



Ed.D. in Educational Leadership

2023-2024 PROGRAM HANDBOOK



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INTRODUCTION

The EdD in Educational Leadership is a single degree governed by UNC’s [Graduate School](#), and UNC expects that students enrolled in this degree will have commensurate and equitable experiences, particularly in terms of policies. UNC’s [Graduate School Handbook](#) provides foundational policies and procedures for this degree.

This Handbook covers policies and procedures beyond those covered in the Graduate School Handbook, which are specific to the EdD in Educational Leadership program in the School of Education (SOE).

PROGRAM DESCRIPTION

The EdD in Educational Leadership provides both an academic degree and a pathway to licensure in the state of North Carolina.

From an academic perspective, the program prepares equity-focused scholar practitioners to understand the context and politics of educational leadership, the culture of peer reviewed research, and the application of inquiry tools to transform schools and districts.

From a licensure perspective, the EdD in Educational Leadership prepares leaders for a NC superintendency certificate in alignment with state and national standards. Specifically, our program is recognized and accredited by [NCDPI](#), [CAEP](#), [CPED](#), [EdPrep Lab](#) and others. Combined, these two perspectives produce leaders who foster equity and excellence in a democratic society.

PROGRAM MISSION

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

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

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

PROGRAM GOALS

1. Prepare senior level school administrators who are proficient and competent in the major skills necessary to effectively lead school systems in North Carolina and the United

States, successfully acquiring appropriate licensure based on state or nationally administered examinations.

2. Provide an advanced program of studies that is broadly based on issues of theory and practice, and which addresses matters of social justice and equity within school systems in North Carolina and across the United States.
3. Prepare senior level administrators to apply research methodologies and tool of inquiry to identify and address a wide variety of issues within school systems and to be intelligent consumers of research as it impacts the definition and application of evidence-based best practices.
4. Prepare senior level school administrators to become critically reflective about their own work as well as theories and practices in use in classrooms, schools, and school districts.

CONCEPTUAL FRAMEWORK

PREPARING LEADERS IN EDUCATION

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum materials, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. These elements work together to build a solid foundation for exemplary practice in education, creating educational leaders who are prepared to better serve children, schools, and families, as well as business and government agencies within North Carolina, across the nation and throughout the world.

FOR EQUITY AND EXCELLENCE

Preparation of educational leaders for today's society is based on values of equity and excellence that assure candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of achievement. Equity and

excellence are pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there exists individual and cultural achievement among all social groups which benefits all students and educators. Equity further recognizes that ignorance of the richness of diversity limits human potential. Finally, an equity perspective recognizes and names the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language; and seeks to ameliorate these historical and structural inequities through effective policies and practices.

Within the School of Education, excellence is seen as striving for elevated levels of academic, social, emotional, and ethical achievement and performance for all. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge.

IN A DEMOCRATIC SOCIETY

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all. To this end, leaders will learn relevant political frameworks to harness the power of communities, school boards and other legislative bodies.

SOE CONCEPTUAL FRAMEWORK PRINCIPLES

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

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills central to candidate preparation. It is the School of Education's goal that candidates will become leaders supporting and promoting the learning and development of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting students' physical, social, psychological,

and intellectual needs. Candidates incorporate a variety of strategies, including technology, to enhance student learning.

3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals by providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE CONCEPTUAL FRAMEWORK DISPOSITIONS

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

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

PROGRAM FEATURES

COHORT STRUCTURE

The EdD program in educational leadership runs on a cohort model. Admitted students matriculate into the program in the fall semester of each academic year and progress through the milestones of the program from start to finish, typically over a three-year period that includes fall, spring, and summer coursework.

ADVISING

At the point of admission, the program coordinator serves as the Advisor and Chair for all members of the cohort. As students begin to narrow their focus of study around the capstone in year three, the roll of Advisor changes to the student's research chair.

Advisors typically:

- Provide an initial orientation to the academic program and research specialization early in the student's first semester;
- Monitor students' progress through the program and all program milestones;
- Provide academic and programmatic guidance;
- Chair and direct all milestone examinations; and,
- Coordinate and provide annual feedback via the Doctoral Student Online Annual Report process.

ADVANCED SEMINAR AND INTERNSHIP

The EdD internship represents two semesters of guided, professional practice during which the engages in district level leadership under the guidance of a self-selected and approved member of a UNC faculty supervisor. The first semester experience focuses on a collaborative research project with a local school district. The second semester experience will be more individually focused on a 60-hour central office internship. Seminar meetings will be held throughout the internship to engage in discussions related to practice in educational leadership/administration and student services, and to practice professional development skills using a range of readings related to central office leadership roles, tasks, and challenges for school leaders with a social justice platform. Students also complete a portfolio that synthesizes the internship experiences, aligns with EdD coursework and with the *NC Standards for Superintendents*, and reflects their career plans in educational leadership. Completion of the portfolio and internship is a requirement for the superintendent's licensure.

PROGRAM MILESTONES OVERVIEW

Each student's Advisor assists them through the milestones of the doctoral degree. Students must pass each milestone before proceeding to the next milestone.

COURSEWORK

Prior to or during the fall semester of a student's second year, a Program of Study is approved by the EdD program faculty serving as a committee of the whole.

COMPREHENSIVE EXAMINATION

The comprehensive examination consists of two main parts: the written comprehensive exam and the oral comprehensive exam defense.

CAPSTONE

The capstone serves as a representation of a student's contribution to scholarship in the field of educational leadership and consists of the following three steps:

- Capstone proposal defense
- Written capstone defense
- Oral capstone defense

Note: The EdD in Educational Leadership approaches these milestones through a cohort-based approach in which students participate within the same time on the way to graduation and licensure. Additional details and policies pertaining to these milestones are outlined below.

COURSEWORK AND PROGRAM OF STUDY

Coursework for the EdD in Educational Leadership consists of a minimum of 54 hours of coursework sustained over three years. More specifically, students complete 12 hours of core and foundational courses, 21 hours of leadership courses and 18 hours of research and methods courses, and 3 hours of an elective course. Students are eligible to transfer nine credit hours (if deemed appropriate). Students admitted to the program without a master's degree in educational administration must complete nine additional hours of master's in school administration (MSA) coursework.

Sometime before the fall semester of the student's second year in the program, the Program of Study Committee reviews and approves the student's Program of Study. The Program of Study

should include all required EdD courses and any additional courses the student and committee deem necessary for the student's academic and career success. Waivers and requests for transfer courses must comply with guidelines noted under the later section in this handbook, "Transfer Credit, Residence Requirements, Registration Requirements, and Length of Time to Complete." Transfer credit is approved by the Advisor and the Director of Graduate Studies.

COURSE DESCRIPTIONS

The following courses are required by all EdD students:

CORE FOUNDATIONAL COURSES

EDUC 831: School Law. This course anticipates that participants have a strong existing foundational knowledge of the basic principles of educational law, including a working knowledge of seminal federal and state cases and the North Carolina statutory provisions which govern public education. Through seminar-style discussion and case study analysis, course participants will deepen and apply their existing knowledge, focusing on educational law through the lens of social justice and equity. Course participants will expand their legal focus to encompass a whole district perspective and will extend their research and writing skills.

EDUC 832: Educational Politics and Policy. This is for students and practitioners wanting to study how federal, state, and local political systems interact, react, (and disconnect) to events. The course points to the way education policies maintain gender, race, and class divisions but offers examples of ways to change those policies. There are opportunities for identifying and even inventing practices and programs that expand beyond narrow gendered assumptions as well as examples of feminist and critical policy analysis to help educators see ways to re-focus research, policy, planning, and programs once they recognize that gender, race, and class constraints are embedded in school practices.

EDUC 834: Organizational Behavior and Theory in Education. This course is designed to acquaint the doctoral student with theories of organization so that the student can begin to see principles which lie behind system architecture in which people, structures, duties, skills, and role relationships can be juxtaposed and configured and re-configured as a matter of matching organizational functioning to the tasks facing a variety of educational organizations. It is also a course which will consider the structure and use of *power* in organizational life to force bureaucratic change, internally or externally. An expected outcome will be that the student begins to understand how structure, culture, context, and power interact within and without educational and other organizations.

EDUC 866: Policy to Practice. This course examines relationships between broader social, economic, and political currents and the chosen instruments for education reform, asking what

different purposes educators, policymakers, and the broader public believe schools serve, how educational problems get framed, and how policy does (or does not) get translated into practice. Adopting an approach set forth by Tyack and Cuban in their seminal text *Tinkering toward Utopia*, the course blends political and institutional perspectives to the study and interpretation of policy and school reform. The political approach helps illuminate how policy elites and groups express their values, set the agenda for reform, prescribe solutions, and pave the way for policy adoption by school boards and legislatures. Attention to the institutional character of schools helps to build understanding about the actual implementation of reform in practice. The other required texts and articles set the stage for discussions about what can be understood as four waves of implementation research and ways to measure implementation and scale.

LEADERSHIP COURSES

EDUC 833: Development and Systems Leadership. This course centers on understanding the challenges to central office school administrators largely, though not exclusively, from the perspective of the superintendent. The course is designed to enable future educational system leaders to acquire the knowledge and theories regarding structures and performance, with a focus on the issues pertaining to personnel, planning, facilities, administrative applications of technology, superintendent/board relations, district-level curriculum, and assessment issues, and creating and sustaining community inter-agency partnerships.

EDUC 840: Advanced Leadership Theories. This course centers on the development of theory in educational leadership from both a modernistic and post-modernistic perspective. It is designed to provide the candidate with the basis for understanding the range of theories that have and continue to influence conceptual thought and practice in educational leadership. Since the practice of leadership in the schools is both an applied science and an art, the course is far ranging in its scope. At issue is not only the content of what is considered educational leadership, but the boundaries of the “field” itself. The aim of the School of Education at UNC-Chapel Hill is *Preparing Leaders in Education for Excellence and Equity in a Democratic Society*. As such, it is important to know why the “field” of educational leadership has historically encountered difficulties in pursuing these aims, and how future school leaders can be more successful than they have in the past.

EDUC 844: Advanced Seminar and Supervised Internship in Educational Administration. This course is a two-semester course. The first semester experience focuses on a collaborative research project with a local school district. The second semester experience is more individually focused on a 60-hour central office internship. Seminar meetings during both semesters are held to share experiences, engage in discussions related to practice in educational leadership/administration and student services, and to practice professional development skills using a range of readings related to central office leadership roles, tasks, and challenges for leaders with a social justice platform.

EDUC 835: Instructional Leadership for Supervision, Curriculum, and Technology. This course focuses on the role of school site and central office leaders in designing, implementing, and evaluating curriculum improvement, technology use, data driven decision-making, programs for special populations, professional development and other organizational/institutional components that are important to the successful education of all students. Student professionals analyze, discuss, and write about current practices and propose improvements that will lead to high-functioning educational environments.

EDUC 836: School Finance and Economic Equity. Content in this course covers the financing of public school systems in the current economic and political setting, with an emphasis on fiscal inequalities and the interrelationships of educational, economic, and political decision-making.

EDUC 837: Cultural Aspects of Leadership and Instruction in School Reform. This course investigates the history of school reform in the United States, evaluates its intent against its impact, and explores equity and social justice implications. Students explore their own dispositions and philosophies on critical areas that affect leaders and those they serve. These critical areas include race, social class, gender, sexual orientation, spirituality, and disability. The class is a combination of readings, class discussions, group work, activities, presentations, and written assignments. This course is important for building administrators, student service administrators and district administrators enrolled in an administrative certification program.

RESEARCH AND METHODS COURSES

EDUC 710: Statistical Analysis of Educational Data. This course introduces descriptive and inferential statistics applicable to the design and analysis of research in the social, behavioral, and health sciences. Topics include descriptive statistics, hypothesis testing, statistical power, confidence intervals, ANOVA, and multiple regression. Students use statistical software to conduct analyses, with examples drawn mainly from education and human development.

EDUC 830: Field Techniques in Educational Research. This course introduces students to field research methods and analysis of qualitative data that focuses on the application of these techniques in evaluation and policy research.

EDUC 841: Development of a Research Proposal. This course requires students to integrate previous studies to focus on theory, inquiry, and organizational practice.

Note: Students also complete an additional Research and Methods Elective.

COURSE SEQUENCE

The cohort model provides students with opportunities to engage collaboratively and build collective understanding through the coursework. The table below outlines the course sequence for current EdD cohorts.

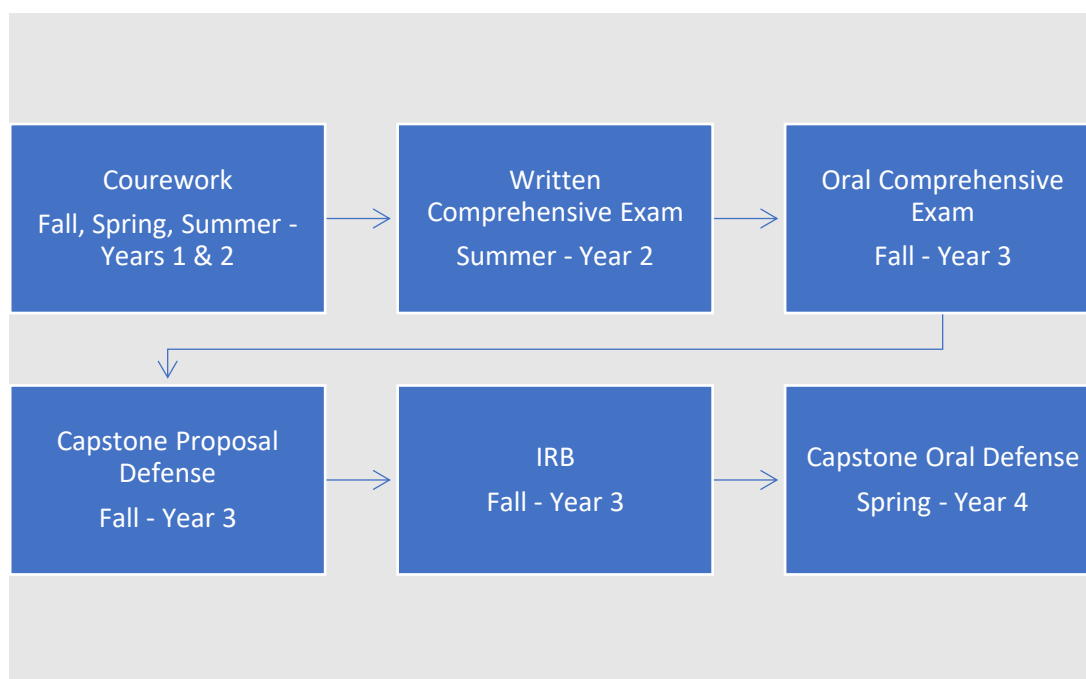
	F 2022	S 2023	SS 2023	F 2023	S 2024	SS 2024	F 2024	S 2025	SS 2025	F 2025	S 2026	SS 2026
EDUC 834	C2 C3						C4 C5					
EDUC 836	C2 C3						C4 C5					
EDUC 835		C2 C3						C4 C5				
EDUC 832		C2 C3						C4 C5				
EDUC 710			C3			C4			C5			C6
EDUC 831			C3			C4			C5			C6
EDUC 837				C3 C4						C5 C6		
EDUC 866				C3 C4						C5 C6		
EDUC 830					C3 C4						C5 C6	
EDUC 833					C3 C4						C5 C6	
EDUC 840								C3			C4	
EDUC 841			C2			C3			C4			C5
EDUC 871			C2			C3			C4			C5
EDUC 844	C1			C2	C2		C3	C3		C4	C4	
EDUC 994	C1			C2	C2		C3	C3		C4	C4	

Note: All Program of Studies forms, including deviations from the model and MSA add-on courses, are approved by the EdD faculty, which serves as the Program of Studies Committee for every EdD student.

YEAR 3 TIMELINE

During the third year of the program, students complete the comprehensive examination, year-long internship, and capstone research project. It is critical that students establish a healthy balance of competing priorities, work closely with their Research Chair and committee, and leverage the support of their cohort.

SEQUENCE OF MILESTONES



COMPREHENSIVE EXAMINATION

The comprehensive examination is scheduled once per year for eligible students. Each student is required to pass a written and an oral comprehensive examination for degree completion. Typically, the written exam and the first oral exam occur after the completion of 80% of coursework (excluding internship), once students have developed specific areas of practical expertise and knowledge claims through instructional feedback, coursework, and professional experiences. A comprehensive examination committee is comprised of the Academic Chair and two additional faculty members. The purpose of the examination is to assess these areas and claims prior to moving forward with a doctoral capstone.

ELIGIBILITY

Students must be deemed eligible to participate in the comprehensive examination by the EdD exam committee. Students are not eligible if any of the following criteria is not met:

- Students must have completed 80% of EdD coursework (excluding internship)
- Students may have no temporary grade of “IN” (incomplete) on their academic record
- Students must be registered for coursework

Students become academically ineligible for continuation in the program if they fail a written or an oral comprehensive examination for the second time. If students fail their written comps the first time, they must wait a minimum of 90 days from the date of notification to re-submit.

Note: If students reconsider their readiness to take the comprehensive examination, they must withdraw at least two weeks before the written exam’s due date.

PROCEDURE

The following procedures take place to assess EdD students’ areas of expertise and claims of knowledge. For additional information on the assessment criteria, please refer to the comprehensive examination [rubrics](#).

PRE-EXAMINATION MEETING

During the pre-comprehensive examination meeting, the Academic Chair advises students of the comprehensive examination process, timeline, and resources. The transfer of information includes the following:

- On or before an established due date, students submit a question to their Advisor and a statement that describes how this question addresses a specific problem of practice in K-12 educational administration.
- A majority of the committee must agree that the question and corresponding claims are legitimate for the student to make.
- Students have 42 days to complete their response to the approved question.
- The Advisor will develop a Canvas site for students and faculty which will contain rosters, rubrics, timelines, and exemplars from previous years. The site will also include a drop box for each student to submit their response.

EXAMINATION QUESTION AND RESPONSE

Each student submits a comprehensive exam question to their Advisor for approval. The question should focus on a problem of practice in educational leadership. Once the Advisor approves each student's question, the student prepares a written response to the question that aligns with coursework, references relevant literature, and demonstrates critical analysis of the topic. The response should not exceed 35 pages, plus references, typed in 12-point, Times New Roman font, double-spaced, single-sided, with 1" margins. Students must follow the APA format in their responses.

THE WRITING PERIOD

Students write responses to their assigned questions over a six-week period. To provide the Comprehensive Exam Committee members sufficient time to evaluate student responses and to allow students to learn the results of their written examination during the semester in which writing takes place, the following guidelines should be followed:

- The Advisor or designee gives the student the specific question to be addressed via email by 9:00 AM on the day on which writing is to begin.
- During the writing period, a student may consult written materials relevant to the topic(s). They may not consult live sources to inform the response. Student responses must be drafted independently.
- Once the response is complete, the student uploads a final copy to their Canvas drop box no later than 4:00PM on the final day of writing.
- The Comprehensive Exam Committee shares results with students no later than 15 business days following the submission of their final exam.

EXAM GRADES

Three options are available to the examining committee regarding the outcome of written examination: *Pass*, *Fail*, or *Revise* as determined by majority of vote among committee members.

If a majority of committee members determine that the student has passed the written exam, the student proceeds to the first oral—the defense of the written examination.

By majority vote, a committee may assign a grade of fail to the written examination. A doctoral candidate who fails a doctoral written exam may not take the exam a second time until at least three months after the first attempt. A student who fails an exam for the second time becomes ineligible for further graduate work.¹

Finally, the committee may decide by majority vote that a student is likely to pass with revisions. In this case, no determination is made by the committee prior to the revisions being completed and evaluated. This vote signifies that the committee has determined that if the student successfully completes specified revisions within the prescribed time, a pass may be conferred, but again, this is not a guaranteed outcome. To fulfill the requirements under these conditions, the revisions must be completed by the student within six weeks (42 days) from the date of written communication about the committee's decision. The Committee Chair will complete a form, available in the Office of Student Affairs, that states that a Request for Revisions has been assigned, the date by which revisions must be completed, and a description of the revisions to be completed. The form must be signed and dated by the Advisor or Chair, on behalf of the committee, and by the student. A copy of this agreement must be placed in the student's file. Students are required only to revise the aspects of the written exams that were deemed unsatisfactory; they are not to rewrite entire questions. By the date specified, the student must turn in a written copy of the revisions to the Chair. The Chair will distribute the revisions to the committee members for review. Committee members must return to the Chair a vote of passing or failing the exam, based on the revisions, within 10 business days on the University's nine-month academic calendar. Committees are not obligated to read revisions over summer or winter breaks. If the committee determines, by majority vote, that the student passes the written exams with the revisions, the student will be granted an official *pass* and may proceed to scheduling an oral examination. If the committee determines, by majority vote, that the revisions do not render the written examination a passable product, the student will be issued a grade of *fail*. Once an official grade of fail has been recorded, the student must follow the guidelines stated above.

FIRST ORAL EXAMINATION (ORAL COMPREHENSIVE EXAMINATION)

PURPOSE

¹ Upon request to and approved by the Director of Graduate Studies, the Graduate School may grant a student a third and final opportunity to take the examination. In addition, no student may continue in the program or take an examination a third time without approval by the Administrative Board of the Graduate School. The approval of a third attempt is not guaranteed. See the [Academic Eligibility Section of the Graduate School Handbook](#) for more information.

The first oral exam serves as a rigorous defense of the written exam with an elaboration of the topics. Students receive feedback on their written comprehensive exam and may ask clarifying questions to their committee about this feedback. A student's Advisor and/or Chair should then provide information on the comprehensive exam format. Apart from describing the general format of the oral exam and answering clarifying questions about feedback, comprehensive exam committee members should not help the student prepare for the oral exam. The oral exam should not be used to "fix" a weak written exam. Required revisions should have been requested and approved before scheduling the first exam. Performance on the oral exam should determine the candidate's fitness to continue their work toward the doctorate but should not focus on the next milestone.

SCHEDULING, PREPARATION, AND ORAL EXAM CONDUCT

The Program Coordinator will schedule oral examinations and create oral examination committees. Students will prepare a short (7-10 minute) overview of their written response. Once the presentation is complete, the student will hear suggestions and entertain questions from the committee.

EXAM REVIEW

A majority vote is needed to determine satisfactory or unsatisfactory performance. Immediately after the exam has been given, results should be sent to the Office of Student Affairs on the completed [Doctoral Exam Report Form](#).

EXAM FAILURE

A doctoral candidate who fails the first oral exam may not take it a second time until at least three months after the first attempt. A student who fails the exam for the second time becomes ineligible for further graduate work. Upon request from the student to the Director of Graduate Studies, the Graduate School may grant a student a third and final opportunity to take the exam. No student may continue in a program or take an examination a third time without approval by the Administrative Board of the Graduate School. Approval is not guaranteed.

THE EDUCATIONAL LEADERSHIP CAPSTONE

The Ed.D. capstone is a five-chapter scholarly endeavor that demonstrates a student's ability to compose and present arguments and evidence in a logical, systemic, and coherent fashion, to apply theory and research to inform or address an educational problem, and to make a meaningful contribution to the field of educational leadership.

CAPSTONE ROLES AND RESPONSIBILITIES

PRE-PROPOSAL DEFENSE		
STUDENT	PROGRAM DIRECTOR	CHAIR
<ul style="list-style-type: none"> ✓ Select a Capstone Chair to advise capstone. ✓ Finalize committee members (with Chair). ✓ Prepare to defend proposal no later than November 18th. ✓ Develop strong working relationship with Chair. ✓ Ensure the document is well-written and thoroughly proofread. ✓ When the Chair indicates that the proposal is ready, send the proposal to committee members <i>at least</i> two weeks in advance. 	<ul style="list-style-type: none"> ✓ Coordinate comprehensive written and oral examination. ✓ Make sure all students are enrolled in EDUC 994 with their Chair. ✓ Assists Chair and students with questions around committee membership. ✓ Serves as a resource to the Chair as needed. ✓ Works with the PSS to ensure doctoral paperwork is submitted. ✓ Serves as a resource and support for students as needed. 	<ul style="list-style-type: none"> ✓ Approve comprehensive examination question. ✓ Serve as a reader on the student's comprehensive examination. ✓ Assume full guidance of the student's capstone. ✓ Make sure you and the student agree upon: <ul style="list-style-type: none"> ○ The problem of practice ○ The research questions ○ Methodology ○ Any research instruments or tools

<ul style="list-style-type: none"> ✓ Use the University required formatting. 		<ul style="list-style-type: none"> ✓ Finalize the student's committee members and make sure they meet all university requirements. ✓ Work with the student to establish how other committee members will be engaged. ✓ Let the student know when the draft proposal is ready to be sent to committee members for review. This includes the following: <ul style="list-style-type: none"> ○ Ensure the proposal is well-written and meets standards for graduate level work. ○ Is proofread. ○ Meets your standards for proposal defense. ✓ Make sure all forms are signed after the defense.
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POST-PROPOSAL DEFENSE

STUDENT	PROGRAM DIRECTOR	CHAIR
<ul style="list-style-type: none"> ✓ Do not start collecting data from human subjects until you have IRB approval. ✓ Conduct research with integrity and within all ethical guidelines. ✓ Communicate regularly with your Chair. ✓ Share drafts of your capstone with your committee as directed by your Chair. ✓ Track feedback from committee members and your response to that feedback. ✓ When your Chair indicates you are ready to schedule your 	<ul style="list-style-type: none"> ✓ Assists Chair and students with questions around committee membership. ✓ Serves as a resource to the Chair as needed. ✓ Works with the PSS to ensure doctoral paperwork is submitted. ✓ Serves as a resource and support for students as needed. 	<ul style="list-style-type: none"> ✓ Make sure the student submits IRB application after approval of their defense. ✓ Advise the student on successfully conducting their research. ✓ Let the student know when the draft is ready to be sent to the committee for feedback. ✓ Work with the student to schedule the defense. ✓ Make sure committee members are on board ahead of the final defense. If a favorable outcome is not a

defense, work with your committee to set a time and date.		<p>forgone conclusion, do not hold the defense.</p> <ul style="list-style-type: none"> ✓ Run defense efficiently, fairly, and comprehensively. ✓ Take notes during the defense of all committee member questions to provide the candidate with feedback, including any corrections, elaborations, and additional work.
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COMMITTEE COMPOSITION

The Capstone Committee must have five members, one of whom serves as the Capstone Chair. The Capstone Chair must be a member of the Graduate Faculty, as recognized by the UNC Graduate School. At least two other committee members should have faculty affiliation with the UNC School of Education. Non-UNC affiliated professionals may also serve on the committee, including professors from other universities, in a field of practice relevant to your capstone, or your place of employment (but should not have a conflict of interest). Students are encouraged to recruit members “from the field” who know your topic and can assist you in your research.

ROLE OF THE CHAIR

The capstone research and writing process is a highly intensive experience that requires a high degree of collaboration between the student and the Chair. The Capstone Chair helps steer the student through the capstone project’s intellectual stages and institutional requirements and works as a conduit between committee members. The student assumes primary responsibility for adhering to and implementing their capstone project as approved in the proposal development and defense phase. In setting and meeting these deadlines, the student should keep in mind the research, teaching, and service demands of their Chair and committee members and provide them ample time to review deliverables. Students are also encouraged to set meetings 4 to 6 weeks in advance.

CAPSTONE PROPOSAL

THE WRITTEN PROPOSAL

Capstones in the EdD program in Educational Leadership are traditionally based on the standard 5-chapter academic dissertation model. The proposal should include the following, typically organized into the three chapters:

- a problem of practice in a field setting
- background on the problem of practice
- significance of the proposed capstone project
- overview of relevant literature and any conceptual model or theoretical framework guiding the study and research questions
- capstone methodology
- research methods

Note: Other elements such as suggested sections may be determined by the Chair and student. The proposal should contain a complete reference list and conform to APA formatting standards.

SCHEDULING THE PROPOSAL DEFENSE

The proposal defense is held only after all members of the committee have had at least 15 business days to review a draft of the proposal. According to Graduate School policy, a student should not proceed to the oral defense of the proposal without broad agreement from the committee that the proposal is in passable condition. The Chair is responsible for determining that the draft is ready to be submitted to the committee. In no case should a student submit their draft to the committee without prior approval from the Chair.

During the second oral exam (i.e., proposal defense meeting), the student presents a summary of the written proposal and addresses questions raised by the committee. The committee may accept, request modifications, or reject the proposal. A majority vote is needed to determine a pass or fail performance on the oral exam.

Once a student has passed, the [Report of Doctoral Committee Composition](#) and [Report of Approved Dissertation Project Form](#) should be submitted to the Office of Student Affairs.

EXAM FAILURE

A doctoral candidate who fails the second oral exam may not take it a second time until at least three months after the first attempt. A student who fails an exam for the second time becomes ineligible for further graduate work. Upon request from the student to the Director of Graduate

Studies, the Graduate School may grant a student a third and final opportunity to take the exam. No student may continue in a program or take an examination a third time without approval by the Administrative Board of the Graduate School. Approval is not guaranteed.

IRB APPROVAL

Once the research capstone proposal is approved by the committee, students and their Chair need to apply to the Institutional Research Board (IRB) for any research involving human subjects. The Institutional Research Board defines research as a project involving a *systematic investigation, including evaluation, which is designed to develop or contribute generalizable knowledge* (see IRB application, <https://research.unc.edu/human-research-ethics/>). As students begin their capstone projects, it is important to discuss IRB approval with their Faculty Advisor. No data collection or (in the case of secondary data analysis) data analysis can proceed until the student presents the Advisor with a written approval for the project from the IRB. Ultimately, the Faculty Advisor is responsible for IRB approval and is listed on the IRB application. Violations of IRB procedures can have serious consequences for the student, the Faculty Advisor, the SOE, and UNC as a whole.

FINAL CAPSTONE

Policies and procedures for the final capstone examination mirror those for the capstone proposal.

EXAM REVIEW

A majority vote is needed to determine pass or fail performance. When the committee determines that all requirements have been met, the completed [Doctoral Exam Report Form](#) is submitted to the Office of Student Affairs. On this form, the relevant sections are Part III (i.e., final oral examination of the final capstone) and Part IV (i.e., report of the final written capstone).

CAPSTONE SUBMISSION

Capstones must be submitted to the Graduate School according to the schedule in the [University Registrar's Calendar](#) in final form designed to meet the standards defined in The [Graduate School's Thesis and Dissertation Guide](#). Documents submitted electronically will not require front page signatures. It is strongly suggested that every document be submitted well before the deadline to ensure ample time for format revisions. Students who submit their document close to

or on the deadline, should expect a delay in the response from the Graduate School. Nonetheless, after receiving a response in regard to submissions, required revisions should be submitted immediately. If returned revisions do not arrive immediately, the student will not meet degree requirements for that term and the document will be rejected.

REGISTRATION FOR DEGREE AWARD

Students must submit a completed copy of their capstone to the graduate school by the submission deadline of April 14, 2024.

There is a checklist, formatting information, and information on the submission process on the Graduate School site at: <http://gradschool.unc.edu/academics/thesis-diss/guide/submission.html>. It is especially important that the student precisely follows all formatting instructions to avoid delays in the Graduate School acceptance of the final dissertation.

Although a student must be registered in the semester in which he/she defends, the student need not be registered in the semester in which the degree is to be awarded, provided that no use of university faculty time or facilities is required, and as long as the student was registered appropriately in prior terms, unless other conditions (employment, immigration, etc.) require registration (see [Graduate School Handbook](#)).

LICENSURE

Upon completion of the EdD program, students are eligible for licensure as a superintendent. Students must have an active NC principal license to upgrade to the superintendent's license (see the Appendices A and B). For additional information regarding licensure, visit the [Licensure](#) page on the School of Education website.

ACADEMIC PROGRESS POLICIES AND PROCEDURES

SCHOOL OF EDUCATION REGISTRATION REQUIREMENTS

FULL-TIME REGISTRATION

The EdD in Educational Leadership is designed for full-time working professionals; therefore, students are not required to maintain full-time student status. During most semesters, students will enroll in 6 hours of coursework. A full-time student is one who is matriculated and meets

these conditions: a) registers for 9 or more graduate credit hours in a fall or spring semester; or b) registers for a minimum of 3 hours of capstone (994) in a fall or spring semester.

REQUIRED REGISTRATION

Students are required to be registered whenever University resources (including faculty time) are being consumed to appropriately reflect work being done. In addition, the following specific registration requirements apply.

A student must be registered during the semester(s) in which any examination is taken. This includes written and/or oral exams and defense of proposal or capstone. Students must be registered for a minimum of three credit hours of capstone (994) during the semester(s) in which the capstone proposal and final capstone is defended.

Registration for the prior semester will cover events during a break between semesters. This registration covers a student from the first day of class in a semester until the day before classes begin for the next semester. For example, if a student is registered for a minimum of three credit hours of 994 in the Fall semester and intends to defend in the same term, s/he must defend between the first day of Fall classes and the day before the first day of Spring classes.

Similarly, Summer registration would cover a defense occurring anytime between the first day of Summer Session I classes and the day before the first day of Fall classes. If the defense takes place during the summer, students must be registered for a minimum of three credit hours of 994 during the first or second Summer Session to be covered for the entire summer term.

Once the student has completed all courses, including a minimum of six credit hours of capstone (994), s/he must continue to register for 994 each academic semester (fall/spring) until the degree is completed to use University resources (including faculty time).

CREDIT/COURSE LOAD

Students should register for no more than 16 credit hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than eight hours a session. Overload requests are considered exceptional and should be initiated by the student's academic program and forwarded to the Graduate School for approval.

A student who holds a service appointment within the University or is employed either on- or off-campus is advised to register on the following basis: a) a student engaged in teaching three to six credit hours or in performing other part-time duties for 10 to 20 hours weekly is advised to register for no more than nine hours of course credit; b) a student engaged in teaching more than six credit hours or in performing other part-time duties for more than 20 hours weekly is advised to register for no more than six hours of course credit; c) an upper-level student engaged in full-time employment is advised to register for no more than three hours of course credit (EDUC 994); and during a summer session, a student who holds a service appointment should register for no more than three hours of course credit. (Note that if a student is registered for less than nine credit hours of classes or three credit hours of capstone (994), then that student is not considered full-time which has implications for tuition, assistantships, and financial aid).

Students must be registered for a minimum of three credit hours of capstone (994) during the semester in which the capstone proposal is approved and the semester in which the capstone is defended.

Please refer to the [Graduate School Handbook](#) for information on Length of Time to Complete the program, Leaves of Absence, Maternal/Parental Leave, Grades, Reinstatement, and Appeals.

TRANSFER CREDIT

In addition to the Graduate School policies that govern transfer credit, the School of Education has approved some additional requirements for the transfer of graduate courses. In the School of Education, the student's Program of Studies Committee reviews the courses and recommends transfer credit for any courses deemed appropriate. Transferred graduate-level courses must be relevant to the EdD degree, with course content and level of instruction leading to student competencies at least equivalent to those of currently enrolled students. In the School of Education, **courses may transfer only if taken within five years prior to enrollment**. The Graduate School is responsible for approving the transfer.

Students seeking transfer credit may be asked to provide the following to their academic program:

- published course description
- course reading list
- course requirements, including assignments and grading criteria
- information on the types of tools and methods that were used to engage students in learning

- official transcripts noting earned credit for the course are required. A B or better is required for any course being considered for transfer.

After provision of the requested documents, students should then submit the [Transfer Credit Recommendation Form](#) to the Office of Student Affairs for processing. For additional guidelines, please refer to the [Graduate School Handbook](#).

UNC CHAPEL HILL RESIDENCE REQUIREMENT

A minimum residence credit of four full semesters is required, either by full-time registration, or by part-time registration over several semesters.

CONDUCT POLICIES

ETHICS AND HONOR CODE

All School of Education graduate students are subject to the [UNC Honor Code](#).

The *Policies and Procedures* chapter of the [Graduate School Handbook](#) contains detailed information about amorous relationships, illegal drugs, ethics, the Family Educational Rights and Privacy Act, non-discrimination, racial and sexual harassment, and the alcohol policy. Suspected violations of the code will be submitted to the Judicial Programs Officer in the UNC Dean of Student's Office.

HARASSMENT AND DISCRIMINATION

The University's Policy on Prohibited Harassment and Discrimination prohibits discrimination or harassment based on an individual's race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression (<https://unc.policystat.com/policy/4514917/latest/>). The policy document provides specific information for students who believe that they have been discriminated against or harassed based on one or more of these protected classifications.

Students who want additional information regarding the University's process for investigating allegations of discrimination or harassment should contact the Equal Opportunity/ADA Office for assistance:

Equal Opportunity & Compliance Office
The University of North Carolina at Chapel Hill 100 E. Franklin Street, Unit 110
Campus Box 9160
Chapel Hill, North Carolina 27599
Telephone: (919) 966-3576
Fax: (919) 962-2562
Email: equalopportunity@unc.edu

Any administrator or supervisor, including a department chair, associate dean, or other administrator, who receives a student's complaint about prohibited harassment or discrimination must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

STUDENT GRIEVANCE POLICY

UNC has a university-wide student grievance policy. The procedures laid out in the policy shall be used when a UNC-CH student has a grievance against a UNC employee, including faculty, EHRA non-faculty, staff and student employees (when acting in the role of an employee), that involves a UNC policy or law. A full description, including procedures to follow, can be found on the [Dean of Student's](#) website.

APPENDIX A: PROGRAM OF STUDIES

University of North Carolina at Chapel Hill

Ed.D. in Educational Leadership - Program of Studies (POS)

Subject to Educational Leadership Faculty Approval

Name: _____ PID #: _____ Program Enrollment Date: _____

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

Course #	Course Title	Sem/Year	Taken at	Grade
EDUC 710	Statistical Analysis of Educational Data I	SSI	_____	_____
EDUC 830	Field Techniques in Educational Research	S	_____	_____
EDUC 831	School Law: Justice and Equity	SSII	_____	_____
EDUC 832	Educational Politics and Policy	S	_____	_____
EDUC 833	Development and Systems Leadership	S	_____	_____
EDUC 834	Organizational Behavior and Theory in Education	F	_____	_____
EDUC 835	Instructional Leadership	S	_____	_____
EDUC 836	School Finance and Economic Equity	F	_____	_____
EDUC 837	Cultural Aspects of Leadership and Instruction in School Reform	F	_____	_____
EDUC 866	Policy to Practice	F	_____	_____
EDUC 840	Advanced Leadership Theories	S	_____	_____
EDUC 841	Development of a Research Proposal [Taken after comprehensive exams]	SSI	_____	_____
EDUC 844	Advanced Seminar and Supervised Internship in Educational Administration	F	_____	_____

S _____

EDUC 994 Doctoral Research and Capstone F _____

EDUC 994 Doctoral Research and Capstone S _____

Electives – 1 Research Elective and 1 Other Elective

Suggested Research Electives:

EDUC 784 Statistical Analysis of Educational Data II (4 credits)

EDUC 785 Program Evaluation in Education

EDUC 882 Seminar in Human Learning and Cognition

EDUC 868 Advanced Qualitative Data Analysis and Interpretation

Other Research Elective Suggestions Requiring Capstone Advisor's Approval:

EDUC 713 Tests and Measurement

EDUC 783 Applied Measurement Theory

EDUC 871 Seminar in Education SSII

MSA Requirements – 3 Master Level Leadership Courses (See note 2)

Course # Course Title

EDUC 724 Parent and Community Engagement for the School Executive

EDUC 727 Social Context of Educational Leadership

EDUC 725 Supervisory Practice for the School Executive

EDUC 730 Curriculum Leadership for the School Executive

EDUC 736 Supervised Internship in Educational Administration I

EDUC 738 Supervised Internship in Educational Administration II

EDUC 740 Cultural Leadership for the School Executive

EDUC 741 School Inquiry & Reform for the School Executive

EDUC 750 Empowerment Strategies for the School Executive
 EDUC 731 Organizational Management for the School Executive
 EDUC 742 Law for the School Executive

Notes:

1. **Only 9 Ed.D. credits** may be taken **before formal matriculation** into the program. When submitting a course for a required course, or transferring credits please complete the transfer form. List the title of the substitute, the course number, the course description, and attach the course syllabus.
2. If you **have a master's degree in educational leadership/school administration**, you may transfer in 6 to 9 credit hours – subject to program faculty approval – credits must have been taken at the graduate level, for a grade, and within the past five years. If you do not have a master's degree in educational leadership/school administration, students must take at least 9 additional MSA credits and EDUC 742 in place of EDUC 831.
3. All courses must be approved by the student's Program of Studies Committee. Students have 8 calendar years from the date of first registration to complete all degree requirements.
4. Students receiving an "F" in any course OR an "L" in 9 or more cumulative hours in graduate school become academically ineligible.

POS Approval

Advisor's Approval:

Program Committee Approval:

Date: _____

Associate Dean for Academic Programs: _____

Date: _____

Program Milestones

Date of Written Comprehensive Exam: _____ Status: _____

Date of Oral Comprehensive Exam: _____ Status: _____

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

Date of Capstone Proposal Defense: _____

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

Date of Capstone Defense: _____

ANTI-DISCRIMINATION STATEMENT

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

APPENDIX B: CAPSTONE PROPOSAL GUIDE

At UNC, the Ed.D. capstone is a five-chapter scholarly endeavor that demonstrates a student's ability to compose and present arguments and evidence in a logical, systemic, and coherent fashion, to apply theory and research to inform or address an educational problem, and to make a meaningful contribution to educational practice. Formatting the capstone in the University required format is essential for graduate school approval. It is easiest and most efficient to start your capstone from the very beginning using the required formatting, which is located in the [Thesis and Dissertation Guide](#) on the UNC Graduate School website.

While each study will vary, the sections below serve as a guide for outlining each chapter of the capstone.

Chapter 1: Statement of the problem (10-15 pages)

This section serves as an overview of the study and provides readers with background information for the capstone. Its purpose is to establish a framework so that readers can understand how the capstone relates to other research and contributes to the practice of educational leadership.

Introduction

The introduction should reference the literature to introduce the problem clearly and briefly justify why it needs to be studied.

Problem Statement

The POP statement should establish the problem leading to the study. It should be supported with claims that provide evidence for how it exists in various forms, why it is important, and how the problem manifests in the context in which you will investigate it.

Purpose Statement, Research Questions, and Methods

The purpose statement should convey the overall intent of the study in a sentence or several sentences. The research questions should be detailed and directly researchable and stem directly from the study's purpose. This section should conclude by explaining the methods for your investigation, including limitations, as well as the theory, model, or conceptual framework to emphasize the importance of theory and foreshadow its use in the study.

Study Significance

This section should discuss the study's importance and how the findings will affect stakeholders. Some considerations for designing this section may include reasons that the study adds to the literature, reasons about how it improves or informs educational leadership practice, or reasons why it will improve policy or decision-making.

Study Context and Feasibility

This section should contain sufficient detail about the site to allow the reader to understand the context in which you will focus your study. It should include a note about the feasibility of the study.

Chapter 2: Review of relevant literature (20-25 pages)

This chapter should be a rationale for the study, organized into evidence-supported claims. While the use of the literature varies depending on the type of study being conducted, this chapter should relate the study to previous studies to address any gaps and to provide a framework for establishing the study's importance to the field. The literature review should also examine what theories will be used to explore the questions in the capstone.

Introduction

The introduction of this chapter should add cohesion between chapters one and two. It should begin with a brief review of what was in chapter one and provide a roadmap for the rationale and justification for the study. The introduction serves as a line of argument regarding how the chapter is structured and is aligned to the research questions.

Orientation in the Field of Educational Leadership

This section should use evidence statements to explain how the problem exists in society and in various forms within the scope of educational leadership.

Overview of the literature

The organization of the body of chapter 2 will vary, but it should present and analyze findings from relevant, rigorous empirical research and literature on the POP. It should address methods used in previous studies and synthesize what is known about the problem. It should also explain

where gaps may exist in the literature and/or how findings may or may not apply to the research context in which the capstone will be conducted.

Use of Theory in the Literature Review

This section should examine what theories will be used to explore the questions in the capstone. The type of study determines its purpose in the study. For example, a theory may be used to test a hypothesis in a quantitative study, or to shape how data are analyzed or a phenomenon is observed in a qualitative study.

Chapter Three: Research design and methods (10-15 pages)

Chapter 3 should clearly provide sufficient details on the approach to inquiry so that readers will understand the procedures. It should also explain how the methodology is necessary to answer research questions identified in chapter 1.

Introduction

This section should restate the type of study being conducted and provide rationale for the why this type was selected. It should also serve as a roadmap for the rest of the chapter.

Research Design and Methods

This section should be organized by the research question and will vary to a certain extent depending on the type of study being conducted, the methods used to collect data, and the research questions themselves. At minimum, this section should contain details on (1) the sample(s) and sample selection procedures (as appropriate), including the study site; (2) the data source(s) and/or data collection procedures; and (3) analytic approach(es).

Study Limitations

This section should identify and explain any limitations and discuss any implications they may have on the study.

APPENDIX C: CAPSTONE PROPOSAL CHECKLIST

Section	Comments/Notes/Feedback	Present (Y or N)
<u>Cover Page</u> (Formatted correctly)		
Abstract (1 page)		
1. Introduces POP and explains why it is important using evidential statements		
2. States research purpose		
3. Summarizes research question(s)		
4. Describes research design		
Chapter 1 (10-15 pages)		
1. Clearly explains the significance of the problem and the worthiness of the study		
2. Articulates a summary of the POP and substantiates the study (discussed in more detail in Chapter 2)		
3. Problem statement includes evidence to describes the need for increased knowledge and understanding about the POP		
4. Clearly and logically explains the nature of the study, questions the study will address, and research objectives of the study (references to Chapter 3)		
5. Identifies assumptions, limitations, and scope of the study		
6. Describes the significance of the study (how the study will address the POP in a local context, what parties will benefit, what will change, who will benefit, etc.)		
7. Conceptual or theoretical framework indicates which ideas from scholarship support/justify the study		

8. Key terms are identified for the purpose of the study		
9. Transitions with a summary of the key points of the study and overview of the remaining chapters		
Chapter 2 (20-25 pages)		
1. Introduction describes the content and organization of the review		
2. Review of related research and literature is clearly related to the problem statement as expressed in research statement and questions		
3. Review contains concise summaries of the literature that help define the most important aspects of the study and substantiate the rationale of the conceptual and/or theoretical framework		
4. Review of related research and literature includes: a. comparisons/contrasts of different points of view of different research outcomes b. the relationship of the study to previous empirical research		
5. Literature of related research methods and the use of different methodologies		
6. The review is an integrated, critical account of the most relevant and current scholarship related to the POP, organized around major themes.		
Chapter 3 (Qualitative)		
1. Introduction includes an outline of the chapter and describes how the research design derives logically from the problem statement		
2. Research questions are answerable, open-ended, and clearly stated		

3. Justifies the choice of research design with explanation of why other methodologies may be less effective		
4. Explains and describes the context for the study		
5. Procedures for gaining access and methods for ethical protection of participants are described		
6. Describes the role/positionality of the researcher (how past/present roles and relationship to participants may affect data collection) and biases related to the study		
7. Justifies the criteria for participant selection and balances the number of participants with depth of inquiry		
8. Explains data collection and analysis procedures in detail, including tools (included in the Appendix) and justifies the appropriateness of data collected		
9. Explains methods to address validity and trustworthiness		
Chapter 3 (Quantitative)		
1. Introduction includes a clear outline of the major areas of the chapter		
2. Describes and justifies research design and approach (derives logically from research statement)		
3. Describes and defends: <ul style="list-style-type: none"> a. sampling method b. setting from which the sample will be drawn c. sample size d. eligibility of participants, etc. 		
4. Clearly states treatment to be used (if applicable)		
5. Describes data collection tools, including: <ul style="list-style-type: none"> a. name/type of instrument b. concepts to be measured 		

<ul style="list-style-type: none"> c. calculations and meanings d. where raw data will be available (appendices, tables, etc.) 		
6. Explains descriptive and/or inferential analysis used in the study		
7. Summarizes measures taken to protect participants' rights.		
8. Describes the role of the researcher (past/current professional roles at the setting, relationship to participants, etc.) as they relate to data collection and analysis		
Chapter 3 (Mixed Method)		
1. Introduction clearly explains the intent of the mixing of qualitative and quantitative data in a single study.		
2. Indicates the strategy for data collection, describes forms of data collection and analysis, and explains/justifies design and approach		
3. Describes and defends: <ul style="list-style-type: none"> a. sampling method b. setting from which the sample will be drawn c. sample size d. eligibility of participants, etc. 		
4. Clarifies treatment and/or questions being gathered sequentially or concurrently and connects to study questions		
5. Justifies the context and data collection strategies for the study		
6. Qual Sequence: Describes procedures for gaining access to participants, methods of establishing rapport, and triangulation of data analysis		
7. Quant Sequence: Describes data collection tools, including: <ul style="list-style-type: none"> a. name/type of instrument b. concepts to be measured c. calculations and meanings 		

d. where raw data will be available (appendices, tables, etc.)		
8. Specifies analysis and validation procedures within the design		
9. Describes the role of the researcher (past/current professional roles at the setting, relationship to participants, etc.) as they relate to data collection and analysis		

UNC School of Education: NC Licensure Approval Process

Guidance below is for all SOE program completers. For Program-specific guidance, make sure to review Page 3.

Educators completing requirements for a NC license must access the NCDPI's new Online Licensure System. All applications will be electronic. Paper applications **will not be accepted** by NCDPI.

Educators will access the new online system at <https://vo.licensure.ncpublicschools.gov>.

If you do not have an account, follow the directions below. On the lower left hand corner, click on NCDPI Registration under the shaded green phrase, Educator Registration.

Educator Registration: Click Below to Create a New Online Account

NCDPI Registration

Create an account. You, as the educator, will need to enter and submit your unique account information. Use your personal email, since your UNC CHAPEL HILL email may eventually expire. After submitting this information, you will receive an email from DPI with a temporary password. You will return to the licensure site and sign in with your user ID and Password, which you created in the first step above. You will change your password. Your account is permanent. You will login each time using your user ID and Password.

When you have all appropriate items ready to upload, you may begin your application.

The first screen you will see gives you two options.

By clicking YES, this indicates that you have been issued a NC Educator's license (even if provisional or expired).	By clicking NO, this indicates that you have NEVER been issued any type of North Carolina Educator's license.
<p>You will provide identifying information and confirm the information.</p> <p>The licensed educator main menu will display</p> <p>You can select Show Details to view your license details and print your license certificate.</p> <p>Existing applications (including those opened by a school system) which require additional work will be displayed on the screen.</p> <p>Existing fee payments that are required will be displayed under Additional Activities. Fees can be bundled so that they only pay the single highest fee when submitting multiple applications at once (EX. license fee and name change fee).</p> <p>You will have a dropdown menu to open a new application and select one option.*</p> <ul style="list-style-type: none"> • Clear or Upgrade Existing License Area (someone completing a higher level license in the same license area by obtaining a degree or clearing a provisional license) • Add New Area by Program Completion (adding a NEW area to an existing initial license) <p>Once selected, the application workflow opens to the Introduction page. Read this thoroughly. It lists all items that you need to upload.</p> <ul style="list-style-type: none"> • After 15 minutes of inactivity, you will be prompted to save your work. Applications that have been created, but not completed will expire after 30 days <p>Note Item #4—the processing fee is nonrefundable.</p> <p>CONTINUED on PAGE 2</p>	<p>Once selected, the application workflow opens to the Introduction page. Read this thoroughly. It lists all items that you need to upload.</p> <ul style="list-style-type: none"> • After 15 minutes of inactivity, you will be prompted to save your work. Applications that have been created, but not completed will expire after 30 days <p>Note Item #5—the processing fee is nonrefundable***.</p> <p>Select Next to move through the application screens or you may also use the tabs on the left hand side to navigate to any application screen. You are required to enter all necessary information on each screen.</p> <ul style="list-style-type: none"> • On the Education screen, enter the exact degree award date printed on your transcript or non-degree students enter the completion date of requirements. • On the License screen*, enter the license level (Bachelor's, Master's or higher), completion date, and choose UNC CHAPEL HILL. <ul style="list-style-type: none"> ○ If you do not choose UNC CHAPEL HILL, the application will not be routed to UNC CHAPEL HILL; therefore, you cannot be recommended by UNC CHAPEL HILL. • On the Application Attachment screen, you will upload an official transcript and test scores, if required by your program (see below for transcript ordering information). ** • The application will be submitted when the you click Next from the final "Summary" page • <i>The Fee and Summary page is displayed.</i> • Select View PDF Summary Report to save or print a PDF of the application content. • Select "Pay Now" to pay for application or select "Add to Cart" to pay later. <p>Congratulations, you are finished!</p>

APPENDIX E – SCHOOL OF EDUCATION LICENSURE PROGRAMS

Degree - Licensure Program	Licensure Awarded	Candidates who will apply	When in the program	Documentation Required	Notes
MSA	School administration, principal (011). Master's level.	MSA candidates	At program completion; graduation	Official Transcript (degree awarded transcript) ESA Portfolio Sign-off	Must have an active teaching license to upgrade.
MSA Add-on (NOT as part of the EdD Program)	School administration, principal (011). Add-on/Principal level.	Only candidates in the MSA Add-on track only.	At completion of MSA Add-on coursework	Official Transcript Letter from MSA Advisor confirming successful completion of field experience	Ed Leadership Program Admin. Specialist will send reminders to MSA Add-on student to trigger the application process. Must have an active NC teaching license to upgrade.
MSA Add-on (As part of EdD Program)	School administration, principal (011). Add-on/Principal level.	MSA Add-on As part of EdD Program	At completion of MSA Add-on coursework and field experience	Official Transcript Letter from EdD Advisor confirming successful completion of required MSA coursework and field experience	Ed Leadership Program Admin. Specialist will send reminders to MSA Add-on student to trigger the application process and generate letters for candidate licensure applications. Must have an active NC teaching license to upgrade.
EdD Superintendent license, S Level. (As part of EdD Program)	School administration, superintendent (013). Specialist level, "S"/6 th year. (Not doctoral level).	EdD candidates	Upon successful completion of EdD internship portfolio (EDUC 844)	Official Transcript Letter from EdD Advisor or EDUC 844 course instructor confirming successful completion of internship portfolio in Task Stream.	EdD candidates who add-on MSA licensure as part of their EdD program must complete the MSA/Add-on licensure process before they can be upgraded to a Superintendent license at the S level. Must have an active NC principal license to upgrade

EdD Superintendent license, D Level. (As part of EdD Program)	School administration, superintendent (013). Doctoral, "D" level.	EdD candidates	At EdD program completion; graduation	Official Transcript (Degree awarded transcript) ESA Portfolio Sign-off	EdD graduates are not required to upgrade their superintendent license from the Specialist to Doctoral level. This is an option for the graduate to initiate. Must have an active NC principal license to upgrade
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Candidates must initiate their own licensure applications through the [NCDPI Online Licensure System](#). More information is available at [UNC SOE Licensure](#).

APPENDIX F – WRITTEN COMPREHENSIVE EXAMINATION RUBRIC

Criteria	Unsatisfactory <i>Contains several significant inaccuracies, errors, and/or deficiencies in the response. Few responses provide evidence of student's advanced competency development.</i>	Satisfactory <i>Presents a generally competent analysis of the question posed and conveys meaning adequately. Such responses likely have evidence that the student is developing proficiency.</i>	Proficient <i>Provides a comprehensive, cogent, well-reasoned and articulated analysis of the question.</i>
Identifies Problem of Practice Shapes an appropriate synthesis question around a persistent, contextualized, and specific issue embedded in the field of educational leadership	<i>The question is not clearly or concisely stated. The issues surrounding POP and its importance are not explicated.</i>	<i>The question is clear and complete. The importance of the question is identified and supported by research or scholarly opinion, as referenced in the response.</i>	<i>The question explicitly identifies an important POP facing educational leaders.</i>
Links to EdD Program Demonstrates specific linkages to (a) at least five core courses in the Ed.D. program and (b) the	<i>The links to at least five courses in the Ed.D. are not clear nor easily identifiable. The responses do not connect to course material. No</i>	<i>Through a citation or footnoting system, the candidate's response is linked to five courses completed in the Ed.D. program. The citations refer to</i>	<i>The linkage to at least five core or major courses is explicit and includes identification of major theoretical or practical issues involved. There is a</i>

conceptual framework and goals of the Ed.D. program such as social justice, equity, and academic excellence.	<i>mention is made of the Ed.D. program goals.</i>	<i>specific topics or activities in each course. Ed.D. program goals are cited.</i>	<i>clear connection to the goals of the Ed.D. program.</i>
Relates Scholarly Inquiry Demonstrates knowledge of relevant scholarship on the problem by referencing major authors, literature, and research (widely cited, refereed, and/or empirical sources)	<i>Fails to demonstrate familiarity with relevant scholarship on the POP by not referencing and improperly interpreting appropriate major authors, literature, and research (especially widely cited, refereed, or empirical sources).</i>	<i>Demonstrates familiarity with relevant scholarship on the POP by referencing and properly interpreting appropriate major authors, literature, and research (especially widely cited, refereed, or empirical sources).</i>	<i>Demonstrates significant knowledge of relevant scholarship on the POP by referencing and accurately interpreting major authors, literature, and research (especially widely cited, refereed, or empirical sources).</i>
Analysis of Proposed Question Demonstrates clear and critical thinking by identifying the relevant arguments and diverse perspectives on the topic, and by proposing appropriate methods to address the problem.	<i>Fails to demonstrate critical thinking by inaccurately identifying the critical, relevant arguments pro and con, not thoughtfully analyzing and evaluating diverse perspectives, inaccurately interpreting evidence, being biased in evaluating evidence, not substantiating key results, not explaining reasons offered and assumptions made, and not synthesizing information from a variety of sources.</i>	<i>Demonstrates limited critical thinking as demonstrated by incompletely fulfilling two of the following: identifying the critical, relevant arguments pro and con, thoughtfully analyzing and evaluating diverse perspectives, accurately interpreting evidence, being unbiased in evaluating evidence, substantiating key results, explaining reasons offered and assumptions made, and synthesizing information from a variety of sources.</i>	<i>Demonstrates clear and critical thinking as demonstrated by identifying the critical, relevant arguments, thoughtfully analyzing and evaluating diverse perspectives, accurately interpreting evidence, substantiating key results, explaining reasons offered and assumptions made, and synthesizing information from a variety of sources.</i>
Uses logic and organization Demonstrates clarity of organization by presenting a clear introduction, using a logically appropriate sequence to build an argument or articulate a position, clearly delineating	<i>Demonstrates a lack of clarity and conciseness by the following: Unclear introductory paragraph, not using a logically appropriate sequence to build an argument or articulate a position, not delineating the significance of the literature cited, or not offering a strong, logical conclusion. The response completely lacks mastery of</i>	<i>Demonstrates developing competency in clarity of organization by at least two (but not all) of the following: an unclear introductory paragraph, or not using a logically appropriate sequence to build an argument or articulate a position, or not delineating the significance of the literature cited, or not offering a strong, logical</i>	<i>Demonstrates clarity of organization by presenting an extremely clear thesis/argument/view statement and introductory paragraph, using a logically appropriate sequence to build an argument or articulate a position, clearly delineating the significance of the literature cited, and offering a strong, logical conclusion. The</i>

<p>the significance of the literature cited, and offering a strong, logical conclusion.</p>	<p><i>academic writing because it lacks clear, logical transitions.</i></p>	<p><i>conclusion. The response mostly demonstrates mastery of academic writing, however there is some deficiency in clear, logical “flow”. Connects between major points are marked with headings/subheadings.</i></p>	<p><i>response should demonstrate mastery of academic writing as seen in clear, logical “flow”. The connections between major points are evident (format, subheadings).</i></p>
<p>APA Formatting and Writing Applies correct APA style throughout the response and in a complete references section. Demonstrates clarity and conciseness by writing precisely, using appropriate style for academic writing and demonstrating command of standard written English (grammar, spelling, syntax, etc.)</p>	<p><i>APA style is only loosely observed. The reference section is missing some citations and/or has missing or incomplete citations.</i></p> <p><i>The paper has many problems with spelling, grammatical, or syntactical errors.</i></p>	<p><i>APA is evidenced, with no significant lapses. The paper includes 15-20+ major citations which are supportive of the facts and conclusions reached.</i></p> <p><i>The paper is mostly free of grammatical, spelling, or syntactical errors.</i></p>	<p><i>APA is completely observed in all aspects. The bibliographical references are complete and fully compliant with APA standards for citations.</i></p> <p><i>There are no errors in grammatical, syntactical, or spelling errors.</i></p>

APPENDIX G – ORAL COMPS EXAM RUBRIC

Criteria	Unsatisfactory	Satisfactory	Proficient
	<i>Contains several significant inaccuracies, errors, and/or deficiencies in the response. Few responses provide evidence of student's advanced competency development.</i>	<i>Presents a generally competent analysis of the question posed and conveys meaning adequately. Such responses likely have evidence that the student is developing proficiency.</i>	<i>Provides a comprehensive, cogent, well-reasoned and articulated analysis of the question.</i>
Presentation The candidate was able to orally present his/her main themes and ideas in their overview prior to questioning.	<i>The overview of the paper is not focused, supporting data is not well-organized, and the major themes were not always evident. The presentation rambled.</i>	<i>The overview is brief, thoughtful, focused, and generally complete.</i>	<i>There is a compelling, succinct, and thought-provoking brief of the major points and supporting data in the synthesis paper.</i>
Connection to EdD Coursework The candidate was responsive to faculty questions including how their synthesis paper illustrated the goals of the	<i>Answers to faculty questions are off target, unfocused in substance, and indicate an inability to connect to the program goals of the Ed.D. program. It is not always clear how the candidate's ideas or thoughts connect to at least five doctoral courses.</i>	<i>Answers to faculty questions are generally on target and nearly all illustrate a good grasp of the connections to the Ed.D. program goals.</i>	<i>Answers to faculty questions are succinct, focused, complete and provide evidence of sound connections to major ideas. Answers are on target concerning the goals of the Ed.D. program. Responses to questions clearly connect to at least five courses in the doctoral program.</i>

Ed.D. program regarding social justice, equity, and academic excellence. Oral responses also reflected doctoral course content in five courses.		<i>The candidate is generally able to connect ideas and thoughts to five courses in the program.</i>	
Quality of Responses Originality, depth, provocatively supported ideas are able to be advanced and defended under questioning.	<i>The responses are often shallow and/or incomplete. There are little instances of original or compelling thought and candidate appears rattled at times and is not able to provide coherent replies under close questioning.</i>	<i>The responses indicate good substance and there is evidence of integration in the candidate's response. The candidate is generally poised under questioning.</i>	<i>The responses of the candidate are thoughtful, supported, original and are advanced with poise under close questioning.</i>
Research Promise Presentation of ideas and approach to capstone research	<i>The candidate presents a problem or topic which is not well-shaped or supportable in approach. The candidate is not able to defend choices and does not seem aware of what prior work had been undertaken.</i> <i>The candidate is not responsive to many faculty questions.</i>	<i>The candidate demonstrates a general approach to capstone research evidenced with a supportable topic and has some idea of the extent to which it is situated in extant literature.</i> <i>The candidate is responsive to most faculty questions.</i>	<i>The candidate is able to sketch out a focused and coherent problem statement and support it with a sound rationale and knowledge of approach and methodology to be employed.</i> <i>The candidate anticipates general faculty questions and is responsive.</i>



Ed.D. in Educational Leadership

2023-2024 PROGRAM HANDBOOK

