

Stout School of Education
Ed.D. in Educational Leadership
Handbook



2019-2020

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Doctoral Program in Educational Leadership

High Point University's (HPU) Ed.D. Program in Educational Leadership was approved by Southern Association of Colleges and Schools (SACS) for implementation in Fall 2012. The Ed.D. Program is designed to train and develop candidates for leadership roles in educational organizations. The superintendent's license is offered as part of this program of study and was approved by the N.C. State Department of Public Instruction in January of 2014.

The Doctoral Degree programs in Administrative Leadership and Instructional Leadership are practitioner-based, professional experiences that focus on the practices transformational leaders need to create educational systems that are grounded in research, are culturally responsive, strategic, and which ultimately improve student learning.

The current 60-hour program reflects the visionary thinking needed for leadership in today's 21st century educational organizations. The HPU Ed.D. Program focuses on the development of leadership capacity in four distinct areas including: 1) strategic planning; 2) using data to make instructional improvements; 3) building a culture of trust, and; 4) understanding how theory guides the educational leader to solve problems of practice.

Candidates enrolled in the Administrative Leadership strand will take coursework designed to prepare them for careers in upper-level administrative roles. The Instructional Leadership strand, with a focus on Curriculum and Instruction , provides an option for candidates who may wish to continue serving in an instructional role.

Each candidate who successfully completes the program will be required to enroll in six credit hours of dissertation work along with an internship experience. The Educational Leadership strand offers the choice between a traditional dissertation and a DiPP (Dissertation in Professional Practice). Candidates completing the DiPP will be required to lead a strategic planning team to solve a high-level educational problem of practice which will serve as the Dissertation-in-Professional Practice (DiPP).

Electronic evidences for Ed.D. candidates to demonstrate superintendent competencies, as identified through the N.C. Standards for Superintendents (2007) are included as part of the program's overall assessment plan for candidate proficiency.

Rationale:

Today's contemporary educational leaders play a daunting array of roles. They must be educational visionaries and change agents, instructional, curriculum and assessment experts, budget analysts, facility managers, special program administrators, and community builders. New expectations for educational systems—that they successfully teach a broad range of students with different needs, while steadily improving achievement for all students—mean that schools typically must be redesigned rather than merely administered. It follows that today's district leaders also need a sophisticated understanding of organizations and organizational change (Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. (2007). Statewide changes in education policy also point to the fact that future generations of educational leaders will require specialized training. In North Carolina, significant educational reform has occurred since 2006 with the adoption of a new guiding mission for North Carolina schools. This mission— “that every public school student will graduate from high school, will be globally competitive for work and postsecondary education, and will be prepared for life in the 21st Century” has five key goals. One of these goals—that North Carolina public schools will be led by 21st century professionals—reinforces the need for a new type of school leader: an executive instead of an administrator.

The vision of the school executive for 21st century schools should include the creation of a culture that distributes leadership, is collaborative and uses data and research-based best practices to drive decisions. In short, 21st century educational leaders should possess the skills needed to engage in practices to successfully build trusting and transparent environments for all stakeholders (*Newly Adopted North Carolina Standards for Superintendents, Approved by the N.C. State Board of Education, September, 2007*).

The High Point University doctoral degree program in Educational Leadership seeks to prepare educational leaders for leadership of 21st Century educational organizations. In an age of continuous and rapid change, schools are faced with many complex challenges in preparing candidates for success. Schools will require leaders who are: visionary and collaborative, focused on improving teaching and learning, able to conceive and develop schools that align with best practices and solid research, and able to effectively develop a broad and deep network of support from diverse community stakeholders.

The Conceptual Framework:

Public school districts in the early years of the 21st Century are facing monumental challenges. The many and diverse needs of school communities are combining with the rapidly changing demographics of a global workforce to produce a myriad of evolving expectations for school leaders. Significant attention has been given to the need for **systemic reform** (Darling-Hammond, et al., 2009; Fullan, 2009; Fullan & Levin, 2009; Sharratt & Fullan, 2009). Leadership must be evident for meaningful and sustainable improvement efforts to be successful. The demand for significant reform requires a unique blend of cultural, political and educational expertise if leaders are to meet these challenges (Bjork, Glass & Brunner, 2005; Bjork & Gurley, 2005; Bjork, Kowalski & Young, 2005; Kowalski, 2005; Petersen & Barnett, 2005).

The paradigm for 21st Century learning includes leadership that understands and values **data** as the basis for making quality decisions that promote student achievement. As a result, a growing body of literature

is also focusing on the evolving perceptions of a superintendent's role in an age of high stakes accountability (Bredeson & Klar, 2008; Bredeson & Kose, 2007; Glass & Franseschini, 2007; Goens, 2009). Once understanding and embracing the value of data as a foundation for action, a necessary subsequent step toward action is equally important as district leaders seek to move research from **theory into practical application**. In taking these action steps, the conceptualization and practical implementation of a strategic plan requires input from a variety of perspectives and areas of expertise. This type of collaboration can only be created by moving people from isolation into professional learning communities (DuFour, 2005; DuFour, Eaker, and DuFour, 2005; Hord and Sommers, 2008) which share common values and collaborate toward shared goals.

Leading a variety of constituencies toward a shared vision of excellence will require school leaders to demonstrate the ability to **build and nurture strong relationships** with diverse stakeholders in creating authentic and ethical learning cultures (Bolman & Deal, 1995; Darling-Hammond, 1997; Goleman, Boyatzis & McKee, 2002; Ponder, et al., 2005; Senge, 1990; Sergiovanni, 1992). In addition, school leaders must understand and be **strategic leaders of change** in moving a system of schools from the status quo and toward system learning goals (Bridges, 2004; Farrington, L'Esperance & Mazingo, 2005; Fullan 2002; 2001a; 2001b; Ponder & Strahan, 2005).

The paradigm for shaping today's educational leaders must include the creation of a culture and shared vision of excellence with all stakeholders. Leadership in today's 21st century educational organizations emphasizes **strategic planning**, using **data** to make instructional improvements, building a **culture of trust** and understanding how **theory guides the educational leader to solve problems of practice**.



21st Century Leaders Solving Problems of Practice

In 2007, the North Carolina State Board of Education approved new standards for state superintendents and school administrators. These standards were aligned with 21st Century learning goals and were based on the premise that “public education’s changed mission dictates the need for a new type of leader – an executive instead of an administrator.”(North Carolina Standards for Superintendents, 2007, p.1) These new standards reflect the full spectrum of leadership application in seven major areas: **strategic leadership**,

instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership and micro-political leadership (North Carolina Standards for Superintendents, 2007). As a result, **leadership preparation programs** must adapt to the evolving landscape by re-visioning the curricula and processes utilized for pre-service candidates (Creighton, 2008; Levine, 2005; Murphy, 2003). This call for reinvention comes after some academics have questioned the process for leadership preparation as well as the awarding of the Doctor of Education Degree (Ed.D.). With an original focus on the **preparation of field-based practitioners** (Nelson & Coorough, 1994; Deering, 1998), the call continues for preparation programs to **redesign the Ed.D.** program to meet the needs of 21st Century practitioners (Murphy & Vriesenga, 2005; Osguthorpe & Wong, 1993; Shulman et al., 2006).

Creative new approaches which integrate the active transition of theory into practical application hold great promise for transforming the quality and value of pre-service preparation and thus improving the quality and value of graduates as leaders of positive change. The detailed bibliography for the Ed.D. Conceptual Framework appears in Appendix A.

Goals of the Ed.D. Program in Educational Leadership

The goals of the proposed Ed.D. Program in Education Leadership at High Point University are as follows:

1. To train the prospective school executive in practices which are aligned to the guiding mission of N.C. public schools in creating *Future-Ready and Globally Competitive* students who are prepared for life in the 21st century.
2. To assist the prospective school executive to understand the role of leadership as a collection of practices that must be embedded in all job roles and at all levels of the school district.
3. To provide the prospective school executive with the skills needed to engage in transformational leadership so that large-scale sustainable improvements are consistently part of the basic modes of thinking and doing.
4. To equip the prospective school executive with the tools needed to create systems and practices of distributed leadership which allows district-wide tasks to be accomplished proficiently.
5. To assist the prospective school executive to skillfully align the various leadership systems of local boards of education, central office, schools, classrooms, etc. so that they are mutually supportive of each other.
6. To assist the prospective school executive to understand the connection between the context of school district leadership with his/her own leadership character and practices.

Blackboard:

The Ed.D. program uses the High Point University standard, BlackBoard, as its learning management system. Candidates are also provided with Office 365 and OneDrive accounts when admitted to the program. Candidates using district provided computers will need to work with their district's IT staff to ensure proper access to all required programs including BlackBoard, OneDrive, WebEx, Qualtrics and SPSS.

Foliotek:

All candidates accepted for admission into the Ed.D. Program will be required to upload information to *Foliotek*, the data management software system currently used by the School of Education to track candidate performance and to complete annual program evaluation of all initial and advanced programs of study. Candidates seeking the N.C. School Superintendent license will upload a series of "Electronic Evidences" to *Foliotek* which is used to verify eligibility at the completion of the degree program that the candidate meets the requirements for N.C. State Department of Public Instruction licensure. **The Foliotek subscription is included in the candidate's tuition and therefore there is no additional technology fee for obtaining this subscription.**

Transfer of credit:

Candidates may request up to 12 semester hours of transfer credit toward the Ed.D. degree for post-Master's coursework completed within the last five years. This transfer is not automatic and must be approved by the Ed.D. Program Coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. Any professional credit awarded must be compatible with current program standards. All other degree requirements remain in effect. If the incoming candidate anticipates requesting graduate transfer credit, he/she should email graduate@highpoint.edu to initiate this process. The request must be submitted prior to or during the candidate's enrollment in the first semester of his/her Program, or transfer credit request will not be reviewed.

Curriculum and Mode of Instruction

The Ed.D. Program in Educational Leadership is designed to prepare candidates for higher education school and/or district-level leadership in public, private, and other educational settings. It is a 60-hour program designed to provide practical and challenging experiences within the framework of four key strands: **Strategic Leadership; Data and Learning; Building Collaborative Relationships; and Theory, Application and Practice.** In the 60-hour doctoral program, these strands address themes related to the *N.C. Standards for Superintendents*. The coursework of the 60-hour program can typically be completed in 4 years, including the requirements for the Dissertation in Professional Practice (DiPP) or Traditional Dissertation.

All course work must be completed within six years of matriculation in the Ed.D. Program. Using current Graduate School policy, if there is more than a one-year lapse in enrollment, the candidate's program will be terminated, and he/she will be expected to apply for readmission.

Executive Cohort Model

The School of Education utilizes a cohort model of instruction for many of its advanced level degree programs. The cohort model allows for candidates to enter the program as a group and continue working with one another on various assignments and projects in professional learning communities. The executive model is designed for the common purpose of networking with one another to provide ongoing collaboration, support and mentoring during the program of study and later in field, and focuses on the following core set of principles:

- The model provides opportunities for active, student-centered instruction that integrates theory and practice and stimulates continuous reflection.
- Instruction emphasizes problem-based learning; action research; field-based projects using authentic district artifacts and data.
- Substantial use of feedback and assessment by professionals in the field, faculty, and the candidates themselves are key components.
- Practitioners in the field, along with university professors, provide problem-based learning opportunities that inform internship experiences.
- Instruction delivered on the campus of HPU utilizing the Executive Cohort Model will meet five weekends per semester for five hours on Friday night and five hours on Saturday. This model of instructional delivery accommodates for the demanding role of the current school administrator or district school leader. Online synchronous and asynchronous instruction will also be provided by course instructors--using BlackBoard Collaborate to maintain continued interaction for approximately 20 additional hours of contact time for each course or other equivalent meetings indicated on the course syllabus.
- Supervised administrative internships and a traditional dissertation or a dissertation in professional practice experience that pose and resolve real leadership problems and contribute to the strengthening of N.C. public schools.

E.D. Program of Study

The Ed.D. Program in Educational Leadership is a 60-hour Program for all concentrations.

All candidates will complete all core courses in Research, Leadership, Internship and Dissertation. Administrative Leadership and Instructional Leadership concentrations each offer their own selection of required courses.

Candidates with remaining course hours, beyond their concentration, may select from the cross-concentration specialized courses in order to fulfill the 60-hour program requirement.

Research Core (12 hours):

EDU 7177: Disciplined Inquiry

EDU 7178: Qualitative Research Methods

EDU 7179: Quantitative Research Methods

EDU 7180: Program Evaluation

Leadership Core (12 hours):

EDU 7171: Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness

EDU 7173: Meeting the Challenge: Strategic Planning for 21st Century Schools

EDU 7176: The Nature of Organizational Cultures and Shared Leadership

EDU 7271: Political Systems: Effects on Governance and Operations

Internship Core (3 hours):

EDU 7300: Practices in Executive Leadership I: Organizing for Problem Solution (DiPP dissertations only)

EDU 7500: Internship in Leadership Focus Area

Dissertation Courses (6 hours):

EDU 8300: DiPP/Traditional Dissertation Proposal Development

EDU 8300a: DiPP/Traditional Dissertation Proposal Development Continuation (non-credit earning)

EDU 8400: DiPP/Traditional Dissertations: Final Presentation

EDU 8400a: DiPP/Traditional Dissertations: Final Presentation Continuation (non-credit earning)

Administrative Leadership Concentration Courses (24 hours):

EDU 7172: Leading in an Age of Accountability: Roles, Responsibilities & Functions

EDU 7174: Exemplary Teaching and Learning Practices for Extraordinary Schools*

EDU 7175: Using Data to Inform Learning, Teaching, and Leadership*

EDU 7272: Community and Public Relations*

EDU 7273: Intercultural Communication Skills for Contemporary School Leaders*

EDU 7274: Budgeting and Finance of Public School Operations*

EDU 7275: Human Resources: Approaches to Enhance School Effectiveness*

EDU 7372: Law and Policy: Governance of 21st Century Schools

*Evidence courses for the superintendent's license

Instructional Leadership Concentration Courses (18 hours):

EDU 7174: Exemplary Teaching and Learning Practices for Extraordinary Schools
EDU 7175: Using Data to Inform Learning, Teaching, and Leadership
EDU 7400: Practices in Executive Leadership II: Principal/Instructional Coaching
EDU 7471: Building Leadership Capacity: A Framework for Instructional School Improvement
EDU 7475: Supervision and Administration of Instructional Programs
EDU 7476: Culturally Responsive Pedagogy

Cross-Concentration Specialized Courses:

EDU 7371: Educational Reform in the United States: Innovative Practices to Change America's Schools
EDU 7375: 21st Century Technologies for Effective Leadership, Communication and Strategic Planning
EDU 7376: Fundamentals of Grant Research and Proposal Development
EDU 7400: Practices in Executive Leadership II: Principal/Instructional Coaching
EDU 7472: Historical Overview of Urban Education: Schooling, Teaching, and Learning
EDU 7473: Special Topics in Curriculum and Instructional Leadership
EDU 7474: The Psychology of Learning and Enhancing Creative Thinking in Instructional Practices

Attendance

ALL doctoral candidates must plan to attend face-to-face classes, online synchronous class meetings, and summer classes. Summer schedules will require five weekends in June and July. Candidates should always contact professors to discuss class conflicts. Summer attendance is critical; please do not make vacation plans until summer schedules are announced. Missing more than one face-to-face class or two online classes may result in dismissal from the program or the lowering of your course grade.

High Point University Email

All students should plan to check HPU email daily, or have HPU email forwarded to an email account of candidate's choice. Excellent communication is expected.

Electronic Evidences

The School of Education uses a series of electronic evidences to assess candidate proficiency and to use as evidence that the candidate has met requirements for the NC Superintendent's License. ALL candidates completing the Ed.D. in Administrative Leadership must submit these five "Electronic Evidences" at designated times throughout the Ed.D. Program to the Foliotek Assessment System. **See Appendix B for a description of the required electronic evidences.**

At the conclusion of each semester, as applicable, candidates will be instructed to upload their evidences to the *Foliotek Assessment System*. Graded rubrics for each candidate enrolled will be turned in using the same deadlines established by the university registrar for turning in final grades. Each candidate's electronic evidence and the related rubric assessment completed by the instructor are required for N.C. Superintendent's license.

Course Descriptions:

Ed.D. in Education Leadership Course Descriptions and N.C. Standard Alignment

Strand	Course No.	Course Description	Alignment to N.C. Standards for School Superintendents (2007)
Strand A: Strategic Leadership	This strand combines courses focusing on the leader’s ability to understand the district’s identity and provide structures for the identification of district vision, mission and goals. Discussions will occur within the broader context of the N.C. Guiding Mission for all N.C. public schools to “Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century.” In addition, the leader also demonstrates the ability to re-image the school district by activating a comprehensive and ongoing plan for continuous improvement. Courses designed to prepare candidates in these areas include:		
Courses	EDU 7172: Leading in an Age of Accountability: Roles, Responsibilities & Functions	This course explores the scope of the superintendency. An examination of the roles and responsibilities of the superintendent as defined by law, policy and public expectations will be emphasized. Topics including school board/superintendent relations, building an administrative team, and developing a shared vision that is supported by school staff and public stakeholders will be addressed. <i>(3)</i>	Standard 1.: Strategic Leadership Articulates the rationale of distributed leadership Uses input from a variety of stakeholder groups, including parents, district faculty/staff members, school board members, and community members to inform decisions Understands and can communicate the culture of leadership in the district Standard 2: Instructional Leadership Articulates the practice of superintendent leadership in the context of 21 st Century knowledge and skills Standard 3: Cultural Leadership

			Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district
EDU 7173: Meeting the Challenge: Strategic Planning for 21st Century Schools	This course will begin with an examination of the Guiding Mission for N.C. Public Schools adopted by the N.C. State Board of Education in 2006. Specifically, the impact of this mission, to <i>Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century</i> will provide the foundation for discussions involving district strategic planning. An examination of the processes and mechanics of creating and implementing a strategic plan will be highlighted. Various planning models that facilitate empowerment of local school and community leaders in the planning and implementation processes will be shared. Attention on developing a shared vision, team-building strategies, aligning district and school-based plans as they relate to the broader N.C. Mission will be emphasized (3)	Standard 1.: Strategic Leadership Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans. Develops and communicates a personal vision of a 21 st Century school district Understands the lines of communication necessary to inform relevant stakeholders of the strategic planning process and to help them understand their roles in its development and implementation Clearly articulates the skills and experiences students will need to live and work in the 21 st Century Identifies potential school and district changes for improving student learning Standard 3: Cultural Leadership Identifies district shortcomings and accomplishments	
EDU 7274: Budgeting and Finance of Public School Operations	This course assists candidates to understand the process for developing a district budget and the relationship of the budget to strategic plan priorities. Focus will be placed upon legal requirements, time constraints, the need for transparency and staff and public participation in the process.	Standard 5: Managerial Leadership Identifies and plans for facility needs Manages the district budget resources according to legal and ethical standards	

		<p>Candidates will examine federal, state and local funding and grant and proposal processes for funding operating and capital improvement budgets. Attention will be paid to establishing public trust through effective communication about district fiscal matters and collaborative and ethical practices. <i>(3)</i></p>	<p>Uses district resources in ways that are efficient and reflect responsible stewardship of public resources</p> <p>Knows and is able to apply sound business practices for budgeting and accounting</p> <p>Utilizes collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities</p> <p>Strategically aligns resource allocation to support the district’s vision and strategic plan</p> <p>Uses value-added assessment to improve the relevancy and impact of resource allocation and use</p> <p>Works with others to ensure that necessary resources, including time, space, funding, and personnel, are allocated to meet the district’s goals for achievement and instruction</p>
	<p>EDU 7372:</p> <p>Law and Policy: Governance of 21st Century Schools</p>	<p>This course focuses on assisting candidates to understand how law and policy may permit or prohibit district action. A focus on gaining an understanding of the Constitutional foundations of schooling and the rights of citizens, the process of policy analysis, development and implementation and relationships, and responsibilities of school personnel and school boards as defined by law and policy will be highlighted.</p>	<p>Standard 4: Human Resource Leadership:</p> <p>Understands state and federal laws and policies regarding the recruitment, hiring, placement, and termination of faculty/staff.</p> <p>Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff.</p> <p>Standard 5: Managerial Leadership</p> <p>Articulates existing district and school safety and crisis plans, community emergency response plans, and the district’s data security plan</p>

			<p>Understands the importance of clearly established expectations, structures, rules, and procedures</p> <p>Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures</p> <p>Standard 6: External Development Leadership</p> <p>Is knowledgeable of federal, state, and district mandates that affect education</p> <p>Defines, understands, and communicates the impact of legal issues affecting public education</p> <p>Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance</p> <p>Facilitates the implementation of state education policy</p> <p>Applies laws fairly, wisely, and considerately</p> <p>Articulates legal systems that protect the rights of students and faculty/staff.</p>
	<p>EDU 7375:</p> <p>21st Century Technologies for Effective Leadership, Communication and Strategic Planning</p>	<p>The paradigm for shaping today’s educational leaders must include the creation of a culture and shared vision of excellence with all stakeholders. Leadership in today’s 21st century educational organizations emphasizes strategic planning, using data to make instructional improvements, building a culture of trust and understanding how theory guides the</p>	<p>Standard 1: Strategic Leadership</p> <p>Is a driving force behind major initiatives that help students acquire 21st Century skills</p> <p>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.</p> <p>Standard 2: Instructional Leadership</p> <p>Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for</p>

		<p>educational leader to solve problems of practice. (3)</p>	<p>meeting diverse student needs.</p> <p>Provides professional development for school executives in the area of instructional leadership.</p> <p>Standard 3: Cultural Leadership Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs.</p> <p>Standard 4: Human Resource Leadership Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</p> <p>Standard 5: Managerial Leadership Applies and assesses current technologies for management, business procedures, and scheduling.</p> <p>Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups.</p> <p>Creates processes for the storage, security, privacy, and integrity of data.</p> <p>Standard 6: External Development Leadership Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals.</p>
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Strand B: Data and Learning	<p>This strand emphasizes learning as the primary business of schooling and how 21st Century leaders recognize the importance of data in leading the teaching and learning process. The leader will examine the teaching and learning process and explore a variety of data sources that are key indicators for student success. In addition to reviewing student, school, and district data sources, the students will examine how various research methodologies contribute to understanding the learning setting. In addition, the leader will be able to conduct a comprehensive analysis and summary of relevant research studies that focus on learning-related issues.</p>		
Courses	EDU 7174: Exemplary Teaching and Learning Practices for Extraordinary Schools	<p>This course focuses on the fundamentals of pedagogy and how the superintendent and other district leaders can serve as instructional change agents in the teaching and learning process. Candidates will explore research-based best practices related to student learning and identify effective K-12 teaching practices. Current educational initiatives will be discussed such as the Core Essentials Standards, STEM, Race to the Top, and Virtual Schools. The impact of policy on class organization, grouping, class size and instructional methodologies will also be emphasized. <i>(3)</i></p>	<p>Standard 2: Instructional Leadership</p> <p>Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practices in preparing students for success in college or in work</p> <p>Understands the importance of establishing appropriate and specific research-based instructional strategies for the purpose of improving a school’s success and student achievement</p>
	EDU 7175: Using Data To Inform Learning, Teaching, and Leadership	<p>This course focuses on improving instruction through the proper use of formative and summative evaluations and monitoring processes to enhance effective program implementation. Specific focus on the use of Professional Learning Communities (PLC’s) as the guiding framework for collaboration will be presented. Candidates will be introduced to the skills that district leaders must possess in order to successfully promote shared decision-making to address students’ needs</p>	<p>Standard 1: Strategic Leadership</p> <p>Identifies appropriate and specific achievement targets for schools and student</p> <p>Uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement</p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts</p> <p>Standard 2: Instructional Leadership</p>

		<p>and improve learning. (3)</p>	<p>Understands the fundamentals and value of program evaluation</p> <p>Understands the importance of identifying appropriate and specific achievement targets for schools and students</p> <p>Knows 21st Century curricular, instructional, and assessment practices</p> <p>Standard 4: Human Resource Leadership</p> <p>Understands the concept of professional learning communities and can articulate their characteristics</p> <p>Accurately analyzes the use of professional learning communities in selected schools and identifies areas of particular strength or improvement</p>
	<p>EDU 7471:</p> <p>Building Leadership Capacity: A Framework for Instructional School Improvement</p>	<p>This course focuses on building district and school leadership capacity in order to accelerate instructional and curriculum improvement. Shared and team leadership are requisites to a framework that will provide sustainable improvement. Students will explore a variety of communities, such as study groups, action research teams, vertical learning communities, leadership teams; each designed to elicit effort from others to ensure a rigorous instructional program that meets the needs of all students. Successful frameworks will emphasize participation, vision, inquiry, collaboration, reflection, and student learning and achievement. Students will research schools and districts that have effective models and where strong impact is</p>	<p>TBD</p>

		evident and will understand the components of a district curriculum and the role of curriculum in school improvement. (3)	
	<p>EDU 7474:</p> <p>The Psychology of Learning and Enhancing Creative Thinking in Instructional Practices</p>	<p>Demonstration and use of knowledge regarding the role of creativity theories and the neuroscience surrounding the psychology of learning as it applies to practices in educational environments will be gained through the application of research in course materials. Candidates will be expected to apply current research in the field of educational methodology by analyzing the psychological underpinnings of current practices, make connections between theory and current practices, and assess the degree of creative learning in schools. This course requires application of leadership skills in the development of creative professional development modules, curriculum evaluation and creative assessment of curriculum initiatives. (3)</p>	<p>Standard 1: Strategic Leadership</p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts.</p> <p>Standard 3: Cultural Leadership</p> <p>Use multiple sources of data to understand the culture of the district.</p> <p>Standard 5: Managerial Leadership</p> <p>Communicate effectively, orally and in writing.</p> <p>Understand the importance of clearly established expectations, structures, rules, and procedures.</p> <p>Articulate appropriate strategies for developing, implementing, and supporting district expectations, structures, rules and procedures.</p> <p>Standard 6: External Development Leadership</p> <p>Recognize ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interact with parents and community groups that have a critical role in developing support for the school district.</p>



			Recognize the full range, diversity, and perspectives of district stakeholders.
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Strand C: Building Collaborative Relationships

This strand deals with the basic and critical components of building solid and effective relationships with district stakeholders. This includes an understanding of the complexities of organizational cultures and how to communicate effectively across a broad set of constituencies. In addition, this strand provides a comprehensive exposure to leading district efforts to attract and develop a staff that is matched closely with district ideals and acts with the highest of ethical standards.

	<p>EDU 7176: The Nature of Organizational Cultures and Shared Leadership</p>	<p>This course is designed to assist candidates in their understanding of how complex organizations work. An exploration of formal and informal organizational dynamics including how to develop a collaborative culture for creating shared leadership and decision making to solve educational challenges. Will be emphasized. <i>(3)</i></p>	<p>Standard 3: Cultural Leadership</p> <p>Understands and can describe the characteristics and attributes of a collaborative culture</p> <p>Can articulate specific, research-based strategies that promote a collaborative culture</p> <p>Uses multiple sources of data to understand the culture of the district</p> <p>Uses established criteria for performance as the fundamental to inform decisions about evaluation, reward and advancement</p>
	<p>EDU 7271: Political Systems: Effects on Governance and Operations</p>	<p>This course will focus on the variety of political forces that are exerted in a public school district’s decision-making process and gaining a broader understanding of the school district as a political system. Cases will be used to explore how the school district functions by using political systems analysis. Attention will be given to the uniqueness of the superintendent/board relationship and the superintendent’s role as chief executive officer in a complex political system. <i>(3)</i></p>	<p>Standard 7: Micropolitical Leadership</p> <p>Understands and articulates the role of the superintendent in accessing and influencing the state and local political context to support the goals and vision of the district</p> <p>Defines and understands the internal and external political systems and their impact on the educational system</p> <p>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.</p>

			<p>Works with others to clarify and understand superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship.</p>
	<p>EDU 7272: Community and Public Relations</p>	<p>This course will focus on how to locate key community constituencies and leaders. Candidates will learn the steps in developing a plan for communication that nurtures strong relationships with community constituents and their leaders. Students will be exposed to successful cases of improved public and community relations. They will learn how to assess community support along with both defining/refining the district’s mission and message. This will also include effectively gauging and dealing with opposition to district initiatives. <i>(3)</i></p>	<p>Standard 5: Managerial Leadership</p> <p>Understands that conflict is a part of shared human endeavor</p> <p>Articulates knowledge of strategies for constructively engaging conflict</p> <p>Models appropriate behavior</p> <p>Allows others to professionally express views that conflict or contrast with her/his own</p> <p>Standard 6: External Development Leadership</p> <p>Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interacts with parents and community groups that have a critical role in developing support for the school district</p> <p>Understands the value and impact of community involvement in schools and in the district</p>

			<p>Articulates strategies for increasing community involvement in schools and in the district</p> <p>Recognizes the full range, diversity, and perspectives of district stakeholders</p> <p>Identifies stakeholder groups as potential partners within the community</p>
	<p>EDU 7273:</p> <p>Intercultural Communication Skills for Contemporary School Leaders</p>	<p>This course examines the range of communication issues that are prevalent within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds. A focus on language, social attributes, and an understanding of culture and customs when delivering public, written, and electronic messaging will be explored. <i>(3)</i></p>	<p>Standard 1. Strategic Leadership</p> <p>Effectively communicates to all stakeholders the results of evaluation of change efforts</p> <p>Standard 3: Cultural Leadership</p> <p>Uses multiple sources of data to understand the culture of the district</p> <p>Standard 5: Managerial Leadership</p> <p>Communicates effectively orally and in writing</p> <p>Understands the importance of clearly established expectations, structures, rules, and procedures</p> <p>Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures</p> <p>Standard 6: External Development Leadership</p>

			<p>Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>Interacts with parents and community groups that have a critical role in developing support for the school district</p> <p>Recognizes the full range, diversity, and perspectives of district stakeholders</p>
	<p>EDU 7275:</p> <p>Human Resources: Approaches to Enhance School Effectiveness</p>	<p>This course will focus on identifying human resource needs; staffing formulas for allocation of personnel; legal and policy requirements for hiring, discipline and termination of personnel. Additional areas of emphasis will include the role of the human resource division in promoting the mission of the organization, school or district as it impacts the monitoring of human resource functions. <i>(3)</i></p>	<p>Standard 3: Cultural Leadership</p> <p>Uses established criteria for performance as the fundamental to inform decisions about evaluation, reward and advancement</p> <p>Standard 4: Human Resource Leadership</p> <p>Understands state and federal laws or policies regarding the recruitment, hiring, placement, and termination of faculty/staff</p> <p>Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff</p> <p>Understands the importance of performance evaluation data for supporting and improving faculty/staff performance</p> <p>Articulates district policies and procedures for recruiting, hiring, placing, and mentoring faculty/staff</p> <p>Understands and supports the processes required to recruit, hire, place, mentor, reward, and when necessary terminate faculty/staff members</p>

			<p>Articulates the district's procedures for supporting and implementing the North Carolina Educator Evaluation System to assure that all faculty and staff members are evaluated fairly and equitably</p> <p>Appropriately interprets performance evaluation data to support and improve faculty/staff performance</p>
	<p>EDU 7472:</p> <p>Historical Overview of Urban Education: Schooling, Teaching, and Learning</p>	<p>This course focuses on the development of a stronger understanding around effective instruction, best practices, and research-based strategies to be used in schools and other organizations to serve at-risk populations and stakeholders in general. Candidates will learn about instructional leadership with a specific and concentrated examination regarding a historical overview of urban education and its correlation with schooling, teaching, learning, curriculum, equity / inequity, and achievement. (3)</p>	<p>TBD</p>
	<p>EDU 7476:</p> <p>Culturally Responsive Pedagogy</p>	<p>As part of the instructional leadership strand, this course provides an in-depth examination of culturally responsive pedagogy and the implications of its practice on students across racial/ethnic differences. Candidates will be exposed to programs, policies, curriculum, and practices that are culturally responsive in nature and will develop their own plan for implementing or expanding the practice of cultural responsive pedagogy in their school communities. (3)</p>	<p>TBD</p>

Strand D: Theory into Practice

This strand focuses on how the theories espoused in research can be manifested in district action. This includes a comprehensive understanding of leadership theory and how superintendents thrive as reflective leaders. The leader will also understand how to conceptualize and lead a district improvement effort which will be grounded in relevant research. The leader will interact with a variety of district leaders to monitor and analyze the success of a Dissertation in Professional Practice project that solves a district priority.

<p>Courses</p>	<p>EDU 7171: Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness</p>	<p>This course focuses on creating an understanding of how to develop and support the organizational change process. Candidates will study formal and informal leadership skills through discussions of the dynamics of intrinsic and extrinsic motivation to influence personnel and the need to create a personal plan for growth and self-development that includes cultivating a support network for growth as a school leader. Seminar with University President Dr. Qubein. <i>(3)</i></p>	<p>Standard 3: Cultural Leadership</p> <p>Collaborates with central office staff, local school board members and principals</p> <p>Solicits advice and guidance of key advisors and mentors</p> <p>Establishes an environment of trust among faculty/staff</p> <p>Understands the importance of acknowledging concerns and celebrating accomplishments</p> <p>Understands the value of efficacy among district faculty/staff in promoting district goals</p>
	<p>EDU 7371: Educational Reform in the United States: Innovative Practices to Change America's Schools</p>	<p>Beginning with an in-depth discussion of articles such as <i>A Nation at Risk</i>, candidates will explore notable attempts at major educational reform including outcomes-based education, <i>No Child Left Behind (NCLB)</i> and various alternatives to public education. National and International models of school reform will be presented. <i>(3)</i></p> <p><i>This course serves as a prerequisite for candidates beginning the Dissertation in Professional Practice experience.</i></p>	<p>Standard 1.: Strategic Leadership</p> <p>Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans.</p> <p>Develops and communicates a personal vision of a 21st Century school district</p> <p>Clearly articulates the skills and experiences students will need to live and work in the 21st Century</p>

			Identifies potential school and district changes for improving student learning
	<p>EDU 7300:</p> <p>Practices in Executive Leadership I: Organizing for Problem Solution</p>	<p>This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the Dissertation in Professional Practice project which will include leading the design committee in the work of producing a plan to address the problem/issue identified in the Dissertation in Professional Practice proposal. Additionally, weekly seminars will also allow the intern to engage in a series of simulations and case study exercises that will allow her/him to demonstrate “proficiency” in the remaining practices, not covered by the Dissertation in Professional Practice project, that are required by the state standards for superintendent licensure. 150 Hours Required. (3)</p>	<p>Standard 1: Strategic Communication</p> <p>Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century</p> <p>Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives</p> <p>Works with others to systematically review and, when appropriate, challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21st Century knowledge and skills</p> <p>Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning</p> <p>Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group</p> <p>Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district</p> <p>Works with others to develop the capacity of educators to effectively assume leadership roles</p>

			<p>Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision</p> <p>Standard 2: Instructional Leadership</p> <p>Works with others to design scheduling processes that maximize learning time</p> <p>Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment</p> <p>Works with others to ensure that instructional time is valued and protected across the district</p> <p>Works with others to develop appropriate rewards for and recognition of improved student achievement</p> <p>Works with others to develop appropriate and specific achievement targets for schools and students</p> <p>Works with others to ensure the use of appropriate and specific research-based strategies for the purpose of improving school success and student achievement</p> <p>Standard 3: Cultural Leadership</p> <p>Works with others to design elements of a collaborative and positive culture throughout the district</p> <p>Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures</p>
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		<p>Works with others to ensure access, engagement, and success for culturally diverse students, faculty and staff</p> <p>Works with others to help principals establish criteria for evaluating programs and performance</p> <p>Works with others to utilize reward and advancement as a way to promote the accomplishments of the district</p> <p>Works with others to implement strategies that build efficacy and empowerment among principals</p> <p>Works with others to monitor the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups</p> <p>Standard 4: Human Resource Leadership</p> <p>Works with others to implement professional learning communities to support student learning throughout the district</p> <p>Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment</p> <p>Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably</p> <p>Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System</p>
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			<p>Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance</p> <p>Standard 5: Managerial Leadership</p> <p>Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner</p> <p>Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities</p> <p>Works with others to systematically monitor the implementation of district rules and procedures</p> <p>Standard 6: External Development Leadership</p> <p>Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary</p> <p>Works with others to interpret federal, state, and district mandates so they are viewed as opportunities for the district</p> <p>Develops relationships with state, district, and influential community groups that further the district’s goals of positive culture and student performance</p> <p>Works with others to maintain a positive working relationship with the school board members individually and collectively</p> <p>Works with others to create events that provide opportunities to promote the visibility of the district</p>
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	<p>EDU 7400:</p> <p>Practices in Executive Leadership II: Principal Coaching Certification</p>	<p>Today's educational leaders operate in a highly complex environment that is described as uncertain, ambiguous and, at times, volatile. This course focuses on developing the necessary understanding and skill set needed to build leadership capacity in others through the structure of coaching. Using critical reflection, candidates will become more aware of themselves as leaders. A required portfolio of coaching experiences will be evaluated and with demonstration of proficiency, candidates will be eligible for executive leadership coaching experience. <i>(3)</i></p>	<p>See Above</p>
	<p>EDU 7473:</p> <p>Special Topics in Curriculum and Instructional Leadership</p>	<p>This course will provide students with in-depth investigation of the theories of curriculum and instruction leadership as they examine the roles and responsibilities district and school leaders play in the development, implementation, and evaluation of curriculum. Course content includes international perspectives, national policies, trends in curriculum change, and the latest issues in curriculum and instruction leadership. (3)</p>	<p>TBD</p>
	<p>EDU 7475:</p> <p>Supervision and Administration of Instructional Programs</p>	<p>This course focuses on the relationship between current practice and research in the supervision and administration of curriculum, instruction, and assessment. Specific administrative theories related to the supervisory role are examined and used to</p>	<p>TBD</p>

		evaluate current and recommended practices in program management. Topics include concepts and techniques necessary for establishing a research-based, comprehensive program for districts to include establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating appropriate climate; and using results effectively. (3)	
	EDU 7500: Internship in Instructional Leadership Focus Area	The Internship is an approved, mentored experience that provides the candidate with opportunities to work with others to apply and practice the skills needed for effective school and district leadership in the areas of curriculum and instruction. The candidate will complete 150 hours of experience that aligns to the program's standards and allows candidates to expand their learning and demonstrate their leadership. Submission and completion of following documents will be required: a) Internship Contact information b) Site Agreement c) Professional Growth Plan d) Log of Field Experience e) Intern Self-Evaluation f) Intern Specific Data g) an Executive Summary, and h) Mentor Evaluation. (3)	TBD
	EDU 8300: DiPP/Traditional Dissertation Proposal Development	The Dissertation in Professional Practice experience represents the final culminating project in which candidates complete an in-depth analysis of research related to solving a problem of practice in her/his district. The	See above

		<p>candidate will lead a site-based team in the formation of a comprehensive implementation strategy for addressing the problem of practice. At the conclusion of the capstone project, the candidate will defend her/his work to a University Doctoral Committee (UDC) which includes the district superintendent or designee. <i>(3) Taken Concurrently with EDU 7300 (3)</i></p>	
	<p>EDU 8400: DiPP/Traditional Dissertations: Final Presentation</p>	<p>A continuation of the Dissertation in Professional Practice experience requiring candidates to complete the design and implementation of a district-level intervention. Final defense and satisfactory performance on the Comprehensive Oral Examination are required. (3)</p>	<p>See above</p>



Suggested Plan of Study for Candidates Beginning in the Fall of 2019
 (course offerings may vary depending upon enrollment)

Gateway 1: Admission to the Ed.D. Program				
Concentration		Fall	Spring	Summer
Year 1	Administrative Leadership	EDU 7171: Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness	EDU 7176: The Nature of Organizational Cultures and Shared Leadership	EDU 7271: Political Systems: Effects on Governance and Operations
	Instructional Leadership	EDU 7177: Disciplined Inquiry	EDU 7178: Qualitative Research Methods	EDU 7179: Quantitative Research Methods
Gateway 2: 18-Hour Review Declaration of Concentration Commitment to Principal Licensure Add-On				

Concentration		Fall	Spring	Summer
Year 2	Administrative Leadership	<p>EDU 7173: Meeting the Challenge: Strategic Planning for 21st Century Schools</p> <p>EDU 7180: Program Evaluation</p>	<p>EDU 7272: Community and Public Relations*</p> <p>EDU 7273: Intercultural Communication Skills for Contemporary School Leaders*</p>	<p>EDU 7174: Exemplary Teaching and Learning Practices for Extraordinary Schools*</p> <p>EDU 7175: Using Data to Inform Learning, Teaching, and Leadership*</p>
	Instructional Leadership		<p>EDU 7471: Building Leadership Capacity: A Framework for Instructional School Improvement</p> <p>EDU 7476: Culturally Responsive Pedagogy</p>	
Gateway 3: 36-Hour Review				

		Concentration	Fall	Spring	Summer
Year 3	Administrative Leadership		<p>EDU 7274: Budgeting and Finance of Public School Operations*</p> <p>EDU 7275: Human Resources: Approaches to Enhance School Effectiveness*</p>	<p>All:</p> <p>EDU 8300: DiPP/Traditional Dissertation Proposal Development (3 hours)</p> <p>Select One Course:</p> <p>EDU 7300: Practices in Executive Leadership I: Organizing for Problem Solution (DiPP dissertations only)</p> <p>EDU 7500: Internship in Leadership Focus Area</p>	<p>Select Two Courses:</p> <p>EDU 7172: Leading in an Age of Accountability: Roles, Responsibilities & Functions</p> <p>EDU 7372: Law and Policy: Governance of 21st Century Schools</p> <p>EDU 7371: Educational Reform in the United States: Innovative Practices to Change America's Schools</p> <p>EDU 7375: 21st Century Technologies for Effective Leadership, Communication and Strategic Planning</p> <p>EDU 7472: Historical Overview of Urban Education: Schooling, Teaching, and Learning</p>
	Instructional Leadership		<p>EDU 7475: Supervision and Administration of Instructional Programs</p> <p>EDU 7400: Practices in Executive Leadership II: Principal/Instructional Coaching</p>		
Gateway 4: Approval of Dissertation Proposal and Comprehensive Exam					

		Concentration	Fall	Spring	Summer
Year 4	Administrative Leadership		<p>All:</p> <p>EDU 8400: DiPP/Traditional Dissertations: Final Presentation</p> <p>Select One Course:</p> <p>EDU 7474: The Psychology of Learning and Enhancing Creative Thinking in Instructional Practices</p> <p>EDU 7376: Fundamentals of Grant Research and Proposal Development</p>	<p>As Needed:</p> <p>EDU 8400a</p> <p>DiPP/Traditional Dissertations: Final Presentation Extension</p> <p>Elective(s)</p>	<p>As Needed:</p> <p>EDU 8400a</p> <p>DiPP/Traditional Dissertations: Final Presentation Extension</p>
	Instructional Leadership				
Gateway 5: Dissertation Final Defense Completed					

Progression in the Program

At the end of year one, an **18-Hour Review (Gateway #2)** for each candidate will be conducted by those faculty who primarily worked with the candidate during year 1 of the program. The candidate will be assessed in areas such as progress in the program, GPA, completion of required evidences, writing, quality of work, and leadership disposition. Any candidate demonstrating deficiency or concern in any of the areas outlined will be invited to meet with the program coordinator and/or Ed.D. faculty to develop a plan for intervention. Progress in year 2 will be monitored and the candidate will receive feedback in those areas identified as needing additional attention. See Appendix C for the rubric used by faculty to evaluate the candidate during the 18-hour Review. It should be noted that for candidates to progress with their respective cohort, continuous enrollment for each semester and enrollment in summer school during years 1 and 2 is expected.

At the conclusion of year 2 the **36-Hour Review (Gateway #3)** allows faculty the opportunity to assess each candidate's performance thus far in the program. The candidate will be assessed in areas such as progress in the program, GPA, completion of required evidences, writing, quality of work, and leadership disposition. Any candidate demonstrating deficiency or concern in any of the areas outlined will be invited to meet with the program coordinator and/or Ed.D. faculty to develop a plan for intervention. See Appendix D for the rubric used by faculty to evaluate the candidate during the 36-hour Review.

As candidates approach the end of year two, they will begin to identify a topic or problem area within their own school district or educational setting. All candidates enrolled in the Ed.D. Program complete a dissertation related to a topic in the educational leadership discipline. The topic is developed into a problem statement based on a review of the literature and gaps in literature or practice. One of the dissertation options for doctoral candidates in the Ed.D. Program in Educational Leadership is the traditional dissertation, which is grounded in a gap in literature, with a goal to add to a body of literature, while a second option is a dissertation in professional practice, which is grounded in a gap in practice, with a goal to improve practice. Doctoral candidates may choose which of these options best meets their interests and current circumstances. It is strongly recommended that doctoral candidates enrolled in the Ed.D. Instructional Leadership concentration consider a traditional dissertation. Candidates are encouraged to consult the 2019-2020 Ed.D. Dissertation Handbooks for complete details and instructions. Included in this gateway assessment is the candidate's identification of a potential "problem of practice" or topic and the selection of his/her **University Doctoral Committee (UDC)** which should include a minimum of **three members** who have the appropriate graduate faculty credentials and qualifications. The chair of the Doctoral Committee must be a full-time faculty member in the Stout School of Education and candidates are free to choose from among other faculty in the School of Education or qualified faculty in other academic disciplines at High Point University whose background and expertise match the problem area or "need" selected by the candidate. To complete this process each candidate is asked to list his/her "first choices" for UDC Chair and additional committee members on the *Ed.D. University Doctoral Committee*

Membership Approval Form. Documentation also should include a brief paragraph describing the candidate's proposed topic. The assignment of the UDC chair is not automatic and the final determination is made based on the faculty member's interest and subsequent agreement to serve in this role given the candidate's proposed topic. It is the doctoral student's responsibility to schedule an appointment with the UDC chair to confirm the chair's intent and to gather his/her initial feedback on the problem/topic and recommended procedures. In consultation with the doctoral candidate, the UDC Chair is ultimately responsible for approving the final topic and should have input into the execution of the strategic planning process, possible sources of literature to review, etc. If the faculty member agrees to serve as UDC chair, he/she will sign the *Appointment of the Thesis/Capstone/Dissertation Course Chair & Committee Form*. The completed form with all necessary signatures should be submitted to the School of Education Office following this meeting. A copy of this form will be placed in the candidate's file and the original will be forwarded to the Norcross Graduate School. Additionally, candidates completing a DiPP are required to submit a Memorandum of Understanding (MOU) that provides documentation that the candidate has discussed the potential topic/problem area for the DiPP and his/her district leader (superintendent or other designee) has endorsed the project. The submission of the signed MOU is required before a candidate can begin his/her strategic planning sessions during year 3. Appendix E provides a copy of the Memorandum of Understanding. Guidelines for selecting a University Doctoral Committee are provided in Appendix F.

During year 3, the candidate will work with his/her University Doctoral Committee and school district personnel during EDU 7300: *Executive Leadership Internship-I* (DiPP format dissertations) or EDU 7500: *Internship in Instructional Leadership Focus Area* (Traditional format dissertations) and EDU 8300: *DiPP/Transitional Dissertation Proposal Development* to further develop and refine the "problem of practice" and/or topic. Candidates not employed in K-12 settings will replicate these activities within the educational setting most appropriate to the current work and career interest. Those who are unable to complete the required 150 internship hours may be advised to enroll in EDU 7300a or 7500a: *Internship Continuation*. Continuation courses carry no credit. By the conclusion of year 3, the candidate should be prepared to formally present the proposed dissertation to his/her UDC. A doctoral candidate completing the DiPP may not proceed with any implementation of their DiPP until the entire UDC committee has reviewed the DiPP proposal (chapters 1 and 2), and the proposal has been formally presented and approved. A doctoral candidate completing the Traditional Dissertation should not continue until chapters 1-3 have been formally presented and approved. Once approved, the candidate may be permitted to enroll in EDU 8400: *DiPP/Traditional Dissertation: Final Presentation* which typically begins in the fall of year 4. Candidates must work with their UDC Chairs to develop an IRB Protocol during any phase of the DiPP requiring data collection. A successful defense to the UDC and university community is required for the candidate to earn his/her Ed.D. degree.

During all phases of the doctoral program, but particularly during the internship and writing of the Dissertation, candidates are reminded that they must adhere to the university's Honor Code and the School of Education's Code of Professional and Ethical Behaviors which appears in Appendix G.

The Doctoral Internship: EDU 7300

Candidates should be in good academic standing (not on academic probation) in order to be eligible to enroll in *EDU 7300: Practices in Executive Internship I*. If a candidate is placed on academic probation during the semester or session prior to when the internship has been planned or has not had a successful 36-hour review, he/she may be asked to delay the start of the internship. At the time of enrollment in EDU 7300 candidates must also have an approved University Doctoral Committee chair as this faculty member will collaborate with members of the strategic planning team, particularly the district liaison. Appeals regarding decisions made to delay internships should follow the procedures outlined in the Graduate Handbook (see Appendix H).

The Executive Leadership Internship (EDU 7300) is used as an opportunity for the candidate to begin the collaborative work in his/her district of leading problem resolution and strategic planning and writing chapters of the Dissertation in Professional Practice. Specifically, the candidate will work with his/her internship coach and others, including his UDC committee members to further narrow and define the Dissertation in Professional Practice problem and to generate a proposal plan (see the *2019-2020 Ed.D. Dissertation in Professional Practice Handbook*). During EDU 7300 the candidate is expected to convene strategic planning sessions with selected members of his/her school district or employment setting in order to examine existing data and formulate a strategic action plan for the DiPP implementation phase of the project. Additionally, during the internship experience candidates in the Ed.D. Program will have an opportunity to practice many of the theoretical skills in leadership, communication, and research applications during the sequenced six-credit hours. This experience will provide applications of the practices of educational leadership and allow candidates to demonstrate their ability **to work with, and lead**, professionals through a comprehensive school-improvement planning process. This effort will be grounded in strong research and solve an important district problem of practice or a problem in a related educational setting. The EDU 7300 internship experience is supervised by one Ed.D. faculty member in the School of Education as well as the designated individual serving as the public school or educational setting liaison. The district liaison serves on the UDC as well as being responsible for all evaluations of the doctoral candidate during the strategic planning process. An orientation to EDU 7300 is provided by the SOE faculty member who serves as the Internship Coordinator and this individual may also do occasional site visits to meet with the candidate and district liaison as needed. For successful completion the candidate must complete **150 hours** which includes all relevant assignments and a demonstration of acceptable performance on the required assessments completed by the district liaison. A continuation course is offered for candidates who may require additional time to complete the requirements of the internship.

Application for internship placement will be completed through Foliotek immediately preceding the start of the internship. Announcements in graduate classes and notices on the School of Education website will serve as ample notification of internship application deadlines.

The Doctoral Internship: EDU 7500

The Internship is an approved, mentored experience that provides the candidate with opportunities to work with others to apply and practice the skills needed for effective school and district leadership. The candidate will complete 150 hours of experience that aligns to the program's standards and allows candidates to expand their learning and demonstrate their leadership.

The Comprehensive Examination

The Comprehensive Examination is required of all candidates completing the Ed.D. degree in Educational Leadership and assesses knowledge in the research, leadership and in their area of research expertise in alignment with their dissertation topic. Questions are crafted by the doctoral faculty who are assigned to teach the courses included in the segment and are updated on an annual basis to reflect current content.

Graduate candidates should also consult the Stout School of Education website for application deadlines and administration dates for the comprehensive examination. Once approved to take the exam, an email notification will be sent to inform the candidate of the details. **It is the candidate's responsibility to adhere to deadlines and request the appropriate accommodations needed through the Office of Disability Services if qualifying for disability services such as extended time or testing in a separate setting.** Candidates should contact the Program Coordinator if they have questions about the procedures for applying for disability support as soon as possible.

Candidate responses are coded by their identification number and are scored blindly by two (2) faculty members. Faculty evaluations will be averaged together to provide a score for each question unless the discrepancy between the two scores is greater than 10 points. In that case, a third reader will be assigned and the final score for the candidate will be a reflection of the average of the three scores. As per Norcross Graduate School policy, only one (1) reexamination is allowed. If a candidate fails the exam twice, that candidate will be unable to continue enrollment in the Ed.D. Program.

Additional information concerning evaluation criteria, study strategies, and sample questions may be obtained by reviewing the *Comprehensive Examination Booklet* which is available in the School of Education office or on the website.

Candidate Evaluation and Performance Assessment

Performance outcomes for the Ed.D. Program in Educational Leadership are largely based on the 2007 *North Carolina Standards for School Superintendents*, which are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). The N.C. School Superintendent Standards can be viewed through the following link: <http://www.dpi.state.nc.us/docs/ihe/remodeling/superintendent/standards.pdf>.

Within these standards are several outcomes that are interrelated and connect in the practices of superintendents and other senior-level executives in the areas of *Strategic Leadership*, *Instructional Leadership*, *Cultural Leadership*, *Human Resource Leadership*, *Managerial Leadership*, *External Development Leadership*, and *Micropolitical Leadership*. The elements or “practices” for each of these seven standards have been organized within the *School Superintendent Pre-service rubric* which can be viewed through the following link: <http://www.dpi.state.nc.us/docs/ihe/remodeling/superintendent/pre-service.pdf>.

All candidates exiting the program of study are expected to meet all indicators at the *Proficiency* level. In the Ed.D. Program, elements from this rubric are embedded in five electronic evidences, which should be completed during enrollment in the courses to which the key evidence is assigned. See Appendix B for descriptions of the five key evidences.

Progression in the program is contingent upon continued assessment of oral, written and electronic communication skills, including reflections of experiences throughout the Program, as well as formalized gateways that require candidates to be assessed at various points in the program. These more formalized gateways allow doctoral faculty to provide feedback and, if necessary, develop interventions for a candidate who is struggling in a particular area. The gateways assess performance in courses (GPA), leadership disposition, electronic evidences (proficiency for all electronic evidences is required for the N.C. Superintendent’s license) and scores earned by the candidate on the Comprehensive Examination. As the candidate progresses in the program later gateways are used to assess the candidate’s leadership performance during strategic planning in the district or educational setting in which he/she is employed, the Dissertation in Professional Practice Proposal Presentation and the final Dissertation in Professional Practice Defense which includes the submission of a comprehensive DiPP manuscript that is deemed acceptable by the Norcross Graduate School. All candidates will be asked to provide feedback about the quality of the program, its faculty and courses at completion. A summary of these gateways appears below.

Assessment System Gateways: Ed.D. in Educational Leadership

Gateway #1: Admission to Ed.D. Program in Educational Leadership (22-25 Points Required for Full Admission)				
Component Assessed	Measure	When	Process	Criteria
Knowledge/ Skills	GPA (Masters Transcript)	At Application for Admission	Transcript compiled with other documentation for admission	Minimum GPA of 3.0 required <u>or</u> Graduate Eligibility Index score of 3300 (GPA times GRE Combined score (GRE Quantitative and GRE Verbal)) Maximum 1 Point
Knowledge/ Skills	Graduate Record Exam (Aptitude and Achievement)	At Application for Admission	Submit official scores from the General Test of the GRE within the last five (5) years.	GRE Combined score (GRE Quantitative and GRE Verbal) of 1100 <u>or</u> Graduate Eligibility Index score of 3300 (GPA times GRE Combined score (GRE Quantitative and GRE Verbal)) Maximum 1 Point
Knowledge/ Skills	Written Responses to admissions essay	At Application for Admission	Reviewed by four faculty teaching coursework in each of these four strands	Assessed on a scale of 1-3 (<i>Minimal, Partial, Clear</i>) to assess the candidate's evidence of Writing Mechanics, Relevance/Focus, and Depth/Rigor in these four areas. *Maximum 12 Points *Candidates meeting all other requirements may be asked to interview if score is below 9 points
Leadership Experience	Curriculum Vita/ NC School Administrator's License or other professional licenses.	At Application for Admission	Vita/license compiled with other documentation for admission. Vita is reviewed by Doctoral Admissions Committee for variety and quality of leadership experiences/roles, and years of experience in professional education role. Professional education license(s)	Assessed on scale of 1-4 (None, Minimal, Partial, Clear) for evidence in the four areas (Varied Leadership, Quality Leadership, Length of Experience, Professional Licenses are current and relevant. Maximum 4 Points

			are reviewed for relevance/area.	
Leadership Disposition	<i>Leadership Disposition Evaluation</i> is completed by the three individuals who submit Professional Letters of Recommendation (See Appendix)	At Application for Admission	Reviewed and scored by the Program Director of the Ed.D. Program and Doctoral Admissions Committee	Candidate's Leadership Disposition is assessed on scale of 1-4 (Poor-less than 70%, Fair-less than 80%, Adequate-less than 90%, or Excellent-90% or higher) based on ratings given by three professionals with whom the candidate has worked. Maximum 4 Points

Gateway #2: Year 1: 18 Hour Review: Conducted by an evaluation team of three full-time graduate faculty teaching coursework within the first year of the Ed.D. Program at the end of year 1.				
Component Assessed	Measure	When	Process	Criteria
Knowledge/ Skills/ Dispositions	GPA at completion of Year 1: (Six Courses)	At the completion of Summer Session II in the first year.	Academic Transcripts reviewed by the Program Director of the Ed.D. Program.	Candidates must maintain a 3.0 GPA to progress in the program.
Leadership Disposition	<i>Leadership Disposition Evaluation</i> (See Appendix)	At Completion of Year 1	Reviewed and scored by the Program Coordinator of the Ed.D. Program	Candidate's Leadership Disposition is assessed on scale of 1-4 (Poor-less than 70%, Fair-less than 80%, Adequate-less than 90%, or Excellent-90% or higher) based on ratings given by

				the professors who worked with the candidate during year 1.
Knowledge/ Skills/ Dispositions	<i>NCSDPI Electronic Evidence #3A: Human Resources Planning Wiki</i>	Uploaded into Foliotek by the candidate as a required assignment in EDU 7275 (Spring Year 1)	Reviewed and scored by the Ed.D. faculty teaching this course.	A score of 24 points or higher is required for the candidate to be at the <i>Proficiency level</i> on the <i>Human Resources Planning Wiki Project Rubric</i>
Knowledge/ Skills/ Dispositions	<i>NCSDPI Electronic Evidence #1: Leading Teaching and Learning</i>	Uploaded into Foliotek by the candidate as a required assignment in EDU 7174 and EDU 7175. (Summer Year 1)	Reviewed and scored by the Ed.D. faculty teaching these courses.	A score of 21 points or higher is required for the candidate to be at the <i>Proficiency level</i> on the <i>Leading Teaching and Learning Project Rubric</i>

Gateway #3: 36-Hour Review Conducted by an evaluation team of three full-time graduate faculty teaching coursework within the second year of the Ed.D. Program at the end of year 2.				
Component Assessed	Measure	When	Process	Criteria
Knowledge/ Skills:	GPA at completion of Year 2: (Twelve Courses)	At the completion of Summer Session II in the Year 2.	Academic Transcripts reviewed by the Program Coordinator of the Ed.D. Program.	Candidates must maintain a 3.0 GPA to progress in the program.
Leadership Disposition	<i>Leadership Disposition Evaluation</i> (See Appendix)	At Completion of Year 2	Reviewed and scored by the Program Coordinator of the Ed.D. Program	Candidate's Leadership Disposition is assessed on scale of 1-4 (Poor-less than 70%, Fair-less than 80%, Adequate-less than 90%, or Excellent-90% or higher) based on ratings given by the professors who worked with the candidate during year 2.
Knowledge/ Skills/ Dispositions	<i>NCSDPI Electronic Evidence #2: Building Collaborative Relationships</i>	Uploaded into Foliotek by the candidate as a required assignment in EDU 7272 and	Reviewed and scored by the Ed.D. faculty teaching these courses.	A score of 26 points or higher is required for the candidate to be at the <i>Proficiency level</i> on the <i>Building Collaborative Relationships Project Rubric</i>

		EDU 7273. (Fall Year 2)		
Knowledge/ Skills/ Dispositions	University Doctoral Committee (UDC) is selected by the candidate and indicated on the <i>Ed.D. University Doctoral Committee Membership Approval Form</i> .	During the fall semester of year 3.	The candidate must provide documentation that the University Doctoral Committee (UDC) chair has been selected and a topic has been chosen for the DiPP/Traditional dissertation based on the paper developed in EDU 7371: <i>Educational Reform in the United States: Innovative Practices to Change America's Schools</i> .	Tentative approval of the University Doctoral Committee (UDC) chair and dissertation topic as per the <i>Ed.D. University Doctoral Committee Membership Approval Form</i> . Candidates are required to obtain <u>written</u> approval from the UDC Chair using the <i>Appointment of the Thesis/Capstone/ Dissertation Course Chair & Committee Form</i>
	Memorandum of Understanding	During the spring semester of year 3 if candidates are completing a DiPP	The candidate provides documentation that the proposed problem area/ has been endorsed by the district superintendent and meets of the requirements of the UDC.	The superintendent's (or his/her designee) signed endorsement of the candidate's topic and potential selection of the district strategic planning team must be evident in the Memorandum of Understanding.

Gateway #4: Dissertation in Professional Practice (DiPP) Proposal Approved by University Doctoral Committee				
Component Assessed	Measure	When	Process	Criteria
Knowledge/ Skills:	Dissertation in Professional Practice Proposal Chapter I (Introduction) of the DiPP describing the problem to be	During enrollment in EDU 7300/8300.	Candidate presents the formal Dissertation in Professional Practice proposal to the University Doctoral Committee. This proposal must include a clear rationale for the project's intended focus. The Review of the	Based on a rubric evaluation, the candidate's Dissertation in Professional Practice proposal is approved by the UDC. The rubric will include an evaluation of both the candidate's written proposal as well as oral his/her

	<p>addressed and provides the context and rationale for its selection including existing district level data and review of the literature. Chapter II of the DiPP includes the Strategic plan that includes a shared vision statement, goals and/or objectives, key strategies and a proposed action plan to implement a minimum of one key strategy.</p>		<p>Research and relevant literature is also completed and presented by the candidate to the doctoral committee. The proposal must be in APA format 6th edition. A multimedia oral presentation to the UDC is also required.</p>	<p>communication skills and use of technology during the presentation.</p> <p>Key Evidence#4.</p> <p>The candidate’s approved proposal is filed in the School of Education Office and the Graduate Studies Office.</p>
<p>Knowledge/ Skills/ Dispositions</p>	<p><i>NCSDPI Electronic Evidence #4: Strategic Leadership Plan</i></p>	<p>DiPP Proposal Chapters 1 and 2 uploaded into FolioTek by the candidate as a required assignment in EDU 7300 and EDU 8300: <i>Dissertation in Professional Practice Project: Implementation of Problem Solution.</i></p> <p>Strategic Planning Assessment</p>	<p>Reviewed and scored by the UDC committee members along with evaluations of the candidate’s strategic planning leadership as completed by the UDC committee member serving as the district liaison.</p>	<p>A score of 26 points or higher is required for the candidate to be at the <i>Proficiency level</i> on the <i>Strategic Leadership Plan Project Rubric.</i></p> <p>A score is provided by the district level liaison on the 15-item <i>Candidate Strategic Planning Evaluation Form.</i> This score becomes embedded in the <i>Strategic Leadership Plan Project Rubric.</i></p>

		Evaluation Forms completed by district liaison must also be uploaded (Spring Year 3)		
Knowledge	Comprehensive Examination administered to candidates at the end of year 3	Summer Year 3.	Each candidate is administered a comprehensive examination which assesses knowledge in the areas of research, leadership and a specialized topic in alignment with the candidate's dissertation. The essay examination will include questions submitted by doctoral faculty.	Score rubric for evaluation of Comprehensive Examination. Candidate responses are coded by their identification number. Questions will be scored blindly by two (2) faculty members. Faculty evaluations will be added together to provide a score for each question.

Gateway #5: Defense of Dissertation in Professional Practice to University Doctoral Committee				
Knowledge/ Skills/ Dispositions	Written Dissertation in Professional Practice Paper and Oral Defense	By the end of Year 4 in EDU 8400: <i>Dissertation in Professional Practice Project: Evaluation of Problem Solution</i>	The final culminating work which will bring together the doctoral candidate's knowledge and skills in order to apply it to a practical educational problem in a work setting. The doctoral Dissertation in Professional Practice should contain the four chapters including: (1) the Introduction; (2) the Strategic plan; (3) results of the implementation of at least one strategy from the strategic action plan and (4) final reflection and Executive Summary with recommendations.	The candidate's final written paper and oral defense is evaluated using a rubric designed to measure the definition of the problem, relevant professional literature, strategic action plan and results from the implementation of a minimum of one priority strategy. The candidate's DiPP will be evaluated by the UDC and receive one of the following designations: 1) approved with no revisions; 2) approved pending noted revisions; 3) not approved. A successful defense of the

			The candidate will be required to engage in an oral defense of the Dissertation in Professional Practice project before her/his doctoral committee and invited guests from the district and university community.	DiPP qualifies the candidate for receipt of the Ed.D.
Knowledge/ Skills/ Dispositions	<i>NCSDPI Electronic Evidence #5: Leading With Influence</i>	DiPP Chapters 3 and 4 uploaded into Foliotek by the candidate as a required assignment in EDU 8400.	Reviewed and scored by the UDC committee members along with evaluations of the candidate's strategic planning leadership as completed by the UDC committee member serving as the district liaison.	A score of 26 points or higher is required for the candidate to be at the <i>Proficiency level</i> on the <i>Leading With Influence Project Rubric</i> . A score is provided by the district level liaison on the 15-item <i>Candidate Strategic Planning Evaluation Form</i> . This score becomes embedded in the <i>Strategic Leadership Plan Project Rubric</i> .

Gateway #6: Exit From the Program				
Knowledge/ Skills/	Final transcript	At exit from the program	Upon completion of the program of study candidate's transcript is reviewed for completion of all coursework and successfully meeting the requirements for the Ed.D. degree in Educational Leadership.	Minimum GPA of 3.0 required.

Dispositions	<i>Leadership Disposition Evaluation</i>	At exit from the program	Doctoral Committee chair completes the <i>Leadership Disposition Evaluation</i> in order to assess candidate's growth in critical disposition competencies.	No ratings below Adequate
Knowledge/ Skills/ Dispositions	<i>NCSDPI Electronic Evidence #3B: Budgetary Resources Planning Wiki</i>	Uploaded into Foliotek by the candidate as a required assignment in EDU 7274 (Summer Year 3)	Reviewed and scored by the Ed.D. faculty teaching this online course.	A score of 7 points or higher is required for the candidate to be at the <i>Proficiency</i> level on the <i>Budgetary Resources Planning Wiki Project Rubric</i>
Knowledge/ Skills/ Dispositions	North Carolina Superintendent License. All five key evidences must be in Foliotek and reflect a minimum of "proficiency" on all elements of all rubrics.	At exit from the program	Verification that candidates meet all <i>Proficient indicators</i> for the N.C. Superintendent Standards which have been aligned to the five key evidences of the Program.	Candidate is at <i>Proficiency</i> or above for all indicators in the <i>North Carolina Superintendent Candidate Pre-service Appraisal Rubric</i> verifying that he/she has mastered the skills necessary to <i>work with others</i> in executing Strategic Leadership, Data and Learning, Building Relationships and applying Theory into Practice.

Appendix A: Conceptual Framework References

- Bjork, L., Glass, T. & Brunner, C. (2005). Characteristics of American school superintendents. In L. Bjork and T. Kowalski (Eds.), *The contemporary superintendent: Preparation, practice, and development*. Thousand Oaks, CA: Corwin Press.
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Appendix B: Electronic Evidences

ELECTRONIC EVIDENCES

Evidence	Name of Evidence	Description
1	<p><i>Leading Teaching and Learning</i></p> <p>This electronic evidence is part of the required 18-Hour Review Gateway Assessment, which occurs at the end of Year 1.</p>	<p>(STRAND ONE: DATA AND LEARNING)</p> <p>In the courses EDU 7174 Exemplary Teaching Practices for 21st Century Schools and EDU 7175 Using Data to Inform Learning, Teaching and Leadership, the candidate will be expected to demonstrate skill in strategic and district instructional leadership. The project will require candidates to apply instructional leadership skills and view problems of practice through the lens of the Superintendent as an instructional leader. In the project, the candidate will be required to review the strategic plan and/or goals for a designated school district along with its accompanying documents such as school improvement plans, student performance data, safe schools plans, and teacher working conditions surveys. After the review, the candidate will identify the district’s high priority schools and design a targeted plan to address the instructional needs of these underperforming schools. The targeted plan should include the following:</p> <ul style="list-style-type: none"> • Inclusion of research based instructional strategies and best practices for improving school success and student achievement in the selected areas of focus covered in <i>EDU 7174</i>. • Development of a scheduling process for the targeted schools than maximizes instructional learning and ensures the protection of that time throughout the year • Specific achievement targets for the schools to reach over the next three years broken down by year including a plan for progress monitoring • Appropriate rewards and recognition for improved student achievement • Development of a presentation to highlight the results of the review, the goals of the plan and the implementation timetable
2	<p><i>Building Collaborative Relationships</i></p>	<p>(STRAND TWO: BUILDING COLLABORATIVE RELATIONSHIPS)</p> <p>In the courses EDU 7273 Intercultural Communication Skills for Contemporary School Leaders and EDU 7272 Community and Public Relations, the candidate will be expected to demonstrate skills associated with leadership and linked to community relations, public relations, and intercultural communication. The project will require candidates to apply best practices, plan effectively,</p>

Evidence	Name of Evidence	Description
	<p>This electronic evidence is part of the required 36-Hour Review Gateway Assessment, which occurs at the end of Year 2.</p>	<p>and offer instructional leadership to various stakeholders. Knowledge and skills will be applied with problems of practice through the lens of Principal/Director/Superintendent.</p> <p>In the project, the candidate will the create a comprehensive Communications Plan for a new school or initiative in the district (such as a Newcomers school or project with a community center such as the High Point Center for Children and Families), which serves a multitude of students at various learning levels and from various socioeconomic statuses. The Communications Plan should provide evidence of the following:</p> <ul style="list-style-type: none"> • Collaboration from the planning and implementation stages, along with evidence of consistent collaboration during times of future sustainability. • Data-based strategies for creating and maintaining collaborative cultures. • An implementation and monitoring plan for current and future improvements made regarding school culture. • A statement of purpose and action steps to ensure access, engagement, and success for culturally diverse students, faculty, and staff. • Processes and procedures which build consensus, communicate, and resolve conflict in a fair and democratic way, while at the same time demonstrate awareness of potential problems and areas of conflict within the school and district, that may impact stakeholders and overall student performance/achievement. • A parent and community involvement/outreach plan that strongly identifies and showcases the building of relationships with individuals and groups to support the district’s learning and teaching agenda. • Collaborative work with others to develop relationships and partnerships with the community/school board, state, and district groups that further the district’s goals of positive culture and increased student performance.
3A	<p><i>Human Resources Planning Wiki</i></p> <p>This electronic evidence is part of the required 18-Hour Review Gateway Assessment, which occurs at the end of Year 1.</p>	<p>In the courses EDU 7275 Human Resources: Approaches to Enhance School Effectiveness, the candidate will be expected to demonstrate effective use of district resources, procedures, and processes to effectively lead in the areas of human resources. The <i>Human Resources Planning Wiki</i> evidence requires the Ed.D. candidate to design and manage a district level wiki which provides interactive information about the district’s strategic planning. The candidate will be responsible for the sections on the wiki, which address Human Resources. Upon completion of this evidence the candidate will provide evidence of the following outcomes:</p> <ul style="list-style-type: none"> • Demonstrate a working knowledge of resources, structures, rules, and policies that govern district expectations of staff, faculty, and students; • Demonstrate a working knowledge of policies and procedures related to human resources from a district perspective; • Demonstrate a working knowledge of policies and procedures that govern conduct and ethics of staff, faculty, and students in human resources functions;

Evidence	Name of Evidence	Description
		<ul style="list-style-type: none"> Demonstrate an ability to respond to questions, comments, or suggestions for content revision by other key stakeholders including the professor and other doctoral candidates in the Ed.D. cohort.
4	<i>Strategic Leadership Plan</i>	<p>(STRAND THREE: STRATEGIC LEADERSHIP)</p> <p>Using the internship EDU 7300: Practices in Executive Leadership: Organizing for Problem Solution, the candidate will “work with others” to synthesize and apply knowledge and skills to strategically lead change. The candidate begins by organizing to implement a strategic planning process to solve a district problem of practice or one that is prevalent in the educational setting in which he/she is employed. The candidate will work the designated district or educational leader who has agreed to serve on his/her university doctoral committee to select and guide a planning team. He/she will work with the strategic planning team to build a shared vision around an educational problem and a process of working together to solve it. The candidate will be required to:</p> <ul style="list-style-type: none"> Use the candidate’s <i>Briefing Paper</i> to develop a <i>Strategic Leadership Plan (1)</i>, which will identify the process, tasks, activities, key participants, resources, and timeline to guide the candidate’s strategic planning process in the district. Conduct an evaluation of existing data to define and clarify the intended focus of the strategic plan. The candidate will then be required to lead the strategic team as they reflect on this assessment in terms of problem solution and implementation of an action plan. Design a strategic plan that will become part of the dissertation-in-professional practice proposal, which will be presented to the university doctoral committee by the end of year 3 in EDU 7300/8300. Since the activities of the candidate occur during the internship in the district and the candidate must demonstrate proficiency in “working with others”, a candidate evaluation in the field by the district leader serving on the doctoral committee will be required as part of the internship portfolio in EDU 7300.
3b	<i>Human and Budgetary Resources Planning Wiki</i>	<p>In the course EDU 7274 Budgeting and Finance of Public School Operations, the candidate will be expected to demonstrate effective use of district resources, procedures, and processes to effectively lead in the areas of human resources and budgeting. For this portion of evidence #3, the student will only address the Budgetary Resources Planning sections of the evidence. The remaining Human Resources information will be completed when the student enrolls in that course. The <i>Budgetary Resources Planning Wiki</i> evidence requires the Ed.D. candidate to manage the district level wiki which is designed to provide interactive information about the district’s strategic planning. The candidate will be responsible for the section on the wiki, which address Budgetary Resources Planning. Upon completion of this evidence the candidate will provide evidence of the following outcomes:</p> <ul style="list-style-type: none"> Demonstrate a working knowledge of resources, structures, rules, and policies that govern district expectations of staff, faculty, and students;

Evidence	Name of Evidence	Description	
		<ul style="list-style-type: none"> • Demonstrate a working knowledge of policies and procedures related to human resources from a district perspective; • Demonstrate a working knowledge of policies and procedures that govern conduct and ethics of staff, faculty, and students in human resources functions; • Demonstrate a working knowledge of district budget, accounting policies and procedures, and financial priorities in a school district. • Demonstrate an ability to respond to questions, comments, or suggestions for content revision by other key stakeholders including the professor and other doctoral candidates in the Ed.D. cohort. 	
5	<i>Leading with Influence: The Dissertation-in-Practice</i>	<p>(STRAND FOUR: THEORY INTO PRACTICE)</p> <p>While leadership is about influence and getting results, it also requires continuous growth in the process of leading. The self-actualized leader reflects on personal mastery and excellence. As the culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice, the Dissertation in Practice (DIP) showcases the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005). The activities required in this evidence are aligned with the courses, EDU 8300/8400: The Dissertation-in-Practice: Implementation and Evaluation of Problem Solution and EDU 6610: Applied Strategic Communication Skills. The <i>Leading with Influence</i> evidence places the candidate in a leadership role to implement a series of short-term "next-step" interventions which have been identified previously during the strategic planning process as well as to evaluate each one's overall effectiveness and potential for expansion. Along with other pertinent discussions, the candidate will also present a final strategic communication plan at the conclusion of the DIP which is designed to provide a compelling argument for continuing with certain interventions based on short-term data analyses and findings. The "strategic communication plan" (developed by the candidate in COM 6610) should present information suitable for sharing the results of the DIP with key stakeholders (principals, parents, faculty/staff, school board, community leaders, county commissioners, etc.). The written communication plan should be in the form of an <i>Executive Summary</i>.</p> <p>This electronic evidence will be part of the required Dissertation in Practice written and oral presentation (Gateway Assessment 5) which occurs at the end of Year 3-4.</p>	<p>1.A.3</p> <p>1.A.4</p> <p>1.B.2</p> <p>I.C.3</p> <p>III.C.2</p> <p>V.B.2</p> <p>V.B.3</p> <p>VI. B.1</p> <p>VI.B.2</p>

Appendix C:

18-Hour Review Rubric

Ed.D. 18-hour Review Scoring Rubric

Candidate Name: _____

Date: _____

Component Assessed	Criteria	Candidate Score	Meets Criteria ✓	Comments/Notes
Academic Performance	3.0 GPA <i>GPA 3.0-3.49=1 point 3.50-4.0=2 points</i>			
Leadership Disposition	<i>Leadership Disposition Evaluation</i> Scale of 1-4 (Poor-less than 70%, Fair-less than 80%, Adequate-less than 90%, or Excellent-90% or higher)			
Knowledge/ Skills/ Dispositions	<i>Human Resources Planning Wiki Project Rubric</i> 24 points or higher is required for Proficiency level			
Knowledge/ Skills/ Dispositions	<i>Leading Teaching and Learning Project Rubric</i> 21 points or higher is required for Proficiency level			
TOTAL SCORE:				

(Note: If a candidate does not have a 3.0 GPA, or uploaded evidences are incomplete or below proficiency or *Leadership Disposition Evaluation* is Adequate or below or candidate does not pass Comprehensive Examination on first attempt a meeting with the program coordinator and /or Ed.D. faculty is required. A Professional Learning Plan (PLP) that includes a timeline of activities to be completed successfully by the midpoint of the next immediate semester may be required. A copy of the PLP will be filed in the School of Education office for monitoring.

Faculty Reviewers:

_____ Date: _____

_____ Date: _____

COMMENTS:

Appendix D:

Ed.D. 36-hour Review Scoring Rubric

Candidate Name: _____

Date: _____

Component Assessed	Criteria	Candidate Score	Meets Criteria ✓	Comments/Notes
Academic Performance	3.0 GPA <i>GPA 3.0-3.49=1 point 3.50-4.0=2 points</i>			
Leadership Disposition	<i>Leadership Disposition Evaluation</i> Scale of 1-4 (Poor-less than 70%, Fair-less than 80%, Adequate-less than 90%, or Excellent-90% or higher)			
Knowledge/ Skills/ Dispositions	<i>Building Collaborative Relationships Project Rubric</i> 26 points or higher is required for the candidate to be at the <i>Proficiency level</i>			
Knowledge/ Skills/ Dispositions	Selection of University Doctoral Committee (UDC) chair and other prospective members. The <i>Ed.D. University Doctoral Committee Membership Approval Form</i> has been submitted by the candidate.	NA		The selection of UDC Chair will be completed by the end of Fall semester following the 36-hour review.
TOTAL SCORE:				

(Note: If a candidate does not have a 3.0 GPA, or uploaded evidences are incomplete or below proficiency or *Leadership Disposition Evaluation* is Adequate or below or candidate does not pass Comprehensive Examination on first attempt a meeting with the program coordinator and /or Ed.D. faculty is required. A Professional Learning Plan (PLP) that includes a timeline of activities to be completed successfully by the midpoint of the next immediate semester may be required. A copy of the PLP will be filed in the School of Education office for monitoring.

Faculty Reviewers:

_____ Date: _____

_____ Date: _____

Appendix E:

MEMORANDUM OF UNDERSTANDING

HIGH POINT UNIVERSITY
Norcross Graduate School
Ed.D. in Educational Leadership

Memorandum of Understanding

Candidate Name: _____ Organization Name: _____

Candidate's Organizational Position: _____

High Point University is offering a Doctoral Degree in Educational Leadership (Ed.D.), which is designed to develop the leadership capacity of candidates from a variety of organizational positions and roles. The focus of this program will be to solve problems of practice by combining the latest research findings with the cultural, political, and demographic context of your organization. The desired outcomes of this program are to develop the potential of our graduates and provide a body of work that addresses the everyday issues faced by leaders in your organization.

The above candidate is currently enrolled in the Doctoral Degree Program in Educational Leadership at High Point University. This program spans approximately 3-4 years and requires the candidate to attend weekend (Friday/Saturday) and online classes each semester that focus on varied aspects of educational leadership. During the third year, the candidate will complete an internship experience, which exposes him/her to many facets of leadership within your organization. In addition, the candidate will complete a dissertation in practice, which will be designed to solve a problem of practice within your organization. This will require the candidate to develop a comprehensive strategic plan based on the most current research findings and designed to accommodate the variables/demographics, which are unique to your organization.

Each student was considered for admission based on several variables which include: knowledge and skills; leadership experience; leadership disposition; and professional support. A significant indicator for future success will include the organization's willingness to support the candidate by:

- Serving (or appointing a designee to serve) on the candidate's Dissertation in Professional Practice (DiPP) committee at the during the internship and subsequent phase of implementation and evaluation

- Allowing the candidate to determine a problem of practice pertinent to your organization and complete a review of the literature based on relevant research findings
- Allowing the candidate to engage in an internship designed to provide observational opportunities and interactive relationships with varied organizational leaders to develop a leadership strategic plan (This proposal must be approved by the candidate’s dissertation in professional practice (DiPP) committee which will include you or your designee.)
- Allowing the candidate to interact with district employees to gain sufficient data for the development of a strategic plan to address the organizational problem of practice

Please Note

Ideally, the development of this strategic plan may provide new ideas that help your organization. The development of this strategic plan, however, in no way obligates the organization to adopt any portion of this plan. The primary purpose is to provide an opportunity for the candidate to lead the development of a research-based strategic plan and to implement short-term interventions (initiatives) designed to provide data for future discussion.

Organizational CEO Statement of Support

I have read the above candidate requirements for the Ed.D. in Educational Leadership at High Point University. I agree to allow the candidate listed above to complete an internship experience under the supervision of a university advisor. This internship will be mutually developed and approved by the university supervisor and my organizational designee. I also agree to allow the candidate to complete a DiPP based on the need to solve a problem of practice within the organization. This DiPP will be the development of a comprehensive strategic plan that will be designed by the student with the approval of the university committee and my designee.

Name and Title – Organizational CEO

Signature – Organizational CEO Date

In addition to the 5 key evidences, a Certification of Capacity, which addresses the competencies identified in the North Carolina Standards for Superintendents, is to be submitted by each candidate.

High Point University will require each candidate who applies for the Superintendent’s License Review to submit a Certificate of Capacity, which addresses the key competencies of:

Communication; Change Management; Conflict Management; Creative Thinking; Customer Focus; Delegation; Dialogue/Inquiry; Emotional Intelligence; Judgment; Organizational Ability; Personal Ethics and Values; Responsiveness; Results Orientation; Sensitivity; Time Management; Visionary.

APPENDIX F

GUIDELINES GOVERNING THE SELECTION OF THE UNIVERSITY DOCTORAL COMMITTEE

1. The **University Doctoral Committee (UDC)** should be carefully selected by the candidate by the end of the second year or beginning his/her third year of study. Final approval by the Ed.D. Coordinator, Dean of the Stout School of Education, and the Dean of the Graduate School is required.
2. The UDC must consist of a minimum of **four members** from the following areas:
 - A. **One member must be** full-time appointed **graduate faculty member in the Stout School of Education. (This individual may serve as the chair)**
 - B. If completing a DiPP, **at least one member must be** an appropriately credentialed individual currently serving in a leadership role the district or educational setting which is the focus of the problem of practice being investigated by the candidate. This member is non-voting.
 - C. The remaining members of the UDC may be a full-time faculty members in the School of Education whose appointment is not exclusively in the Ed.D. Program or who currently has Adjunct status or-
 - D. The third member of the UDC may hold an appointment at HPU in an academic discipline **"outside" The Stout School of Education.** The focus of the dissertation will determine the appropriateness of this selection. (For example, if the focus of the Dissertation in Professional Practice relates to budgetary and resource issues, the candidate may choose to select a faculty member from the School of Business, if the Dissertation in Professional Practice focuses on strategic leadership issues the candidate could choose to select a faculty member from the School of Communication, etc.). A list of faculty eligible to serve on the UDC from other academic disciplines will be made available to candidates and will be updated annually by the Graduate Council of the University. Faculty must be credentialed and be included on the approved graduate faculty list to be considered for membership on the committee or-
 - E. The remaining members of the UDC may be another graduate faculty member from another IHE who holds appropriate appointment as defined above.
 - G. Additional members may be asked to serve at the discretion of the candidate and his/her UDC Chair. For example, if the dissertation will include significant or more complex data analyses, a fourth faculty member with a background in research design and statistics may be added. This individual will serve with a limited role and primarily provide guidance in that area. He/She will have the same voting rights and responsibilities as the other committee members.
3. The **Chair of the UDC must hold** an HPU appointment as a full-time graduate faculty member in the School of Education as a Professor or Associate Professor. *See List below of approved faculty.*

2018 – 2019
Approved Graduate Faculty

Faculty	Department	Email
Dr. Mariann Tillery <i>Dean</i> <i>Professor of Education</i>	Stout School of Education	mtillery@highpoint.edu
Dr. Thomas Albritton <i>Associate Professor of Education</i>	Stout School of Education	talbritt@highpoint.edu
Dr. Tawannah Allen <i>Associate Professor of Education</i>	Leadership Studies	tallen@highpoint.edu
Dr. Steve Bingham <i>Professor of Education</i>	Leadership Studies	cbingham@highpoint.edu
Dr. Allison Blosser <i>Assistant Professor of Education</i>	Leadership Studies	ablosser@highpoint.edu
Dr. Leslie Cavendish <i>Department Chair</i> <i>Associate Professor of Education</i>	Elementary & Middle Grades Education	lcavendi@highpoint.edu
Dr. Shirley Disseler <i>Associate Professor of Education</i>	Elementary & Middle Grades Education	sdisele@highpoint.edu
Dr. Dustin Johnson <i>Associate Professor of Education</i>	Leadership Studies	djohnson@highpoint.edu
Dr. Amy Holcombe <i>Department Chair</i> <i>Associate Professor of Education</i>	Leadership Studies	aholcomb@highpoint.edu
Dr. Heidi Summey <i>Assistant Professor of Education</i>	Specialized Curriculum	hsummey@highpoint.edu
Dr. Sarah Vess <i>Associate Dean</i> <i>Associate Professor of Education</i>	Specialized Curriculum	svess@highpoint.edu
Dr. Barbara Zwadyk <i>Associate Professor</i>	Leadership Studies	bzwadyk@highpoint.edu

APPENDIX G
Stout School of Education
Revised March 2011
Code of Professional and Ethical Behaviors

All school system employees hold positions of public trust. They are responsible for the education of students and also serve as examples and role models to students. As prospective and current employees of the school system, candidates enrolled in both the initial and advanced teacher education and administration programs at High Point University are responsible for both the integrity and the consequences of their own actions. The highest standards of honesty, integrity, and fairness should be exhibited by each candidate when engaging in any activity concerning teaching or school administration, particularly in relationships with their peers, faculty, P-12 students, parents, the public, and other employees of the school system.

(Adopted from the *Code of Ethics for North Carolina Educators* approved by the North Carolina State Board of Education in March, 2002).

Candidates enrolled in the School of Education are provided with many opportunities to develop the attributes necessary for successful teaching and/or school administration careers. Along with these opportunities come the serious responsibilities of the candidate to students, school, community, and the University. Each candidate, initial and advanced, is required to comply with the following expectations:

1. Adhering to the University Honor Code adopted and endorsed by the faculty and Board of Trustees of High Point University.
2. Maintaining regular attendance, being punctual and, when engaged in field-work, staying in the school for the time scheduled. Only illness or true emergencies excuse an absence or tardy. Interns are expected to notify cooperating teachers, supervising principals, and University supervisors immediately if the schedule cannot be met.
3. Exemplifying the attitudes and actions expected of a teacher or school administrator rather than those which characterize a student. Interns should never engage in any inappropriate social interaction (including but not limited to, profane or lewd remarks, dating, etc.) with the students of the cooperating school.
4. Placing school duties and responsibility as a first priority and willingly accepting all reasonable duties assigned.
5. Never misrepresenting one's professional qualifications.
6. Conforming to university and school policies regarding standards of behavior.
7. Safeguarding all personal and confidential information concerning pupils and use it only for professional purposes. Remember that much damage can be done to students as a result of

inappropriate sharing of information. *This includes refraining from texting and discussions on social networking websites and emails.*

8. Acknowledging the diverse views of P-12 students, their families, and professional colleagues. Students should be challenged to look at all sides of controversial issues and refrain from exerting one's own personal beliefs on others.
9. Following the rules of basic courtesy toward school administrators, teachers, pupils, staff, and members of the community. Refraining from making unfavorable remarks about the students, the cooperating teacher, the school, the staff, the community, and the University or its faculty.
10. Dressing appropriately and in keeping with faculty and University standards. Personal hygiene and grooming should be of the highest order. Provocative or sloppy dress is always unacceptable. *Visible body piercing and tattoos may be unacceptable depending upon local school policies.* Schools have differing policies so principals or cooperating teachers should be consulted and the policies of the school strictly followed.
11. Avoiding all partiality and favoritism toward students.
12. Maintaining good professional relationships. Always deal with the personnel of the cooperating school in an open, honest, and fair way. Without the cooperation of the area schools, High Point University could not properly train its undergraduate and graduate students. It is the responsibility of each of these students to maintain a good professional relationship with the cooperating schools.
13. *Refraining from using personal cellphones, computers and other personal devices in the school setting unless approved by the cooperating teacher, administration and University.*
14. *Refraining from using social networking sites [such as Facebook, Twitter, Myspace and others.] in the school setting other than for instructional purposes. Texting and friending students, parents and teachers (unless the school administration approves) is not permitted.*
15. Showing good *common sense* in all situations. If one is unsure, questions should be taken to the University supervisors, the Associate Dean or Dean of the School of Education.
16. All initial and advanced students enrolled in the teacher education program are expected to be familiar with the *Code of Ethics for North Carolina Educators* adopted by the North Carolina State Board of Education in March, 2002.

APPENDIX H

Appeals Process

The faculty in the School of Education strives at all times to apply appropriate criteria evenly, fairly, and in keeping with the best interest of the student and the mission of the University. In the event of academic or behavioral infraction that could potentially result in dismissal from the graduate program, the Dean (or Associate Dean) will seek input regarding the offense from the Teacher Education Council in Executive Session.

If a student wishes to appeal his/her case further, then the following process should be followed which has been outlined by the Norcross Graduate School Bulletin.

Norcross Graduate School (2019-2020 Bulletin)

“Students may question a decision based on faculty-approved policies and made by faculty or administrative staff. All appeals must follow the outlined procedures in order to receive consideration.

Appeal of Administrative Action

A student may appeal to the Executive Committee of the University, a decision of the Provost or the Assistant Vice President for Student Life after any other applicable appeal procedures have been exhausted. The Executive Committee is composed of a minimum of three administrative staff officers, and four faculty members. The decisions of the Executive Committee will be considered final.

Appeal of Grading Decision

Students who wish to appeal a grade awarded by a faculty member should discuss the matter first with the faculty member. If a satisfactory conclusion of the question is not reached, a student may appeal the matter to the department chair. The decision of the department chair is final. In the case where faculty member is the department chair, it can be appealed to the dean.

Time Limitations

Appeals of grades or administrative action by a student must be made within five business days of the time that the action is made known to the student by the appropriate officer. If the University is not in session at the time the decision is made, the time limitation will begin at the start of the next regular session (fall or spring).

Format of Appeals

All appeals must be made using the following link:

https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout_id=8

A basis for the appeal must be clearly stated, and evidence in support of the appeal must be included in the appeal. Appeals to the Executive Committee are limited to the following conditions:

1. A clearly erroneous finding of fact that materially affected the decision; and/or
2. A significant procedural irregularity which denied a fair hearing; and/or
3. Substantial new and relevant evidence which was not available at the previous hearing; and/or
4. The sanctions issued do not fit the offense as defined in the High Point University Student Guide to Campus Life.

The Committee has the authority to review extenuating circumstances before deciding to hear an appeal. On occasion, an appeal may come to the Executive Committee of the University for which an alternative resolution might be considered. In this instance, the chairman may remand the appeal to the Vice President for Student Life or their designee, for consideration of an alternative resolution. The Executive Committee of the University serves as the University's committee of final appeal. “