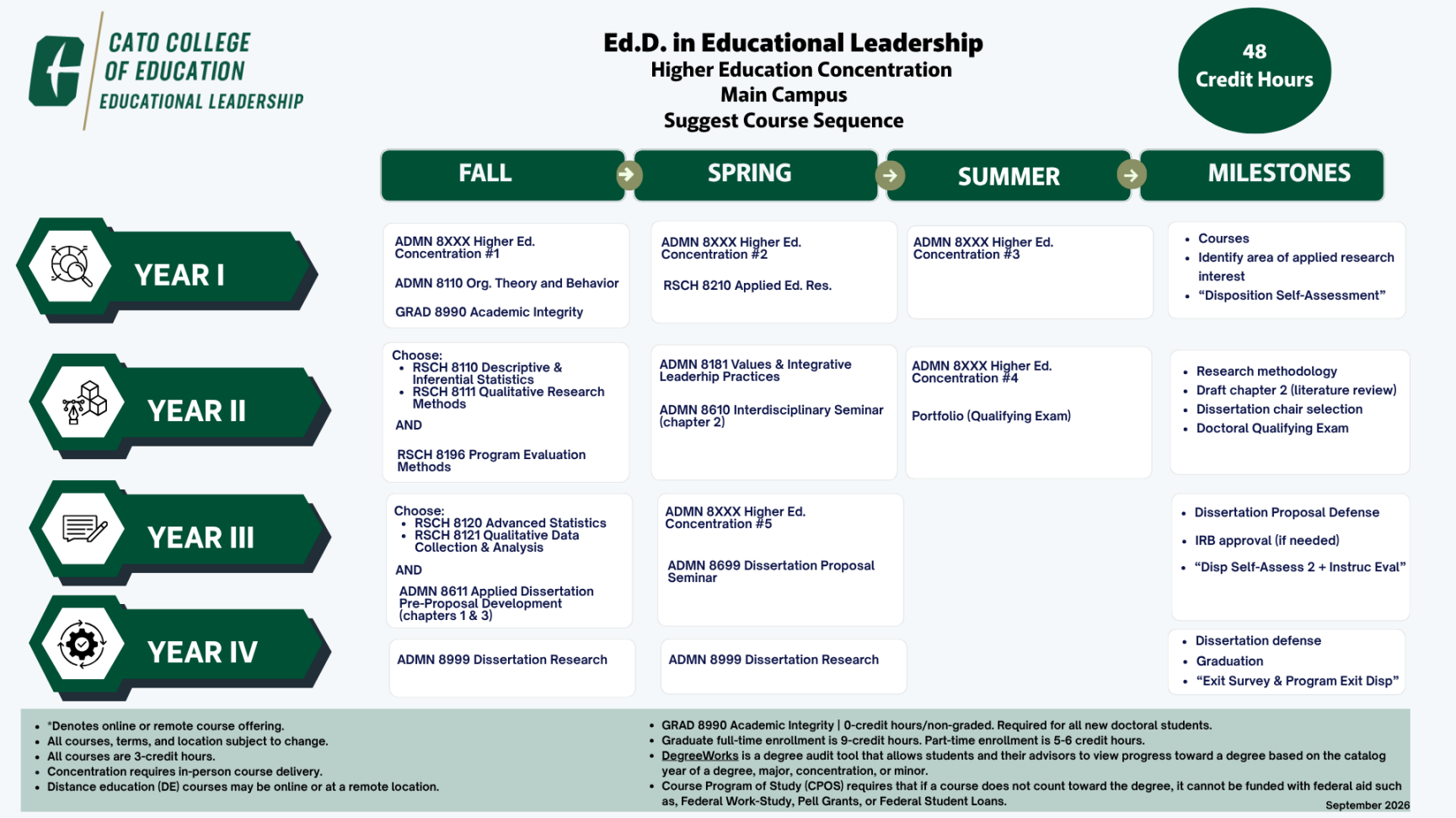
Concentration coursework (18-credit hours)

ADMN 8120	Rethinking Educational Reform: Law, Policy, and Public School	3-credits
ADMN 8125	Doctoral Seminar in Instruction	3-credits
ADMN 8140	School Finance	3-credits
ADMN 8150	Human Resources Development and Administration	3-credits
ADMN 8410	Advanced Internship in Educational Leadership I	3-credits
ADMN 8420	Advanced Internship in Educational Leadership II	3-credits

Applied Research and Evaluation (18-credit hours)

RSCH 8196	Program Evaluation Methods	3-credits
RSCH 8210	Applied Educational Research	3-credits
ADMN 8699	Dissertation Proposal Seminar	3-credits
ADMN 8999	**Dissertation Research (minimum of 6-credit hours)**	**3-credits**
AND		
RSCH 8110	Descriptive and Inferential Statistics	3-credits
OR		
RSCH 8111	Qualitative Research Methods	3-credits

CHAPTER 32: Suggested Part-Time Concentration Sequences



CATO COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP

Ed.D. in Educational Leadership

Learning, Design and Technology Concentration

80% Distance Education & 20% Main Campus

Suggest Course Sequence

48 Credit Hours

	FALL	SPRING	SUMMER	MILESTONES
YEAR I	*ELDT 8XXX LDT Concentration #1 ADMN 8110 Org. Theory and Behavior *GRAD 8990 Academic Integrity	*ELDT 8XXX LDT Concentration #2 RSCH 8210 Applied Educational Research	*ELDT 8XXX LDT Concentration #3	• Courses • Identify area of applied research interest • "Disposition Self-Assessment"
YEAR II	Choose: • RSCH 8110 Descriptive & Inferential Statistics • RSCH 8111 Qualitative Research Methods AND ELDT 8XXX LDT Concentration #4*	RSCH 8196 Program Evaluation Methods ADMN 8610 Interdisciplinary Seminar (chapter 2)	*ELDT 8XXX LDT Concentration #5 Portfolio (Qualifying Exam)	• Research methodology • Draft chapter 2 (literature review) • Dissertation chair selection
YEAR III	Choose: • RSCH 8120 Advanced Statistics • RSCH 8121 Qualitative Data Collection & Analysis AND ADMN 8611 Applied Dissertation Pre-Proposal Development (chapters 1 & 3)	ADMN 8181 Values & Integrative Leadership Practices *ADMN 8699 Dissertation Proposal Seminar		• Doctoral Qualifying Exam • Dissertation Proposal Defense • IRB approval (if needed) • "Disp Self-Assess 2 + Instruc Eval"
YEAR IV	*ADMN 8999 Dissertation Research*	*ADMN 8999 Dissertation Research		• Dissertation defense • Graduation • "Exit Survey & Program Exit Disp"

- *Denotes online or remote course offering.
- All courses, terms, and location subject to change.
- All courses are 3-credit hours.
- Concentration requires in-person course delivery.
- Distance education (DE) courses may be online or at a remote location.

- GRAD 8990 Academic Integrity | 0-credit hours/non-graded. Required for all new doctoral students.
- Graduate full-time enrollment is 9-credit hours. Part-time enrollment is 5-6 credit hours.
- DegreeWorks is a degree audit tool that allows students and their advisors to view progress toward a degree based on the catalog year of a degree, major, concentration, or minor.
- Course Program of Study (CPOS) requires that if a course does not count toward the degree, it cannot be funded with federal aid such as, Federal Work-Study, Pell Grants, or Federal Student Loans.

September 2026

CATO COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP

Ed.D. in Educational Leadership

P-12 Superintendency Concentration (D-Level Licensure)

Distance Education

Suggest Course Sequence

48 Credit Hours

	FALL	SPRING	SUMMER	MILESTONES
YEAR I	ADMN 8140 School Finance ADMN 8110 Org. Theory and Behavior GRAD 8990 Academic Integrity	ADMN 8120 Rethinking Educational Reform: Law, Policy, and Public School RSCH 8210 Applied Ed. Res.	ADMN 8150 Human Resources Development and Administration	• Courses • Identify area of applied research interest • "Disposition Self-Assessment"
YEAR II	Choose: • RSCH 8110 Descriptive & Inferential Statistics • RSCH 8111 Qualitative Research Methods AND ADMN 8125 Doctoral Seminar in Instruction	RSCH 8196 Program Evaluation Methods ADMN 8181 Values & Integrative Leadership Practices	ADMN 8610 Interdisciplinary Seminar (chapter 2)	• Research methodology • Draft chapter 2 (literature review) • Dissertation chair selection
YEAR III	ADMN 8410 Advanced Internship I ADMN 8611 Applied Dissertation Pre-Proposal Development (chapters 1 & 3)	ADMN 8420 Advanced Internship II ADMN 8699 Dissertation Proposal Seminar Portfolio (Qualifying Exam) • Licensure Evidences		• Doctoral Qualifying Exam • Dissertation Proposal Defense • IRB approval (if needed) • "Disp Self-Assess 2 + Instruc Eval"
YEAR IV	ADMN 8999 Dissertation Research	ADMN 8999 Dissertation Research		• Dissertation defense • Graduation • "Exit Survey & Program Exit Disp"

- The SUPT Concentration offers courses at a remote location such a Mallard Creek High School.
- All courses, terms, and location subject to change.
- All courses are 3-credit hours.
- Concentration requires in-person course delivery.
- Distance education (DE) courses may be online or at a remote location.

- GRAD 8990 Academic Integrity | 0-credit hours/non-graded. Required for all new doctoral students.
- Graduate full-time enrollment is 9-credit hours. Part-time enrollment is 5-6 credit hours.
- DegreeWorks is a degree audit tool that allows students and their advisors to view progress toward a degree based on the catalog year of a degree, major, concentration, or minor.
- Course Program of Study (CPOS) requires that if a course does not count toward the degree, it cannot be funded with federal aid such as, Federal Work-Study, Pell Grants, or Federal Student Loans.

September 2026

CHAPTER 33: 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.

Stevens, D. D., & Caskey, M. M. (2023). Building a foundation for a successful doctoral student journey: A scholarship of teaching and learning investigation. *Innovative higher education*, *48*(3), 433–455. https://doi.org/10.1007/s10755-022-09624-7

Sarrico, C. S. (2022). The expansion of doctoral education and the changing nature and purpose of the doctorate. *High Educ,* 84, 1299–1315. https://doi.org/10.1007/s10734-022-00946-1

Taylor, S. (2023). The changing landscape of doctoral education: A framework for analysis and introduction to the special issue. *Innovations in Education and Teaching International*, *60*(5), 606–622. https://doi.org/10.1080/14703297.2023.2237962

Bagaka's, J. G., Bransteter, I., Rispinto, S., & Badillo, N. (2015). Exploring student success in a doctoral program: The power of mentorship and research engagement. *International Journal of Doctoral Studies, 10*. 323-342. https://ijds.org/Volume10/IJDSv10p323-342Bagaka1713.pdf

CHAPTER 34: 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 Ed.D. program is 48-credit hours. Time to degree completion depends upon enrollment patterns, but most students in the Ed.D. can anticipate graduating in four years.

7. **I want to finish faster than four years. Can I accelerate the process?**
    - The Ed.D. program is an accelerated doctoral degree. Students should follow the suggested concentration sequences. Moving through courses will not necessarily expediate your process as it takes time to understand and compile literature related to your research topic. Discuss concerns regarding time to degree completion with your academic advisor or Doctoral 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 doctoral 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. Graduate Program Director
        - General Ed.D. related to all concentrations: edld-edd@charlotte.edu
        - General M.Ed. Higher Education concentration: higher-ed@charlotte.edu
    - Dr. Jamie Kudlats, Graduate Program Coordinator, PK-12 Superintendency, jkudlats@charlotte.edu
    - Dr. Ayesha Sadaf, Graduate Program Coordinator, Learning, Design and Technology, asadaf@charlotte.edu

Appendix A: Higher Education Portfolio Directions and Rubric

Directions for Assessing the Doctoral Qualifying Exam (Portfolio)

In addition to coursework and the dissertation, students must complete a portfolio of achievements related to the focus area of higher education. This portfolio must receive satisfactory ratings from the Portfolio Review Committee. The portfolio serves as the qualifying examination in the Higher Education concentration of the Ed.D. program.

Products in this portfolio include:

1. Review of literature for research project – 20-30 pages, with a brief (one paragraph) explanation of revisions and improvements to the document since completing ADMN 8610).
2. Executive summary of research – 3-5 pages, with a brief (one paragraph) explanation of revisions and improvements to the document since completing ADMN 8610.
3. Leadership and career trajectory reflection, incorporating goals and reflecting on coursework and other experiences during the Ed.D. program – 3-5 pages.

Tip: adhere to APA 7th edition guidelines, use Times New Roman, 12-point, double-spaced, and 1-inch margins on all sides. Do not exceed page limits.

Committee membership:

Portfolio Review Committee includes two members (chair determines second member in consultation with student)

1. Advisor (chair of Portfolio Review Committee and is the dissertation chair).
2. One other EDLD faculty member (a higher education or educational research faculty member and/or faculty member who will likely serve on the dissertation committee).

Portfolio Dates and Steps

(completion after ADMN 8610)

- By April 1: Students who are enrolled in ADMN 8610 declare they will complete the portfolio (email to Ed.D. Program Director).
- July 1 - July 31: Writing and portfolio submission period: Students submit the portfolio to the Portfolio Review Committee by July 31.
- By August 31: Portfolio Review Committee member submits written feedback (rubric and open-ended comments) to the committee chair by August 31.
    - The portfolio must be passed unanimously (both members agree to pass).
- Sept. 1 – Sept. 30: Portfolio Review Committee chair schedules one-on-one conversation with student to discuss feedback by September 30. Forms for department and Graduate School are completed. At the chair's discretion, the second committee member may be asked to join the meeting.
- Fall semester: At the conclusion of the RSCH 8890 course, students present an overview of their dissertation projects in a roundtable or poster session format. All higher education program students and faculty are invited, though this session is not formally part of the portfolio review.
- A dissertation proposal cannot be defended until the portfolio is passed.
- During the portfolio designated writing time you are not working with your dissertation chair or committee. Feedback regarding your writing occurs in August and September.
- Writing Resources Center: Receiving assistance from the WRC is approved as they can provide guidance to aid in your writing.

Second portfolio attempt

Please be advised that starting the qualifying exam process and not completing it is considered a first

attempt. Students have two attempts to successfully complete the portfolio. If a student does not pass on the first attempt, they may make one subsequent attempt to revise and re-submit their portfolio in the spring semester.

- By Nov. 1: Students declares they will complete the portfolio (email to Ed.D. Program Director).
- Feb. 1 – Feb. 28: Writing and portfolio submission period: Students submit the portfolio to the Portfolio Review Committee by Feb. 28.
- By March 31: Portfolio Review Committee member submits written feedback (rubric and open-ended comments) to the committee chair by March 31.
- The portfolio must be passed unanimously (both members agree to pass).
- April 1 – April 30: Portfolio Review Committee chair schedules one-on-one conversation with student to discuss feedback by April 30. Forms for department and Graduate School are completed. At the chair's discretion, the second committee member may be asked to join the meeting.
- A dissertation proposal cannot be defended until the portfolio is passed.
- No more than two attempts are permitted. Students unsuccessful on the second attempt are dismissed from the program.

The portfolio committee members need to perform the following tasks:

1. Review the procedures listed above prior to the exam.
2. Participate in the student's doctoral qualifying exam (portfolio).
3. Assess the quality of the student's doctoral qualifying exam (portfolio) by completing the score sheet attached.
4. Tally the points awarded and enter the student's total score for the six dimensions.
5. Sign and date the score sheet.
6. Give the completed score sheet to the committee chair to fulfill the National Council for Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools Council (SACS) data collection requirements.

Ed.D. Higher Education Concentration
Portfolio Rubric

Date:_____ Student Name:_____ Student ID#:
_____

Scoring Dimension	Not Observed (0 points)	Not Met (1 point)	Met Expectations (2 points)	Exceeded Expectations (3 points)	Score
1. An ability to recognize and articulate the problems at hand. CAEP Advanced Standards 1.1 & SLO 2	Student expresses no analysis of the problem presented	Student fails to express adequate analysis of the problems presented.	Student expresses adequate analytical responses; has appropriate references to theory and practice supported by literature; responses are specific and supported by research; and, responses demonstrate an ability to synthesize and extend detail.	Student expresses exemplary responses that are analytical and rich in content; includes references to pertinent literature; indicates an ability to synthesize and draw conclusions; and responses are well articulated.	
2. An expression of the problems; background or existing information; able to employ a critical analysis and scholarly use of the relevant literature. (CAEP Advanced Standards 1.1 & SLO 1	Student demonstrates no ability to analyze relevant literature and does not apply literature to the problems at hand.	Student fails to demonstrate adequate analysis of relevant literature and cannot apply the literature to the problems at hand.	Student expresses adequate ability to analyze and summarize data with minimal errors, to report results based on analyses, and adequately communicates results.	Student expresses the exemplary ability to analyze and summarize data producing unbiased and consistent results; accurately reports results based on analyses; and clearly communicates results.	
3. Reasoning skills such as: developing and analyzing arguments and evidence; synthesizing information from multiple sources; or, developing possible solutions from evidence. CAEP Advanced Standards 1.1 & SLO 2	Student demonstrates no ability to develop an argument based on available information or evidence.	Student fails to develop an adequate argument based on available information or evidence. Student fails to identify the key assumptions and/or evaluate the given information underlying the issue.	Student adequately develops an argument using relevant thinking skills in presenting information with reference to context, assumptions, data, and evidence. Student suggests implications and consequences, but without development.	Student applies exemplary thinking skills in presenting information. Develops solutions by using all available and applicable information. Identifies and clearly discusses implications and consequences considering relevant assumptions, contexts, data, and evidence.	
4. Understanding and application of appropriate research methods. CAEP Advanced Standards 1.1 & SLO 1	Student demonstrates no recollection of major themes related to research methods.	Student fails to express a basic understanding of major themes related to research methods.	Student adequately expresses a basic understanding and application of research methods to answer relevant problems in their field.	Student expresses exemplary knowledge and understanding of research methods. Student provides multiple relevant rationales for justification of the chosen methodology to answer relevant problems in their field.	

5. The ability to critically reflect on the knowledge gained from the academic program. CAEP Advanced Standards 1.3 & SLO 2	Student demonstrates no recollection of major themes contained in the academic program.	Student fails to adequately express recollection of major themes contained in the academic program.	The student can critically reflect on the knowledge gained from the academic program to address the problems in the field.	Student demonstrates exemplary ability to integrate pertinent knowledge gained from the academic program to critically reflect on the problems in the field and connect to the larger research agenda.	
6. Ability to effectively respond to scholarly questions. CAEP Advanced Standards 1.1 & SLO 1	Student provides no responses to questions asked.	Student fails to provide adequate responses related to the questions asked.	Student adequately provides effective and informative responses to the questions as related to the problems posed.	Student provides exemplary responses that are comprehensive and cohesive while being inclusive to the scope of the larger research agenda.	
				TOTAL SCORE	

Portfolio Committee Member:_____ Portfolio Committee Member: _____

(signature)

Portfolio Committee Recommendation

Select overall recommendation based on the consensus of the committee.

(Only completed by the Portfolio Chair)

Date:_____ Student Name:_____ Student ID#: _____

Recommendation	**Select one recommendation**
Exceeds expectations Demonstrates a thorough and valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members are highly satisfied with the literature review. Portfolio approved with no revisions.	
Meets expectations Demonstrates some form of valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members agree that minimum requirements were met and are satisfied with the literature review. Portfolio approved, but may require a rewrite to one question.	
Does not meet expectations Misinterprets or fails to identify the relevant body of knowledge and area of inquiry. There is a notable lack of clarity in the overall synthesis to questions. Majority of committee members are not satisfied with the literature review. Significant revisions are needed and must be completed by the last day of classes for the current semester. The student will receive guidance from the committee on steps for required revisions. Portfolio not approved.	

Portfolio Chair:_____ Portfolio Chair: _____

(signature)

Appendix B: LDT Portfolio Departmental Directions and Rubric

In addition to coursework and the dissertation, students must complete a portfolio of achievements related to the focus area of learning, design and technology. This portfolio must receive satisfactory ratings from the Portfolio Review Committee. The portfolio serves as the qualifying examination in the Learning, Design, and Technology concentration of the Ed.D. program.

The portfolio committee members need to perform the following tasks:

1. Participate in the student's doctoral qualifying exam (portfolio).
2. Evaluate the quality of student's portfolio by completing the LDT portfolio rubrics for both parts A and B.
3. Assess the quality of the student's doctoral qualifying exam (portfolio) by completing the Ed.D. qualifying exam
   score sheet.
4. Tally the points awarded and enter the student's total score for the six dimensions.
5. Sign and date the score sheet.

Ed.D. LDT Concentration
Portfolio Rubric

Date:_____ Student Name:_____ Student ID#: _____

Scoring Dimension	Not Observed (0 points)	Not Met (1 point)	Met Expectations (2 points)	Exceeded Expectations (3 points)	Score
1. An ability to recognize and articulate the problems at hand. CAEP Advanced Standards 1.1 & SLO 2	Student expresses no analysis of the problem presented	Student fails to express adequate analysis of the problems presented.	Student expresses adequate analytical responses; has appropriate references to theory and practice supported by literature; responses are specific and supported by research; and, responses demonstrate an ability to synthesize and extend detail.	Student expresses exemplary responses that are analytical and rich in content; includes references to pertinent literature; indicates an ability to synthesize and draw conclusions; and responses are well articulated.	
2. An expression of the problems; background or existing information; able to employ a critical analysis and scholarly use of the relevant literature. CAEP Advanced Standards 1.1 & SLO 1	Student demonstrates no ability to analyze relevant literature and does not apply literature to the problems at hand.	Student fails to demonstrate adequate analysis of relevant literature and cannot apply the literature to the problems at hand.	Student expresses adequate ability to analyze and summarize data with minimal errors, to report results based on analyses, and adequately communicates results.	Student expresses the exemplary ability to analyze and summarize data producing unbiased and consistent results; accurately reports results based on analyses; and clearly communicates results.	
3. Reasoning skills such as: developing and analyzing arguments and evidence; synthesizing information from multiple sources; or, developing possible solutions from evidence. CAEP Advanced Standards 1.1 & SLO 2	Student demonstrates no ability to develop an argument based on available information or evidence.	Student fails to develop an adequate argument based on available information or evidence. Student fails to identify the key assumptions and/or evaluate the given information underlying the issue.	Student adequately develops an argument using relevant thinking skills in presenting information with reference to context, assumptions, data, and evidence. Student suggests implications and consequences, but without development.	Student applies exemplary thinking skills in presenting information. Develops solutions by using all available and applicable information. Identifies and clearly discusses implications and consequences considering relevant assumptions, contexts, data, and evidence.	
4. Understanding and application of appropriate research methods. CAEP Advanced Standards 1.1 & SLO 1	Student demonstrates no recollection of major themes related to research methods.	Student fails to express a basic understanding of major themes related to research methods.	Student adequately expresses a basic understanding and application of research methods to answer relevant problems in their field.	Student expresses exemplary knowledge and understanding of research methods. Student provides multiple relevant rationales for justification of the chosen methodology to answer relevant problems in their field.	
5. The ability to critically reflect on knowledge gained from the academic program. CAEP Advanced Standards 1.3 & SLO 2	Student demonstrates no recollection of major themes contained in the academic program.	Student fails to adequately express recollection of major themes contained in the academic program.	The student can critically reflect on the knowledge gained from the academic program to address the problems in the field.	Student demonstrates exemplary ability to integrate pertinent knowledge gained from the academic program to critically reflect on the problems in the field and connect to the larger research agenda.	
6. Ability to effectively respond to scholarly questions. CAEP Advanced Standards 1.1 & SLO 1	Student provides no responses to questions asked.	Student fails to provide adequate responses related to the questions asked.	Student adequately provides effective and informative responses to the questions as related to the problems posed.	Student provides exemplary responses that are comprehensive and cohesive while being inclusive to the scope of the larger research agenda.	
				TOTAL SCORE	

Portfolio Committee Member:_____ Portfolio Committee Member: _____

(signature)

Portfolio Committee Recommendation

Select overall recommendation based on the consensus of the committee.

(Only completed by the Portfolio Chair)

Date:_____ Student Name:_____ Student ID#: _____

Recommendation	Select one recommendation
Exceeds expectations Demonstrates a thorough and valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members are highly satisfied with the literature review. Portfolio approved with no revisions.	
Meets expectations Demonstrates some form of valid understanding of the relevant body of knowledge and area of inquiry. Majority of the committee members agree that minimum requirements were met and are satisfied with the literature review. Portfolio approved, but may require a rewrite to one question.	
Does not meet expectations Misinterprets or fails to identify the relevant body of knowledge and area of inquiry. There is a notable lack of clarity in the overall synthesis to questions. Majority of committee members are not satisfied with the literature review. Significant revisions are needed and must be completed by the last day of classes for the current semester. The student will receive guidance from the committee on steps for required revisions. Portfolio not approved.	

Portfolio Chair:_____ Portfolio Chair: _____

(signature)

Appendix C: LDT Parts A & B Portfolio Directions and Rubric

Dear Learning, Design and Technology Doctoral Student,
You are almost at the mid-point of the doctoral program and it is time to work on your Learning, Design and Technology Portfolio which serves as the requirement for the qualifying exam for your dissertation. There are two items you are expected to submit for your Portfolio.

A. A research proposal
B. Response to an Applied Learning, Design and Technology Case

Details are provided below.

PART A - RESEARCH PROPOSAL

You will be proposing a research study as part of your portfolio. This research proposal could lead to your dissertation study. You could choose to build on research papers and proposals that you have written in the Ed.D. program.

- Identify and describe a learning, design and technology topic based on an issue or a problem that needs further research.
- Support your statement of the problem with a synthesis of research from the literature. Review at least two to three themes for the topic identified and at least three to five studies per theme.
- Describe the purpose of your research and include research questions that will address the research problem.
- Describe the research methodology to answer the research questions that you have identified.
- You will then end the proposal with implications for research and practice. The research proposal cannot exceed 25 double-spaced pages. References are not included in the page limit. Please use APA 7th edition to format your response and include a cover sheet based on APA guidelines.

Please format the research proposal to include the following sections:

1. Introduction with a statement of the problem
2. Literature Review
3. Purpose of the research and research questions
4. Methodology
5. Research Design
6. Participants and Setting
7. Data Collection and Analysis
8. Implications for Research and Practice

Please use the following guiding questions to write the research proposal and also review the rubric for specific requirements.

1. Introduction
    - Does your proposal state the big issue or problem and describe why the topic is important?
    - Does the introduction succinctly state what is known and unknown about the topic?
    - Is the practical or theoretical significance of the topic established?
    - Is the context of the issue or problem described?
    - Does it provide supporting literature?
2. Literature Review
    - Does the literature include at least two or three themes on the research topic?
    - Does the literature review include at least three supporting data-based (using qualitative or quantitative research designs) articles per theme?
    - Was there a brief introduction to each theme?
    - Did each paragraph describe related findings?
    - Were paragraphs in a logical order?
    - Did the studies support the theme?
    - Did the section end with a summary that synthesized the main findings?

- Were transitions used appropriately?

3. Purpose of the research and research questions
    - Is purpose logically derived from introduction, and were transitions used to lead the reader?
    - Does purpose stated include reference to literature review?
    - Are there clear research questions included?
    - Are references used appropriately (e.g., to help make case for importance, to define terms)?

4. Methodology
    - Does the methodology describe the research method (quantitative or qualitative) to address the research question?
    - Is the selected study design justified? Why is the particular method chosen?
    - Does the methodology describe the research design to address the research question?
    - Are the criteria for selecting the sample explained and justified?
    - Does the methodology describe the participants and setting?
    - Is there evidence of a clearly identified data collection plan?
    - Is the data analysis procedure described in depth and justified?
    - Does the study design address a research problem of practice?
    - Is the methodology aligned to address the research questions?

5. Implications
    - Were implications stated for both research and practice?
    - Were implications a mix of ideas from studies reviewed and the author's (candidate's) own ideas?

6. Miscellaneous
    - Was APA style followed?
    - Was writing professional?
    - Were there few or no grammar/spelling errors?

PART B - APPLIED LEARNING DESIGN AND TECHNOLOGY CASE
***[Case Study Link – Refer to Canvas]**

You will solve a learning, design and technology case problem as part of your portfolio. Your response should be approximately 6-8 pages, double spaced not including references.

First, read and analyze the case with an instructional design problem and then develop a solution to the issue. Please use the following guiding questions to write the response and also review the rubric for specific requirements.

1. Analyze instructional design case situation and identify key components (e.g., issues, stakeholders, contextual variables, and perspectives).
    a. Who are the key stakeholders? (Label these as designer, client, SME, target audience). What are the primary concerns of each stakeholder?
    b. What is the main ID challenge in the case? (Label this as Analysis, Design, Development, Implementation, or Evaluation)
    c. Support your response/analysis using references to the case and readings.

2. Propose and/or develop relevant intervention strategies (instructional or non-instructional) to the issues presented in a case situation that are consistent with arguments and evidence presented.
    a. Outline a reasonable solution to the problem.
    b. Describe how your suggested solution addresses the design challenge.

c. Justify your solution using relevant peer-reviewed journal articles and course readings and properly cite them using APA format.

In addition to coursework and the dissertation, students must complete a portfolio of achievements related to the focus area of learning, design and technology. This portfolio must receive satisfactory ratings from the Portfolio Review Committee. The portfolio serves as the qualifying examination in the Learning, Design, and Technology concentration of the Ed.D. program.

The portfolio committee members need to perform the following tasks:

1. Participate in the student's doctoral qualifying exam (portfolio).
2. Evaluate the quality of student's portfolio by completing the LDT portfolio rubrics for both parts A and B.
3. Assess the quality of the student's doctoral qualifying exam (portfolio) by completing the Ed.D. qualifying exam score sheet.
4. Tally the points awarded and enter the student's total score for the six dimensions.
5. Sign and date the score sheet.

Ed.D. LDT Rubric (Part A & B)

Date:_____ Student Name:_____ Student ID#: _____

Part A – Research Proposal Rubric

Key Idea/Construct	Criteria	Research Proposal Scoring				Level Met
		Level Zero (0 point) **Not Observed**	Level One (1 point) **Below Expectations**	Level Two (2 points) **Meets Expectations**	Level Three (3 points) **Exceeds Expectations**	
Introduction with Statement of the Problem (Candidate's ability to introduce and describe the issue or problem)	**Describes the problem and explains why the research topic is important**	Provides no details on the problem or why the selected research topic is important	Lacks clear information on the problem and why the selected research topic is important	Provides clear background information and describes the problem with supporting literature citations and explains why the research topic is important	Meets all indicators under Level Two **AND** Provides a compelling statement of problem with support of multiple high-quality research	
Literature Review - Identification of Key Research (Quality of data-based studies candidate selects to support the research topic)	**Uses databased studies to review the research themes**	Provides no references or citations	References secondary sources, texts, articles from questionable sources or testimonials to review research **OR** Omits use of authorities (i.e., major research contributors) or chooses research that fails to support the themes **OR** Includes two or fewer databased articles per theme	References current (past 10 years) and/or seminal high-quality research in peer-reviewed journals **AND** Reflects use of authorities (i.e., major research contributors) in the selected area of synthesis **AND** Includes at least two to three themes and three to five supporting databased (using qualitative or quantitative or mixed methods research designs) articles per theme.	Meets all indicators under Level Two **AND** References high-quality data-based research in top-tier peer-reviewed journals for majority of articles (at least two out of three per theme) **AND** Includes a clear description of how themes are related and chosen that reflect key issue in the field.	
Synthesis of Literature (Candidate's ability to synthesize studies into themes to organize the writing)	**Writes literature review using major themes derived from data-based studies**	Provides no synthesis	Reflects disjointed writing using an "abstract" format for data-based studies with vague or unsupported themes **OR** Summarizes individual data-based studies supporting themes but with limited connection across studies **OR** Provides details about each	Provides clear and logical support for themes using professional literature **AND** Synthesizes research with sufficient details relevant to the topic (e.g., participants, design, intervention, data/results) in support of themes **AND**	Meets all indicators under Level Two **AND** Includes only most pertinent information from databased studies related to themes without unnecessary details **AND** Reflects in-depth understanding of the literature	

			databased study but the information is irrelevant to focus of themes	Connects studies within themes		
Purpose (Candidate's ability to clarify the purpose of research and identifies research questions)	**Establishes purpose of research and has clear research questions**	Provides no purpose statement and research questions	Lacks clear information on the purpose of research and research questions with support from professional literature **OR** Lacks identification of themes	Provides clear background information and rationale for the research with supporting literature citations **AND** States the purpose of research and research questions clearly	Meets all indicators under Level Two **AND** Includes a clear description of how the research questions identified addresses the key issue in the field	
Research Methods and Design (Candidate's ability to identify research methods (quantitative or qualitative) and design for the identified research methods	**Demonstrates understanding of research methods and research design**	The student demonstrates no evidence of understanding of research methods and research design	The student fails to demonstrate adequate evidence of research methods and design is not aligned to the research questions.	The student adequately demonstrates evidence of appropriate and complete research methods with technical competence for the proposed research questions.	Meets all indicators under Level Two **AND** The student demonstrates exemplary evidence of research methods and design	
Research Setting and Participants	**Demonstrates understanding of selecting research setting and participants to answer the identified research questions**	The student demonstrates no evidence of understanding of research setting and participants	The student fails to demonstrate adequate evidence of research setting and participants.	The student adequately demonstrates evidence of appropriate and complete research setting and participants with technical competence for the proposed research questions.	Meets all indicators under Level Two **AND** The student demonstrates exemplary evidence of research setting and participants	
Data Collection and Data Analysis	**Demonstrates understanding of data collection and data analysis**	The student demonstrates no evidence of understanding of data collection and analysis	The student fails to demonstrate adequate evidence of research data collection and analysis aligned to the research question	The student adequately demonstrates evidence of appropriate and complete data collection and analysis for the proposed research questions.	Meets all indicators under Level Two **AND** The student demonstrates exemplary evidence of data collection and analysis	

Implications for research and practice based on literature review and candidates proposed study (Degree to which candidate draws inferences from the literature and proposed study)	**Offers implications for research and practice**	Provides no implications for research and practice	Offers implications for research and practice irrelevant to themes	Draws conclusions logically from themes, research synthesis and research proposal **AND** Offers relevant implications for practice based on article authors' suggestions and candidate's own ideas derived from literature	Meets all indicators under Level Two **AND** Offers own recommendations that reflect in-depth understanding of the extant literature on the topic and/or top priorities in the field	
Use of Style Manual (Degree to which candidate follows current APA guidelines)	**Writes in APA style**	Follows writing styles other than the current APA guidelines (e.g., Chicago Manual of Style [CMS], Modern Language Association [MLA])	Follows current APA guidelines (e.g., title page, page numbers, text font, paragraphs, spacing, headings, intext citations, reference list, correspondence between intext citations and reference list) with 6-10 errors (same error that recurs is counted as one error) or typos	Follows current APA guidelines (e.g., title page, page numbers, text font, paragraphs, spacing, headings, in-text citations, reference list, correspondence between in-text citations and reference list) with 5 or fewer errors (same error that recurs is counted as one error) or typos	Follows current APA guidelines (e.g., title page, page numbers, text font, paragraphs, spacing, headings, intext citations, reference list, correspondence between in-text citations and reference list) with no more than 1 minor error (same error that recurs is counted as one error) or typo	
Quality (Overall coherence, clarity, and effectiveness of writing)	**Writes clearly and professionally**	The proposal demonstrates very low quality of writing that is subpar in the expected writing convention.	The proposal is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing. Demonstrates inadequate compliance of APA style and format.	The proposal is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for approval to conduct research. Demonstrates good compliance in the use of APA style and format; needs minor revisions.	The proposal is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) ; generally ready for conducting research. Demonstrates exemplary compliance in the use of APA format and style.	
					TOTAL	

Portfolio Committee member:_____ Portfolio Committee Member: _____

(signature)

Part B – Case Study Rubric

Criteria	Not Observed Level zero (0 points)	Below Expectations Level one (1 point)	Meets Expectations Level two (2 points)	Exceeds Expectations Level three (3 points)	Level Met
Who are the key stakeholders? (Label these as Instructional designer, client, SME, target audience).	Misses or doesn't label more than two stakeholders.	Labels only a few stakeholders (either does not mention or does not label).	Labels most stakeholders. (Misses one or two).	Labels all stakeholders.	
What are the primary concerns of each stakeholder?	Doesn't describe the concerns of the primary Stakeholders.	Describes the primary concerns of only a few stakeholders.	Describes the primary concerns of each stakeholder.	Accurately describes the primary concerns of each stakeholder.	
What is the key ID challenge? (Label these as Analysis, Design, Development, Implementation or Evaluation.)	Doesn't identify any of the stages of the ADDIE model as a design challenge.	Indirectly refers to the ADDIE stage but doesn't label it specifically as the design challenge or completely misidentifies the challenge.	Identifies the relevant stage of ADDIE as the design challenge.	Correctly identifies the relevant stage of ADDIE as the design challenge.	
Did you use case and readings to support your case analysis?	Response/analysis does not provide references to the case and readings.	Response/analysis is weak lacking support of case and readings.	Response/analysis is supported using references to the case and readings.	Response/analysis is very well supported using references to the case and readings.	
Provide a solution.	Doesn't offer any reasonable solution.	Offers solution that is not reasonable or does not address the design issues.	Solution is reasonable and is explained at a level that would help understand how the design issues would be solved.	Exceptional solution is provided with detailed information to help understand how the design issues would be solved.	
Describe how the solution addresses the design challenges.	Doesn't link the solution to the design or case-specific challenges.	Partially describes the links between the solution and the case issues.	Explicitly describes the links between the solution and the issues of the case.	Exceptionally describes the solution with detail that addresses the case challenge.	
Describe your final recommendation.	Final recommendation lacks details and doesn't address case challenges.	Final recommendation is too simplistic, doesn't provide details OR doesn't address the case challenges.	Discusses a final recommendation that is reasonable and addresses the case challenges.	Final recommendation is exceptionally detailed addressing the case challenges.	
Justify case solutions	Doesn't justify solution with relevant peer reviewed journal articles and course readings.	Justification is weak or lacking specifics.	Justification is supported with relevant peer reviewed journal articles and course readings.	Provides exceptional justification that is well supported with relevant peer-reviewed journal articles and course readings.	

Use APA format and style.	Demonstrates no compliance of APA style and format.	Demonstrates inadequate compliance of APA style and format.	Demonstrates good compliance in the use of APA style and format; needs minor revisions.	Demonstrates exemplary compliance in the use of APA format and style.	
				TOTAL	

Portfolio Committee member:_____ Portfolio Committee Member: _____

(signature)

Appendix D: PK-12 Superintendency Evidences Directions

Student: Directions for completion of Superintendent Evidences

1. All superintendent evidences are based on
    a. knowledge gained through core and concentration coursework, and
    b. experiences, assignments, and outcomes (evidences) completed during ADMN 8410 and ADMN 8420 Advanced Internship in Educational Leadership I and II.
2. Completion of superintendent evidences will be discussed and assigned during ADMN 8410 and ADMN 8420.
3. All superintendent evidences align with and exemplify the North Carolina Standards for Superintendents approved by the State Board of Education in 2007.
4. Evaluation: see Additive Rubric for Evaluating Superintendent Evidences.
5. All evidences are submitted into Taskstream
    - The Cato College of Education uses Taskstream to assess required course activities. Faculty may use the university's online learning system (i.e., Canvas) to manage and assess course activities, but all required assessment items must be also submitted by the student to the course instructor in Taskstream AND ASSESSED by the course instructor in Taskstream. All Taskstream assignments must be assessed by the faculty by the time grades are submitted for the semester.
    - Each department has a listing by course for assignments in Taskstream. These charts are available on the Taskstream help site at http://education.uncc.edu/taskstream.

There are numerous resources to assist faculty and students with Taskstream; visit the help site at http://education.uncc.edu/taskstream for more information.

Evidence #1: Vision: A plan for creating, implementing, and assessing a district vision.
Initiated in: ADMN 8110 Organizational Theory and Behavior
Due: ADMN 8410 Advanced Internship in Educational Leadership I

Specific Directions and/or Requirements
During the internship students ***revise their leadership platform*** that may have been started in **ADMN 8110 Organizational Theory and Behavior** to complete a plan for creating, implementing, and assessing a district vision. Synthesizing all of that knowledge and experience, the students need to demonstrate that they are capable of 1) ***creating a vision for a school district*** and 2) communicating that vision while emphasizing continuous evaluation, collaboration with multiple constituencies, and fostering improvement/change.

The vision should provide evidence that demonstrates an ability to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century (Standard 1), evidence that demonstrates the ability to understand and act on the important role a system's culture has in the exemplary performance of all schools (Standard 3), and evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision (Standard 6). The execution of this evidence through the creation of a vision will demonstrate that the candidate has the knowledge and skills needed to "create a climate of inquiry that challenges the community to continuously repurpose itself by building on its core values and beliefs about the preferred future and then developing a pathway to reach it" (Standard 1)

Upload into Taskstream as: Last name First name_Evidence 1_Month Day Year

Evidence #2: Staffing: A plan for recruiting, selecting, deploying, and assessing an effective staff.

Initiated in: ADMN 8150 Human Resources Development Administration

Due: ADMN 8410 Advanced Internship in Educational Leadership I

Specific Directions and/or Requirements

Based on assignments completed in ADMN 8110: Organizational Theory and Behavior (*Assessing the Culture*), ADMN 8150: Human Resources Development and Administration (*Developing a Strategic Staffing Strategy),* and ADMN 8120: Rethinking Educational Reform: Law, Policy, and Public School (*Assessing Practices for Legal Compliance*), students will

a) ***develop a three year strategic plan*** for Recruiting, Selecting, and Deploying staff in order to build and/or sustain a high performing school culture which could be included in the school's School Improvement Plan.
b) construct an evaluation tool and process for measuring the success of the plan
c) reflect on the plan to ensure that the following themes were considered: identification of human resource needs, staff diversity, strengths-based alignment of staff, mentoring, succession planning, outreach to principals and other leaders to promote good practices in recruitment and retention, and commitment to a system that fairly and effectively evaluates teachers and staff while promoting equity, continuous growth, individual goal setting, and oversight of schools in the district in their evaluation practices.
d) Share and discuss plan and assessment tool with the school's administrative staff.
e) Write a reflective essay on steps above (2-5 pages).

Upload into Taskstream as: Last name First name_Evidence 2_Month Day Year

Evidence #3: Resources: A plan for assessing resource needs, soliciting/acquiring needed funds, distributing resources, and assessing effectiveness in relationship to district goals.

Initiated in: ADMN 8140 School Finance and ADMN 8110 Organizational Theory and Behavior,

Due: ADMN 8420 Advanced Internship in Educational Leadership II

Specific Directions and/or Requirements

Based on a review of coursework from ADMN 8140: School Finance and ADMN 8110: Organizational Theory and Behavior, students will ***create a comprehensive plan*** for ensuring that their future school district will have the "processes and systems in place for budgeting, staffing, problem-solving, communicating expectations, and scheduling that organizes the work of their district and gives priority to student learning and safety" (Standard 5). Further, the execution of this evidence will demonstrate that the candidate has the knowledge and skills needed to "design structures and processes which will result in parent and community engagement, support and ownership for their school district" (Standard 6).

The plan needs to have five components:

1. a snapshot of the current situation or set of conditions existing in a chosen school district;
2. an analysis of the current district status listing its strengths and weaknesses;
3. a statement on the development of a plan for the creation of a resource management system;
4. a plan to systemically communicate the district status with relevant stakeholders; and,
5. a plan to develop and grow the capacity for effective leadership among school and community leaders.

Upload into Taskstream as: Last name First name_Evidence 3_Month Day Year

Evidence #4: Instruction/Learning: A plan for the establishment of a district instructional system that determines curriculum scope and sequence, its delivery and assessment, and its revision process.

Initiated in: ADMN 8125 Doctoral Seminar in Instruction

Due: ADMN 8410 Advanced Internship in Educational Leadership I

Specific Directions and/or Requirements

Based on assignments completed in ADMN 8125: Doctoral Seminar in Instruction *(Aligning Curriculum, Instruction and Assessment)*, students will ***create a three-year strategic plan*** to bring all schools into total instructional alignment.

The plan needs to include:

a) best practices in learning offered in the literature, use of 21st Century practices, commitment to high expectations and leaders' reflection on learning, alignment with the state accountability program, monitoring and continuous improvement, and use of appropriate rewards and recognition.

b) In addition, the plan should consider elements appropriate to culture leadership, including but not limited to: collaboration with internal and external stakeholders, commitment to using multiple sources of data, focus on performance as the basis for rewards, and fostering a sense of trust with internal and external communities in advancing the district toward its goals

Upload into Taskstream as: Last name First name_Evidence 4_Month Day Year

Evidence #5: Governance: A plan to establish a district governance system aligning State Department of Public Instruction, local board of education, and network of school executives for creation/revision/delivery of policy and administrative guidelines.

Initiated in: ADMN 8110 Organizational Theory and Behavior and ADMN 8120 Rethinking Educational Reform: Law, Policy, and Public School

Due: ADMN 8420 Advanced Internship in Educational Leadership II

Specific Directions and/or Requirements

Students are to review their coursework from ADMN 8110: Organizational Theory and Behavior and ADMN 8120: Rethinking Educational Reform: Law, Policy, and Public School, to ***create a comprehensive plan*** for ensuring that their future school district will have the "understanding of and the response to the larger political, social, economic, legal, ethical, and cultural context of its community" (Standard 7). Further, the execution of this evidence will demonstrate that the candidate has the knowledge and skills needed to "create a climate of inquiry that challenges the community to continuously repurpose itself by building on its core values and beliefs about the preferred future and then developing a pathway to reach it" (Standard 1).

The plan needs to have three components:

1. superintendent's classroom: the Board of Education, central administration, and the district's building principals comprise the class roll;
2. community contextual map; and,
3. extension of influence.

Upload into Taskstream as: Last name First name_Evidence 5_Month Day

Appendix E: PK-12 Superintendency Evidence Rubric

Internship Supervisor: Directions for using the Additive Rubric for Evaluating Superintendent Evidences

Purpose
Students who were admitted into the superintendent concentration of the Ed.D. program in fall 2015 and later are required to complete an electronic evidence portfolio. The evidence artifacts are aligned with one or more of the courses required for the Ed.D. degree. The electronic evidence portfolio serves as documentation of the student's knowledge and skills to effectively perform administrative and leadership duties at the district level. The portfolio demonstrates alignment with existing course-specific goals, the internship, and assesses student readiness and program performance for preparing the individual for licensure as a public school superintendent.

The electronic evidence portfolio satisfies the institutional assessment needs in recommending licensure at the completion of the Ed.D. degree. The rubric is based on the North Carolina Superintendent Evaluation Standards.

Completion of the evidences serves as the qualifying examination.

Doctoral Qualifying Examination Procedures for Superintendent Evidences
Many of the evidence are informed by core and concentration coursework, but are completed during the internship (see Directions for Student Completion of Superintendent Evidences). Completed assignments are uploaded into Taskstream. Once all of the evidences are completed the internship supervisor will evaluate all work based on the Additive Rubric for Evaluating Superintendent Evidences.

Superintendent Evidences:

1. Evidence 1 – Vision: A plan for creating, implementing, and assessing a district vision.
2. Evidence 2 – Staffing: A plan for recruiting, selecting, deploying, and assessing an effective staff.
3. Evidence 3 – Resources: A plan for assessing resource needs, soliciting/acquiring needed funds, distributing resources, and assessing effectiveness in relationship to district goals.
4. Evidence 4 – Instruction/Learning: A plan for the establishment of a district instructional system that determines curriculum scope and sequence, its delivery and assessment, and its revision process.
5. Evidence 5 – Governance: A plan to establish a district governance system aligning State Department of Public Instruction, local board of education, and network of school executives for creation/revision/delivery of policy and administrative guidelines.

The internship supervisor needs to perform the following tasks:

1. Facilitate the student's completion of the doctoral qualifying examination (electronic evidence portfolio).
2. At the conclusion of ADMN 8410 Advanced Internship in Educational Leadership I, review and evaluate the submission of artifacts associated with evidences 1, 2, and 4 the Additive Rubric for Evaluating Superintendent Evidences.
3. At the conclusion of ADMN 8420 Advanced Internship in Educational Leadership I, review and evaluate the submission of artifacts associated with evidences 3 and 5 using the Additive Rubric for Evaluating Superintendent Evidences.
4. The completed scored evidences that are in Taskstream fulfill the Council for Accreditation of Education Programs (CAEP) and the Southern Association of Colleges and Schools Council (SACS) data collection requirements.

Additive Rubric for Evaluating Superintendent Evidences

**Solely for the use of evaluating written evidences based on coursework and internship experience*
This is not an internship evaluation.

Evidence 1: Vision - A plan for creating, implementing and assessing a district vision.				
Measurement/Evidence: A revised leadership platform that includes a vision for a school district.				
Not Demonstrated (Comment Required) (0 Points)	**Developing (1 Point)**	**Proficient (2 Points)**	**Accomplished (3 Points)**	**Score**
☐	☐ Develops and communicates a personal vision of a 21st century school district. ☐ Clearly articulates the skills and experiences students will need to live and work in the 21st century. ☐ Understands the culture of leadership in the district.	**…and** ☐ Articulates the rationale of distributed leadership. ☐ Includes collaboration with central office staff, local school board members, and principals. ☐ Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision. ☐ Uses multiple sources of data: • to develop goals and objectives to facilitate needed changes for improvement • to understand the culture of the district	**...and** ☐ Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic vision. ☐ Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. ☐ Ensure the periodic review and update of the district's vision, mission, and strategic goals. ☐ Develops capacity of educators to effectively assume leadership roles. ☐ Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district.	
Comments:				

Evidence 2: Staffing – A plan for recruiting, selecting, deploying, and assessing an effective staff.

Measurement/Evidence: three-year strategic staffing plan

Not Demonstrated (Comment Required) (0 Points)	Developing (1 Point)	Proficient (2 Points)	Accomplished (3 Points)	Score
	☐ Identifies district and individual school needs regarding: • Recruiting new staff • Hiring new staff • Placing new staff • Assessing all staff for effectiveness ☐ Understands the importance of building an environment of trust among staff. ☐ Builds efficacy and empowerment among staff.	**…and** ☐ Creates and establishes effective policies and procedures for: • Recruiting and retaining highly qualified and diverse personnel • Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths • Coaching and mentoring new staff members to support their success • Using multiple assessments to evaluate staff ☐ Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. ☐ Identifies strategic positions in the district and has a succession plan for each key position. ☐ Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System.	**…and** ☐ Plans for monitoring the results of staff evaluations and uses the results to develop districtwide professional development plans. ☐ Plans for the remediation and/or removal of ineffective staff members.	

Comments:

Evidence 3: Resources – A plan for assessing resource needs, soliciting/acquiring needed funds, distributing resources, and assessing effectiveness in relationship to district goals				
Measurement/Evidence: a comprehensive plan with five components				
Not Demonstrated (0 Points) (Comment Required)	**Developing (1 Point)**	**Proficient (2 Points)**	**Accomplished (3 Points)**	**Score**
	☐ Identifies and plans for facility needs. ☐ Develops a plan that: • Manages the district budget and resources according to legal and ethical standards. • Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. • Communicates necessary information to relevant district staff members.	**...and** ☐ Develops a plan that: o Strategically aligns resource allocation to support the district's vision and strategic plan. o Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. ☐ Knows and is able to apply sound business practices for budgeting and accounting. ☐ Utilizes collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities including: o Effective and efficient operations including management, business procedures, and scheduling. o The health and safety of students and staff including physical and emotional well-being. ☐ Leverages district resources to attain their highest and best use to improve student learning.	**...and** ☐ Develops a plan that: • Uses value-added assessment to improve the relevancy and impact of resource allocation and use. • Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. • Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. • Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. • Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated.	
Comments:				

Evidence 4: Instruction/Learning– A plan for the establishment of a district instruction system that determines curriculum scope and sequence, its delivery and assessment, and its revision process

Measurement/Evidence: aligning curriculum, instruction and assessment three-year strategic plan

Not Demonstrated (Comment Required) (0 Points)	Developing (1 Point)	Proficient (2 Points)	Accomplished (3 Points)	Score
☐	☐ Knows 21st century curricular, instructional, and assessment practices. ☐ Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. ☐ Sets high expectations and concrete district goals focused on learning and teaching. ☐ Understands the value of efficacy among district staff in promoting district goals. ☐ Understands the fundamentals and value of program evaluation. ☐ Identifies potential school and district changes for improving student learning.	**…and** ☐ Establishes clear priorities among the district's instructional goals and objectives. ☐ Develops a plan that implements 21st century: • Instructional tools and best practices • Assessment and feedback processes, • Professional development programs on instructional leadership, • Uses of student assessment data to improve instruction ☐ Establishes a plan that promotes: • that increases student learning of 21st century knowledge and skills as a result of routine and systematic evaluation • Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient ☐ Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction, and assessment, and the state accountability program.	**…and** ☐ Develops a plan that: • holds all district staff accountable for achieving district learning and teaching goals. • Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21st century knowledge and skills. • Ensures that instructional time is valued and protected across the district. • Develops appropriate rewards for and recognition of improved student achievement. ☐ Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. ☐ Develops polices and organizational structures to ensure that effective alignment practices are sustained.	

Comments:

Standard 5: Governance – A plan to establish a district governance system aligning State Department of Public Instruction, local board of education, and network of school executives for creation/revision/delivery of policy and administrative guidelines				
Measurement/Evidence: a comprehension plan including three components:				
Not Demonstrated (Comment Required) (0 Points)	**Developing (1 Point)**	**Proficient (2 Points)**	**Accomplished (3 Points)**	**Score**
☐	☐ Defines and understands the internal and external political systems and their impact on the educational organization. ☐ Surveys and understands the political, economic, and social aspects/ needs of groups in the community and of the community at large for effective and responsive decision making.	**...and** ☐ Defines superintendent and board roles and the mutual expectations of an effective superintendent-board working relationship. ☐ Demonstrates the role of relationships with district and influential community groups that further the district's goals of positive culture and student performance. ☐ Accesses local, state, and national political systems to provide input on critical educational issues.	**...and** ☐ Demonstrates the importance of systematically developing relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness. ☐ Demonstrates the importance of establishing, through policies and procedures, a political environment that is inclusive of diverse groups, viewpoints, and interests.	
Comments:				

Appendix F: Dissertation Proposal Defense Rubric All Concentrations

Directions for Assessing the Dissertation Proposal Defense

Purpose

The dissertation proposal is a formal proposal for the student to present a complete plan of research that contributes to the field. Students are expected to provide clarity and sufficient detail of a research problem, a review of literature, and appropriate research methods. The committee evaluates the proposal to ensure that the student has a concrete plan for research of a problem prior to study implementation.

Dissertation Proposal Defense Procedures

Students for a doctoral degree must prepare and present a dissertation proposal that reveals independent investigation and is acceptable in content and form to the dissertation committee. The dissertation proposal must demonstrate the student's ability to conceive, design, conduct, and interpret research, and must contribute to the knowledge base in one's field. Dissertation work is directly supervised by the chair of the dissertation committee; however, students are encouraged to consult fully with all members of their committee during the planning, conducting, and writing of their dissertations. Students should correctly adhere to APA formatting guidelines and the UNC Charlotte Graduate School *Manual of Basic Requirements for Thesis and Dissertations*.

Appointment and Responsibility of a Dissertation Committee

Although students are encouraged to work with faculty on dissertation ideas well before the formal appointment of a committee, the Graduate School will formally appoint a dissertation committee after the student is admitted to candidacy. The committee will be comprised of at least four qualified faculty members. Typically, three members are Department of Educational Leadership faculty members and one is appointed by the Graduate School from the University at large. Although students may request a specific at-large University representative, the Graduate school will make the final decision. The Graduate School will approve the final composition of the dissertation committee. Committee members will have the privilege of voice and vote on all relevant matters that come before the committee pertaining to a student's progress toward the degree. All four dissertation committee members should be present for the oral defense of the dissertation proposal defense and final defense and must attest to the successful completion of the dissertation.

Dissertation Committee Chair

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

Dissertation Proposal

The development and defense of a dissertation proposal is an important aspect of dissertation research. The proposal is a draft of the first three chapters of one's dissertation. The date for the proposal defense must be scheduled at **least two weeks prior to the proposal defense** to allow for thorough reading by the committee members. When considering the proposal, the dissertation committee may approve (exceeding expectations), approve with stipulations (meets expectations), or disapprove (not met expectations). Once a proposal has been approved without stipulations by the dissertation committee, committee members must sign the Graduate School's Proposal Defense form. Students must ensure that this form has been completed and signed properly. Before collecting any data for a dissertation, students must take and pass the on-line Collaborative Institutional Training Initiate on human subjects found at https://www.citiiprogram.org

The examining committee members need to perform the following tasks:

1. Review the directions for the "Dissertation Proposal Defense" section listed above prior to the exam.
2. Participate in the student's dissertation proposal defense.
3. Assess the quality of the student's dissertation proposal defense by completing the score sheet attached.
4. Tally up the points awarded and enter the students total score for the five dimensions.
5. Sign and date the score sheet.
6. Give the completed score sheet to the committee chair to fulfill the Council for the Accreditation of Educator Preparation (CAEP) and the Southern Association of Colleges and Schools Council (SACS) data collection requirements.

Ed.D. PK-12 Superintendency
Rubric

Scoring Dimension	Not Observed (0 points)	Not Met (1 point)	Met Expectations (2 points)	Exceeded Expectations (3 points)	Score
Chapter 1 – Introduction **Clear development of identified and contextualized a research problem of practice that includes:** - **Background/context of the problem** - **Significance of problem** - **Research questions** - **Defining key concepts and relevant terms** (CAEP Advanced Standards 1.2 & 1.3)	The student demonstrates no understanding of the research problem of practice and cannot contextualize relevance.	The student fails to identify and contextualize a research problem of practice. The student demonstrates an inability to justify the significance.	The student adequately identifies and contextualizes a research problem of practice. There is an aligned relationship between the research questions, purpose and significance of the study. The research questions have the potential of significance and offer a new perspective on previous research regarding the topic.	The student presents a deep exemplary understanding of the complexities of the research problem of practice and a defense of the proposed research problem that is focused, logical, rigorous, and sustained. The student presents abundant and compelling evidence to support the proposed study. There is a strong cohesive integration between the research questions, purpose, and significance of the study that is demonstrated throughout the chapter. The research questions offer credible arguments that the research will contribute to the field. Exceptional peer-reviewed publication quality is clearly evident.	
Chapter 2 – Literature Review **A literature review that describes prior conceptual and research investigations of the research problem of practice.** (CAEP Advanced Standards 1.2 & 1.3)	The student presents no literature review.	The student fails to present a literature review that is conceptual to the research problem of practice. The content that is presented is out of date, omits seminal work, is insufficient, and/or the quality is not appropriate for the study. Critical analysis of prior studies is lacking.	The student adequately presents a literature review that is conceptual to the research problem of practice and demonstrates how the proposed research contributes to the knowledge in the field. The literature review is well organized, coherent, logical, and integrates findings from several sources. The review is thoughtful and provides clarity of the area of study and supports the chosen methodology. Articles are relevant, timely, and/or seminal.	The student presents an exemplary literature review that synthesizes a nuanced and critical understanding of seminal work and demonstrates how the proposed research advances the extant body of knowledge in the field. The literature review is written in a manner that demonstrates a high level of cohesion, yet sophisticated critical exposition of existing literature. Extensive review that includes summaries, synthesis, and critiques of peer-reviewed work. Exceptional peer-reviewed publication quality is clearly evident.	

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Committee Member (name):_____

Committee Member: (signature) _____ Date: _____

Scoring Dimension	Not Observed (0 points)	Not Met (1 point)	Met Expectations (2 points)	Exceeded Expectations (3 points)	Score
Chapter 3 – Methodology and analysis **Research methods and analysis that are appropriate to the research questions.** (CAEP Advanced Standards 1.2 & 1.3)	The student demonstrates no evidence of understanding research methods and analysis.	The student fails to demonstrate adequate evidence of research procedures. Methods and analysis are not aligned to the research questions.	The student adequately demonstrates evidence of appropriate and complete research procedures. Methods and analysis with technical competence for the proposed research questions are appropriate.	The student demonstrates exemplary evidence of research methods. Clearly identified data collection and analysis plan that is comprehensive, sophisticated, and convincing. The study design is innovative in addressing the research problem of practice. The methodological procedures are advanced in understanding of technique and analysis. Exceptional peer-reviewed publication quality is clearly evident.	
Organization and presentation (CAEP Advanced Standards 1.2 & 1.3)	The proposal demonstrates no effort toward doctoral level writing organization and presentation.	The proposal is somewhat unfocused or unclear; weak; abrupt in transition; disconnected with random thoughts with no discernable points; sketchy, missing important details; inaccurate or erroneous information is provided.	The proposal is generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone; needs minimum revisions.	The proposal is very clearly focused; exceptionally organized with very apparent structures and transitions (e.g., written with intact paragraphs; coherent; highly appropriate style/tone.	
Overall quality of writing (CAEP Advanced Standards 1.2 & 1.3)	The proposal demonstrates very low quality of writing that is subpar in the expected writing convention.	The proposal is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing. Demonstrates inadequate compliance of APA style and format.	The proposal is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for approval to conduct research. Demonstrates good compliance in the use of APA style and format; needs minor revisions.	The proposal is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for conducting research. Demonstrates exemplary compliance in the use of APA format and style.	
				Total Score	

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Committee Member (name):_____

Committee Member (signature): _____ Date: _____

Dissertation Proposal Committee Report

Select one overall recommendation based on the consensus of the committee.
(Only completed by the Dissertation Chair)

Recommendation	Select one recommendation
Approve The proposal is accepted as approved. Minor revisions may be required before proceeding with the proposed study and pending IRB approval, if needed. The dissertation proposal and presentation included all significant elements, conveyed clearly in a logical, persuasive, logical, and easy-to-follow format. Responses to questions were addressed fully and professionally. The dissertation proposal needs very minor revisions (one to three), if any.	
Approve with stipulations The proposal is accepted as approved with stipulations. The dissertation proposal included the significant elements and conveyed the expected content in an easy-to-follow format. Provided adequate responses to the majority of questions. The proposal needs a few revisions (four to five), i.e., verb tense change, formatting, additions or deletions to sections. Revisions are required before proceeding with the proposed study and pending IRB approval, if needed. A second proposal defense is not required.	
Disapprove The dissertation proposal is disapproved. The proposal is insufficient and underprepared for doctoral level research. Majority of questions lacked sufficient responses. Extensive revisions (six or more) are needed under the guidance of the chair and committee. A second defense meeting is required to evaluate the study by the committee	

Signature and Date

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Dissertation Chair (name):_____

Dissertation Chair (signature): _____ Date: _____

Appendix G: Dissertation Defense Rubric All Concentrations

Directions for Assessing the Dissertation Defense

Purpose

The dissertation defense is an opportunity for the doctoral candidate to formally share before a scholarly audience the research claims of the select research topic. The defense enables the candidate and committee to substantively participate in robust discussion of the methodology and to critically explore the findings. The committee uses the defense to evaluate the candidate's grasp of the selected research and ability to conduct a study.

Dissertation Defense Procedures

Candidates for a doctoral degree must prepare and present a dissertation that reveals independent investigation and is acceptable in content and form to the dissertation committee. The dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret research, and must contribute to the knowledge base in one's field. Dissertation work is directly supervised by the chair of the dissertation committee; however, candidates are encouraged to consult fully with all members of their committee during the planning, conducting, and writing of their dissertations. Candidates are required to correctly adhere to APA formatting guidelines and the UNC Charlotte Graduate School Manual of Basic Requirements for Thesis and Dissertations.

Appointment and Responsibilities of a Dissertation Committee

Although candidates are encouraged to work with faculty on dissertation ideas well before the formal appointment of a committee, the Graduate School will formally appoint a dissertation committee after the candidate is admitted to candidacy. The committee will be comprised of at least four qualified faculty members. Typically, three members are Department of Educational Leadership faculty members and one is appointed by the Graduate School from the University at large. Although candidates may request a specific at-large University representative, the Graduate School will make the final decision. The Graduate School will approve the final composition of the dissertation committee. Committee members will have the privilege of voice and vote on all relevant matters that come before the committee pertaining to a candidate's progress toward the degree. All four dissertation committee members should be present for the oral defense of the dissertation and must attest to the successful completion of the dissertation.

Dissertation Committee Chair

Candidates must identify a dissertation committee chair prior to enrolling in ADMN 8699 (Dissertation Proposal Seminar). The dissertation committee chair will provide program advisement through the remainder of the candidate's program and will see that candidates have the opportunity to progress expeditiously toward degree completion. Chairs will assist candidates in organizing committee meetings, obtaining approval from the Institutional Review Board, presenting the proposal, conducting original research, and organizing the dissertation defense.

Dissertation Defense

When the candidate's dissertation committee believes that the dissertation is in satisfactory form, a final defense is scheduled. The date for the defense must be scheduled at least three weeks prior to the defense to allow for thorough reading by the committee members. The candidate, with the chair's assistance, should arrange for a public announcement of the time, date, and place of the defense. The Graduate School provides a login portal to the academic listserv for candidates to submit their dissertation defense announcement. The announcement should be submitted at least two weeks prior to the scheduled defense date. Although interested members of the University community are invited to attend the defense, only committee members evaluate the dissertation. When rendering its decision, the committee may approve, approve contingent upon specific changes being made, defer a decision pending another defense, or disapprove.

The examining committee members need to perform the following tasks:

1. Review the "Dissertation Defense" section listed above prior to the exam.
2. Read the candidate's dissertation and participate in the candidate's dissertation defense.
3. Assess the quality of the candidate's written work and its defense by completing the score sheet attached.
4. Tally up the points awarded and enter the candidates total score for the seven dimensions.
5. Sign and date the score sheet.
6. Give the completed score sheet to the committee chair to fulfill the Council for the Accreditation of Educator Preparation (CAEP) and the Southern Association of Colleges and Schools Council (SACS) data collection requirements.

Scoring Dimension Dissertation reflects:	Not Observed (0 points)	Not Met (1 points)	Met Expectations (2 point)	Exceeded Expectations (3 points)	Score
Chapter 1 - Introduction **Clear development of identified and contextualized a research problem of practice that includes:** - **Background/context of the problem** - **Significance of problem** - **Research questions** - **Defining key concepts and relevant terms** (CAEP Advanced Standards 1.2 & 1.3)	The candidate demonstrates no understanding of the research problem of practice and cannot contextualize relevance.	The candidate fails to identify and contextualize a research problem of practice. The candidate demonstrates an inability to justify the significance.	The candidate adequately identifies and contextualizes a research problem of practice. There is an aligned relationship between the research questions, purpose and significance of the study. The research questions have the potential of significance and offer a new perspective on previous research regarding the topic.	The candidate presents a deep exemplary understanding of the complexities of the research problem of practice and a defense of the proposed research problem that is focused, logical, rigorous, and sustained. The candidate presents abundant and compelling evidence to support the proposed study. There is a strong cohesive integration between the research questions, purpose, and significance of the study that is demonstrated throughout the chapter. The research questions offer credible arguments that the research will contribute to the field. Exceptional peer-reviewed publication quality is clearly evident.	
Chapter 2 – Literature Review **A literature review that describes prior conceptual and research investigations of the research problem of practice.** (CAEP Advanced Standards 1.2 & 1.3)	The candidate presents no literature review.	The candidate fails to present a literature review that is conceptual to the research problem of practice. The content that is presented is out of date, omits seminal work, is insufficient, and/or the quality is not appropriate for the study. Critical analysis of prior studies is lacking.	The candidate adequately presents a literature review that is conceptual to the research problem of practice and demonstrates how the proposed research contributes to the knowledge in the field. The literature review is well organized, coherent, logical, and integrates findings from several sources. The review is thoughtful and provides clarity of the area of study and supports the chosen methodology. Articles are relevant, timely, and/or seminal.	The candidate presents an exemplary literature review that synthesizes a nuanced and critical understanding of seminal work and demonstrates how the proposed research advances the extant body of knowledge in the field. The literature review is written in a manner that demonstrates a high level of cohesion, yet sophisticated critical exposition of existing literature. Extensive review that includes summaries, synthesis, and critiques of peer-reviewed work. Exceptional peer-reviewed publication quality is clearly evident.	
Chapter 3 – Methodology and analysis **Research methods and analysis that are appropriate to the research questions.** (CAEP Advanced Standards 1.2 & 1.3)	The candidate demonstrates no evidence of understanding research methods and analysis.	The candidate fails to demonstrate adequate evidence of research. Methods and analysis are not aligned to the research questions.	The candidate adequately demonstrates evidence of appropriate and complete research methods and analysis with technical competence for the proposed research questions.	The candidate demonstrates exemplary evidence of research methods and a clearly identified analysis plan that is comprehensive, sophisticated, and convincing. The study design is innovative in addressing the research problem of practice. The methodological procedures are advanced in understanding of technique and analysis. Exceptional peer-reviewed publication quality is clearly evident.	

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Committee Member Name:_____

Scoring Dimension Dissertation reflects:	Not Observed (0 points)	Not Met (1 points)	Met Expectations (2 point)	Exceeded Expectations (3 points)	Score
Chapter 4 – Data findings **All pertinent results reported in clear and concise manner. Table/figures are labeled appropriately.** (CAEP Advanced Standards 1.2 & 1.3)	The candidate presents no results.	The candidate fails to demonstrate results accurately. The results section is incomplete or under developed. The results are loosely integrated within tables/figures.	The candidate adequately demonstrates results that are clear and concise. The results are adequately justified based on analyses. The results reasonably present responses to research questions and are displayed with a variety of correctly labeled tables/figures.	The candidate demonstrates results which are exemplary in scholarly presentation and interpretation. The results explained in detail and are justified for the research questions. If applicable, tables/figures are clearly and appropriately presented that demonstrate cohesion within the results section. Exceptional peer-reviewed publication quality is clearly evident.	
Chapter 5 – Discussion, conclusions, and recommendations **Discussion includes clear conclusions based on the collected data that answer the research questions or test hypotheses and recommendations for further research.** (CAEP Advanced Standards 1.2 & 1.3)	The candidate presents no discussion, conclusions, or recommendations for future research.	The candidate has failed to demonstrate a discussion inclusive of conclusions that clearly extend from the analysis of the data. The discussion is confusing and interpretation of findings is illogical. The conclusions lack in responsiveness to methodological and conceptual rigor and do not clearly answer research questions. The recommendations for future research have little relevance or significance.	The candidate adequately demonstrates conclusions that clearly extend from and are explained in terms of data analysis. The discussion is coherent, includes limitations of the study, and the interpretations are logical. The conclusions demonstrate methodological and conceptual rigor in response to data and answers all research questions. The implications for further research are thoughtfully and appropriately related to the findings or the limitations in the study.	The candidate demonstrates a critically nuanced discussion chapter that is exemplary in clarity and accurately described in detail. The discussion is insightful while demonstrative of relevance that extends knowledge in the field. The discussion fully describes study strengths and limitations while positioning major findings in context of theory. The analysis discussion is comprehensive in response to data and answers all research questions. The recommendations are insightful, thought provoking, and appropriately linked to the findings. Exceptional peer-reviewed publication quality is clearly evident.	

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Committee Member Name:_____

Scoring Dimension Dissertation reflects:	Not Observed (0 points)	Not Met (1 points)	Met Expectations (2 point)	Exceeded Expectations (3 points)	Score
Organization and presentation (CAEP Advanced Standards 1.2 & 1.3)	The candidate presents a dissertation with no effort toward doctoral level writing organization and presentation.	The candidate presents a dissertation that is somewhat unfocused or unclear; weak; abrupt in transition; disconnected with random thoughts with no discernable points; sketchy, missing important details; inaccurate or erroneous information is provided.	The candidate presents a dissertation that is generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone; needs minimum revisions.	The candidate presents a dissertation that is very clearly focused; exceptionally organized with very apparent structures and transitions (e.g., written with intact paragraphs; coherent; highly appropriate style/tone.	
Overall quality of writing (CAEP Advanced Standards 1.2 & 1.3)	The defense demonstrates very low quality of writing that is subpar in the expected writing convention.	The defense is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing). Demonstrates inadequate compliance of APA style and format.	The defense is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); meets expectation and is ready for approval to conduct research. Demonstrates good compliance in the use of APA style and format; needs minor revisions.	The defense is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); exceeds expectations and is ready for conducting research. Demonstrates exemplary compliance in the use of APA format and style.	
				Total Score	

Signature and Date

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Committee Member Name:_____

Committee Member (signature): _____ Date: _____

Dissertation Defense Committee Report

Select one overall recommendation based on the consensus of the committee.
(Only completed by the Dissertation Chair)

Recommendation	Select one recommendation
Approve The defense is accepted as approved. The dissertation defense and presentation included all significant elements, conveyed clearly in a logical, persuasive, logical, and easy-to-follow format. Responses to questions were addressed fully and professionally. The dissertation proposal needs very minor revisions (one to three), if any. Final submission to the Graduate School pending any minor revisions approved by the chair and/or committee.	
Approve with stipulations The defense is accepted as approved with stipulations. The dissertation included the significant elements and conveyed the expected content in an easy-to-follow format. Provided adequate responses to the majority of questions. The dissertation needs a few revisions (four to five), i.e., verb tense change, formatting, additions or deletions to sections. Revisions require approval by the chair and/or committee before proceeding with final submission to the Graduate School.	

Disapprove The dissertation is disapproved. The dissertation defense is insufficient and underprepared for doctoral level research. Majority of questions lacked sufficient responses. Extensive revisions (six or more) are needed under the guidance of the chair and committee. A second defense meeting is required to evaluate the study by the committee.	

Signature and Date

Date:_____ Concentration: _____

Student Name:_____Student ID#: _____

Dissertation Chair (name):_____

Dissertation Chair: (signature) _____ Date: _____

Appendix H: Legacy for Leadership Dissertation of the Year Award Recipients

The Legacy for Leadership Award at UNC Charlotte is an annual honor presented by the Department of Educational Leadership in the Cato College of Education for an outstanding doctoral dissertation.

Dissertations may be viewed in the ProQuest database.
*Dissertation chair/co-chair

2025 **Dr. Karen Shaffer**
Forged Through Contradiction: Leader Identity for Black Women Involved in Student Government at Predominantly White Institutions
*Dr. Ryan A. Miller, *Dr. Cathy D. Howell, Dr. Kimberly Tullos, and Dr. Bettie Ray Butler

2024 **Dr. Yi Wang**
Advancing Community College Student Engagement and Success: Validation Study of Community College Survey of Student Engagement (CCSSE)
*Dr. Sandra L. Dika, Dr. Kyle Cox, Dr. Mark D'Amico, Dr. E. Michael Bohlig, and Dr. Elizabeth Stearns

2023 **Dr. Cynthia N. Stone**
Where are all the Black women? The underrepresentation and experiences of Black women in intercollegiate athletic leadership
*Dr. Lisa Merriweather, Dr. Mark D'Amico, Dr. Leslie Zenk, and Dr. Brett Tempest

2022 **Dr. Tuba Gezer**
Providing equal access to English learners in educational settings
*Dr. Claudia Flowers, Dr. Richard Lambert, Dr. Stella Kim, and Dr. Valerie Mazzotti

2021 **Dr. Christine Reed Davis**
A Phenomenological Case Study of Faculty and Staff Experiences in Green Zone Training to Support Student Veteran Transition into Higher Education
*Dr. Jae Hoon Lim, Dr. Mark D'Amico, Dr. Ryan A. Miller, and Dr. Henry Harris

2020 **Dr. Bradley Miles Smith**
From early college to the university: A case study exploring first-semester experiences
*Dr. Mark D'Amico, Dr. Ryan Miller, Dr. Sandra Dika, and Dr. Spencer Salas

2019 **Dr. Amber Perrell**
The impact of sense of belonging interventions on social integration at a small, private institution
*Dr. Mark D'Amico, Dr. Richard Lambert, Dr. Sandra Dika, Dr. Leslie Zenk, and Dr. Ann Cash

2018 **Dr. Matthew Christopher Zadin Younis**
Teachers' perspectives of the principals' invitational leadership behaviors, teacher job satisfaction and principal effectiveness in high-poverty rural elementary schools
*Dr. Rebecca Shore, Dr. Jim Watson, Dr. Chuang Wang, and Dr. Kelly Anderson

2017 **Dr. Matthew Allan Peeler**
A comparison of developmental mathematics sequences at a North Carolina community college using a Markov chain mode
*Dr. Richard Lambert, Dr. Mark D'Amico, Dr. Chuang Wang, and Dr. Vic Cifarelli

2016 **Dr. Titilola Oluwatosin Adewale**
Integration and persistence of international students in a U.S. private four-year institution: A qualitative case study
Dr. Mark D'Amico, Dr. Corey Lock, Dr. Sandra Dika, and Dr. Spencer Salas

2015 **Dr. Cathy D. Howell**
Black women doctoral students' perceptions of barriers and facilitators of persistence and degree completion in a predominately White university
*Dr. Mark M. D'Amico, Dr. Jae Hoon Lim, Dr. Susan B. Harden, and Dr. Sandra L. Dika

2014 **Dr. Clyde C. Wilson**
Imagining the unthinkable: A case study exploring an institutional response to the persistence of African American males
*Dr. Lisa Merriweather, Dr. Jae Hoon Lim, Dr. Rebecca Shore, and Dr. Brett Tempest

2013 **Dr. Jennifer Richardson McGee**
Developing and validating a new instrument to measure the self-efficacy of elementary mathematics teachers
*Dr. Chuang Wang, Dr. Rich Lambert, Dr. James J. Bird, and Dr. Andrew B. Polly

2012 **Dr. Drew Rory Maerz**
The development of a comparative appraisal of perceived resources and demands for principals
*Dr. Claudia P. Flowers, Dr. Judy R. Aulette, Dr. David M. Dunaway, Dr. Richard G. Lambert

2011 **Dr. Louise Marie Murray**
A comparative exploration of culture change in nursing homes: The residents' perspective
*Dr. John A. Gretes, Dr. Chuang Wang, Dr. David M. Dunaway, Dr. Dena Shenk, and Dr. Grace Mitchell

2007 **Dr. Timothy Hampton Hopkins**
Development and validation of the college student departure inventory
*Dr. Grace Mitchell, Dr. Claudia Flowers, Dr. Erik Porfeli, and Dr. Richard Leeman

2006 **Dr. Kent Leroy Reichert**
"...Other good and sufficient reasons": The impact of out-of-state scholarship programs on the professional careers of
Negro participants: 1921-1957
*Dr. Dawson Hancock, Ann McColl, J.D., Dr. Corey Lock, and Dr. David Goldfield

Appendix I: 2025-2026 Ed.D. Dissertations

2025-2026 Ed.D. Graduates
Dissertations may be viewed in the ProQuest database.
*Dissertation chair/co-chair

1. **Dr. Ashley Carter, Higher Education** ..... Fall 2025
   Navigating Mid-Level Management: Leadership Experiences of Black Women Mid-Level Student Affairs Professionals
   *Dr. Ryan A. Miller, *Dr. Cathy Howell, Dr. Carmen Serrata, and Dr. Kendra Jason

2. **Dr. Marcia Crippen, Higher Education** ..... Fall 2025
   First-Generation College Students and Study Abroad: Examining Participation Patterns and Academic Outcomes
   *Dr. Mark D'Amico, Dr. Ryan Miller, Dr. Kyle Cox, and Dr. Lan Kolano

3. **Dr. Tynsley Gilchrist, Higher Education** ..... Spring 2026
   Exploring Rural Students' Transfer Experiences and Perceptions of Rural Identity in North Carolina Through the Lens of Rural Cultural Wealth and Transfer Student Capital
   *Dr. Ryan A. Miller, Dr. Carmen Serrata, Dr. Mark D'Amico, and Dr. Meghan Barnes

4. **Dr. Georgia Reuter, Higher Education** ..... Spring 2026
   The Unsung Heroes: Work-Life Integration Experiences of Mothers in Mid-Level Leadership Roles in Student Affairs
   *Dr. Leslie Zenk, Dr. Carmen Serrata, Dr. Mark D'Amico, and Dr. Jill Yavorsky

5. **Dr. Tyisha Terry, Higher Education** ..... Spring 2026
   "It's Just Choreography": The "Mental Gymnastics" of Navigating Wellness Education Programs at Historically White Institutions
   *Dr. Cathy D. Howell, *Dr. Ryan A. Miller, Dr. Carmen Serrata, and Dr. Clare Merlin-Knoblich

6. **Dr. Taniqua Canzater, Higher Education** ..... Spring 2026
   How Black Women Former Student-Athletes at Predominantly White Institutions Experience Their Transition to a Life After Sports
   *Dr. Mark D'Amico, Dr. Cathy D. Howell, Dr. Carmen Serrata, and Dr. Henry (Hank) Harris

7. **Dr. Briana Casey, Learning, Design and Technology** ..... Spring 2026
   Faculty Perceptions of a Student Learning Outcomes Initiative for Faculty-Led Short-Term Education Abroad Programs
   *Dr. Adriana Medina, Dr. Ayesha Sadaf, Dr. Cornelia Okraski, and Dr. Joseph Hoff

8. **Dr. Daniel Maxwell, Learning, Design and Technology** ..... Spring 2026
   Investigating Educator Preparation Program Faculty Decisions on Generative Artificial Intelligence Adoption
   *Dr. Beth Oyarzun, Dr. Jae Hoon Lim, Dr. Ji Yae Bong, and Dr. Hilary Dack

9. **Dr. Yiting "Miffy" Tsai, Learning, Design and Technology** ..... Spring 2026
   From Classroom to Real-World: Leveraging AI-Powered Experiential Learning to Enhance Communicative Competence Among Intermediate Level Mandarin Learners in Higher Education
   *Dr. Ayesha Sadaf, Dr. Bobby Hobgood, Dr. Stella Kim, and Dr. Amabel Aliaga-Buchenau

10. **Dr. Krista Sanchez, Learning, Design and Technology** ..... Spring 2026
    A Qualitative Case Study on the Effectiveness of Blended Project Leadership Training in Transferring E-

Leadership Competencies in Corporate Settings
*Dr. Ayesha Sadaf, Dr. Cornelia Okraski, Dr. Don Kirkey, Dr. Enoch Park, and Dr. Ian Binns

11. **Dr. Ashley Bayer, Superintendency** ..... Spring 2026
First-Year Elementary Teachers' Perceptions of Challenges and Preparedness in a Post-Pandemic Context
*Dr. Jamie Kudlats, Dr. Ann Jolly, Dr. Jimmy Watson, and Dr. Hilary Dack

12. **Dr. Alejandra Garcia, Superintendency** ..... Fall 2025
Competencies and Strategies Exhibited by Turnaround Principals in Low Performing Schools
*Dr. Chuang Wang, Dr. Walter Hart, Dr. Debra Morris, and Dr. Adriana Medina

13. **Dr. Brian Keenan, Superintendency** ..... Fall 2025
The Perceptions of Catholic School Principals Regarding Their Decision-Making Power and Support When Working Within Various Catholic School Governing Models
*Dr. Walter Hart, Dr. Debra Morris, Dr. Jamie Kudlats, and Dr. Joan Lachance

14. **Dr. John LeGrand, Superintendency** ..... Fall 2025
Leadership That Matters: A Study of the Association Between Principal Leadership and Student Academic Growth
*Dr. Richard Lambert, Dr. Walter Hart, Dr. Jimmy Watson, and Dr. Henry (Hank) Harris

15. **Dr. Dareion Malone, Superintendency** ..... Spring 2026
High School Principals' Perceptions of the Value of Music Education in a North Carolina School District
*Dr. Jamie Kudlats, Dr. Curtis Carroll, Dr. Walter Hart, and Dr. Fred Spano

16. **Dr. Amy Peters, Superintendency** ..... Fall 2025
Effective Instructional Practices Used by Upper Elementary Grade Level Teachers and English as a Second Language Teachers to Support English Language Learners
*Dr. Rebecca Shore, Dr. Scarlett Zhang, Dr. Walter Hart, and Dr. Drew Polly

17. **Dr. Orlando Robinson, Superintendency** ..... Spring 2026
Middle School ELA Teachers' Perceptions of a District Mandated Cultural Relevance Curriculum: A Case Study
*Dr. Rebecca Shore, Dr. Jimmy Watson, Dr. Walter Hart, and Dr. Amy Good

18. **Dr. Lisa Simmerson, Superintendency** ..... Fall 2025
Principal Leadership and Teacher Retention in Low-Income, High-Minority High Schools
*Dr. Walter Hart, Dr. Debra Morris, Dr. Scarlett Zhang, Dr. Tisha Perkins Greene, and Dr. Henry (Hank) Harris

19. **Dr. Lisa Williams, Higher Superintendency** ..... Fall 2025
Staying Power: Insights from Black Male Teachers Committed to North Carolina's Title I Middle Schools
*Dr. Rebecca Shore, Dr. Walter Hart, Dr. Lindsay Messigner, and Dr. Amy Good

Appendix J: 2024-2025 Ed.D. Dissertations

2024-2025 Ed.D. Graduates

Dissertations may be viewed in the ProQuest database.
*Dissertation chair/co-chair

1. Dr. Chandra Robinson, Curriculum and Supervision ..... Summer 2025
   An Investigation of Graduation Rates for Students with Disabilities in North Carolina
   *Dr. Rebecca Shore, Dr. Sandra Dika, Dr. Walter Hart, and Dr. Gloria Campbell-Whatley

2. **Dr. Kathleen V. Bradley-Volz, Higher Education** ..... Spring 2025
   Faculty Use of Educational Technology in Higher Education: A Gendered Analysis of Barriers and Support
   *Dr. Ryan A. Miller (co-), *Dr. Cathy D. Howell (co-), Dr. Xiaoxia Newton, and Dr. Kent Brintnall

3. **Dr. Ryan D. Chester, Higher Education** ..... Spring 2025
   Athletic Identity and the Career Development Experiences of Division II Black Student Athlete Basketball Players
   *Dr. Mark D'Amico, Dr. Ryan A. Miller, Dr. Kevin Bailey, and Dr. Hank Harris

4. **Dr. John Everett, Higher Education** ..... Spring 2025
   Preventing Institutional Failure: A Review of Operational and Financial Variables at Theological Graduate Schools
   *Dr. Alan Mabe, Dr. Richard Lambert, Dr. Mark D'Amico, and Dr. Spencer Salas

5. **Dr. Lisa Gaskin, Higher Education** ..... Spring 2025
   Building Communities During COVID-19: Examining the Lived Experiences of Students in Living-Learning Communities and Residential-Optional Learning Communities
   *Dr. Alan Mabe, Dr. Cathy D. Howell, Dr. Ryan A. Miller, and Dr. Cindy Gilson

6. **Dr. Tiffany Kelley, née Wilson, Higher Education** ..... Fall 2024
   The First-Year Experiences of African American Women in Engineering and Computer Science Majors
   *Dr. Cathy D. Howell (co-), *Dr. Mark D'Amico (co-), Dr. Jae Hoon Lim, and Dr. Harish Cherukuri

7. **Dr. Karen Shaffer, Higher Education** ..... Summer 2025
   Forged Through Contradiction: Leader Identity for Black Women Involved in Student Government at Predominately White Institutions
   *Dr. Ryan A. Miller (co-), *Dr. Cathy D. Howell (co-), Dr. Kimberly Tullos, and Dr. Bettie Ray Butler

8. **Dr. Darlene Schaefer, Learning, Design and Technology** ..... Fall 2024
   A Matter of Quality: Teacher Experiences and Perceptions as Quality Matters™ Course Representatives
   *Dr. Beth Oyarzun, Dr. Jae Hoon Lim, Dr. Enoch Park, and Dr. Drew Polly

9. **Dr. Jasmine R. Bishop, Learning, Design and Technology** ..... Spring 2025
   Faculty Attitudes Toward Gamification and Game-Based Learning Within Their Online Teaching
   *Dr. Ayesha Sadaf, Dr. Stella Kim, Dr. Beth Oyarzun, and Dr. Drew Polly

10. **Dr. Pariss M. Coleman, Learning, Design and Technology** ..... Spring 2025
    Understanding Online Faculty Perceptions and Design Considerations Regarding the Principles of Universal Design for Learning in Online Courses
    *Dr. Beth Oyarzun, Dr. Carmen Serrata, Dr. Blair Stamper, and Dr. Drew Polly

11. **Chikako Mori, Learning, Design and Technology** ..... Spring 2025
Factors That Influence Faculty's Intentions to Integrate Social Media Applications into Language Courses
*Dr. Ayesha Sadaf, Dr. Mark D'Amico, Dr. Stella Kim, and Dr. Anabel Aliaga-Buchenau

12. **Dr. Claudia M. Allen, Superintendency** ..... Fall 2024
African American High School Principals' Perceptions of Tracking and Its Influence on Instructional Decisions and Student Outcomes: A Double-Edged Sword
*Dr. Rebecca Shore, Dr. Walter Hart, Dr. Scarlett Zhang, and Dr. Amy Good

13. **Dr. Jordan R. Baker, Superintendency** ..... Spring 2025
Conditions Affecting the Willingness of Two North Carolina Communities to Address School Facility Needs
*Dr. Jimmy Watson, Dr. Walter Hart, Dr. Jamie Kudlats, and Dr. Spencer Salas

14. **Dr. Nicolette M. Grant, Superintendency** ..... Spring 2025
The Lived Experiences of International Dual Language/Immersion Teachers Working in North Carolina
*Dr. Joan Lachance, Dr. Walter Hart, Dr. Lisa Merriweather, Dr. Joseph Hoff, and Dr. Amy Good

15. **Dr. Christopher Lacy, Superintendency** ..... Fall 2024
Novice Middle School Teachers' Perceptions of Classroom Management
*Dr. Rebecca Shore, Dr. Walter Hart, Dr. Tisha Greene, and Dr. Tehia Glass

16. **Dr. Tyler Mavity, Superintendency** ..... Spring 2025
Retention of Black Male Public Elementary School Teachers in North Carolina
*Dr. Rebecca Shore, Dr. Debra Morris, Dr. Scarlett Zhang, Dr. Tisha Greene, Dr. Amy Good

17. **Dr. Kristina Michelle Morgan, Superintendency** ..... Summer 2025
Perceptions from the Field: North Carolina High School Counselors' Perspectives on their Roles and Effectiveness
*Dr. Rebecca Shore, Dr. Jim Watson, Dr. Walter Hart, and Dr. Henry Harris

18. **Dr. Marcus A. Porter, Superintendency** ..... Spring 2025
Perceptions of Algebra I and English II Teachers Implementing Multi-Tiered System of Supports in High Schools in South Carolina
*Dr. Rebecca Shore, Dr. Adam Atwell, Dr. Walter Hart, and Dr. Kelly Anderson

19. **Dr. Shayla Savage, Superintendency** ..... Fall 2024
Perceptions of Principal Leadership, Teacher Leadership, Student Discipline, and Teacher Retention Based on EVAAS Growth and School Performance Grades in Low-Performing Elementary Schools in North Carolina
*Dr. Jamie Kudlats, Dr. Walter Hart, Dr. Scarlett Zhang, and Dr. Hank Harris

20. **Dr. Kelly Simmons, Superintendency** ..... Fall 2024
Perceptions of Advanced Placement Teachers and Dual Enrollment Teachers About Avenues of College Readiness in Rural North Carolina
*Dr. Walter Hart (co-), *Dr. Mark D'Amico (co-), Dr. Jamie Kudlats, Dr. Scarlett Zhang, and Dr. Heather Coffey

21. **Dr. Cory A. Stirewalt, Superintendency** ..... Spring 2025
Elementary Principals' Perceptions of Underrepresentation of Black and Hispanic Students in Gifted and Talented Programs
*Dr. Walter Hart, Dr. Tisha Greene, Dr. Debra Morris, and Dr. Michael S. Matthews

22. **Dr. Joy L. Stogner, Superintendency** ..... Spring 2025
Exploring the Individual Education Plan Literacy of Elementary School Teachers in Rural Schools
*Dr. Rebecca Shore, Dr. Adam Atwell, Dr. Debra Morris, and Dr. Amy Good

23. **Dr. Sarah Williams Wright, Superintendency** ..... Spring 2025
Trauma Behaviors in Schools: A Qualitative Study Focusing on Elementary Educators' Perceptions of Trauma-Informed Practices
*Dr. Rebecca Shore, Dr. Adam Atwell, Dr. Jimmy Watson, and Dr. Kristie Opiola

24. **Dr. April A. Williamson, Superintendency** ..... Spring 2025
Middle School Teachers' Perceptions of Implementing a Social-Emotional Learning Program
*Dr. Jamie Kudlats, Dr. Tisha Greene, Dr. Walter Hart, and Dr. Lyndon Abrams

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE



GO NINERS!

ACADEMIC EXCELLENCE. RESEARCH INNOVATION. IMPACT.

Making a difference where it matters most.

---

(704) 687-8857

https://edld.charlotte.edu

edld-edd@charlotte.edu

9201 University City Blvd., Charlotte, NC, 28223

R1
TOP-TIER RESEARCH UNIVERSITY