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# **Educational Specialist in Administration and Supervision (EdS) Student Handbook**

**Policies, Procedures and Requirements for the Study and Completion  
of the EdS in Administration and Supervision  
2022 - 2024**

**College of Education  
Department of Educational Leadership  
210 Ragsdale Hall  
(252) 328-6135  
[www.ecu.edu/edleadership](http://www.ecu.edu/edleadership)**

Revised August 2022

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Welcome!

The faculty of the Department of Educational Leadership (LEED) welcomes you to the Educational Specialist program in Administration and Supervision (EdS) at ECU, and we look forward to working with you as you continue to grow professionally.

You should take pride in your outstanding record, accomplishments, and your potential in the field that has made your admission to our program possible. We are confident that you will continue to excel in your academic and personal goals while in the program, and that you will make a valuable contribution to our school's tradition of leadership and service. The vision of the Department of Educational Leadership is to graduate *Servire* leaders who lead, serve, and transform complex and changing environments.

This EdS student handbook is designed to anticipate some of your questions and to provide support as you move through the program. Please do not hesitate to talk with us if you have concerns that are not addressed or if you find any of the information herein to be unclear. The handbook will continue to evolve to address the needs of our students. The current version of this handbook is available on the LEED Web site.

Kind regards,

A handwritten signature in black ink that reads 'Dan Novey'. The signature is written in a cursive style with a long, horizontal flourish at the end.

Marjorie Campo Ringler, EdD  
Professor and Chair

Dan Novey, EdD  
Assistant Professor  
EdS Program Coordinator

## GENERAL INFORMATION

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This handbook is designed to provide information about the Educational Specialist (EdS) Degree in Administration and Supervision at East Carolina University (ECU). The EdS at ECU is designed to develop skills and abilities for individuals to resolve educational issues and problems. Program studies include leadership theory, human resource development, organizational theory, policy analysis, planning studies, curriculum, and instructional leadership, and political systems analysis. This innovative and dynamic program offers two concentrations, Superintendent and Dual Language Immersion Administration. This handbook provides information about the EdS program, policies, and procedures to help ensure success in the program.

### Department of Educational Leadership

The faculty and staff of the Department of Educational Leadership (LEED) provide an educational experience that prepares EdS graduates to become district-level leaders and administrators in dual language education settings. The faculty are dedicated to offering a rigorous course of study that will provide students with an opportunity to develop into successful practitioners. Our expectation is that students will achieve this by actively participating in a learning community that continually studies how to transform educational institutions through the practice of leadership. Additionally, students will learn to translate the research and theory into practice. More information about the department and the faculty and staff can be found on the ECU LEED website: <http://education.ecu.edu/leed>.

### LEED Faculty and Staff

Dr. Marjorie Ringler	Chair/Professor	Ragsdale 210	<a href="mailto:ringlerm@ecu.edu">ringlerm@ecu.edu</a>
Dr. Rob Benson	Teaching Asst. Professor	Ragsdale 212	
Dr. Kermit Buckner	Professor	Ragsdale 212	<a href="mailto:bucknerk@ecu.edu">bucknerk@ecu.edu</a>
Dr. Crystal Chambers	Assoc. Professor	Ragsdale 209	<a href="mailto:chambersc@ecu.edu">chambersc@ecu.edu</a>
Dr. Tom Daly	Teaching Asst. Professor	Ragsdale 214	<a href="mailto:dalyt@ecu.edu">dalyt@ecu.edu</a>
Dr. Vernon Farrington	Teaching Assoc. Professor	Ragsdale 220A	<a href="mailto:farringtonv14@ecu.edu">farringtonv14@ecu.edu</a>
Dr. Larry Hodgkins	Teaching Asst. Professor	Ragsdale 224	<a href="mailto:hodgkins119@ecu.edu">hodgkins119@ecu.edu</a>
Dr. Hal Holloman	Professor	Ragsdale 204	<a href="mailto:hollomanh@ecu.edu">hollomanh@ecu.edu</a>

Dr. Jerry Johnson	Professor	1805 Charles	<a href="mailto:johnsonjerr22@ecu.edu">johnsonjerr22@ecu.edu</a>
Dr. Karen Jones	Assoc. Professor	Ragsdale 216	<a href="mailto:joneskare15@ecu.edu">joneskare15@ecu.edu</a>
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Dr. Martin Reardon	Assoc. Professor	Ragsdale 134	<a href="mailto:reardonr@ecu.edu">reardonr@ecu.edu</a>
Dr. David Siegel	Assoc. Professor	Ragsdale 229	<a href="mailto:siegeld@ecu.edu">siegeld@ecu.edu</a>
Dr. Kathy Spencer	Teaching Asst. Professor	Ragsdale 214	<a href="mailto:spencerka14@ecu.edu">spencerka14@ecu.edu</a>

### Department Vision and Mission

**Vision:** To graduate *Service* leaders who lead, serve, and transform complex and changing educational environments

**Mission:** To prepare educational leaders who respect diversity, build trustful relationships, apply scholarship to address practice, and engage in purposeful collaboration to confront the challenges of 21<sup>st</sup>-century education

# EdS PROGRAM OVERVIEW

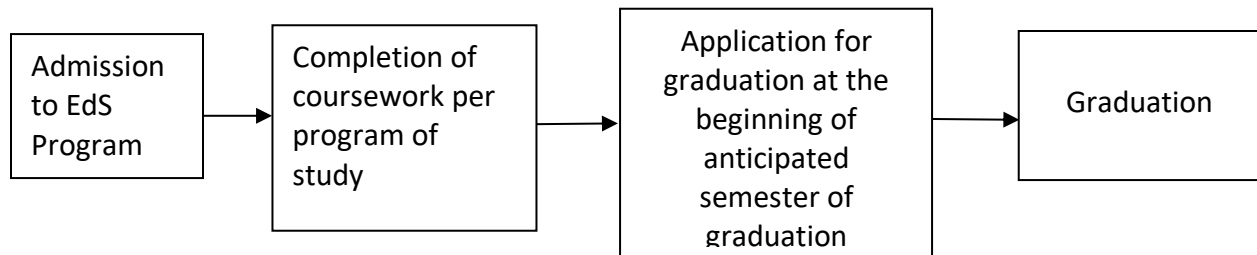
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## Overview of the EdS Degree

The educational specialist (EdS) degree is a sixth-year post-master's degree that requires a minimum of 36 semester hours and is designed to prepare individuals for senior leadership positions in education. Program studies are adapted for the challenges of unique school district roles, such as personnel administrator, curriculum supervisor, and directors of special program areas.

Candidates for the EdS program should have a master's degree and Level I licensure in administration or supervision. Three years of successful leadership experience is desirable for candidates applying to the EdS program.

## EdS Conferral Flowchart



## Program Structure/Delivery Method

The EdS degree program is delivered 100% online. ECU provides a system of support services that acknowledge the challenges students away from the campus have in meeting the responsibilities of their academic endeavors. The University has made a commitment to provide an online interface for services that all students can access at any time.

Curriculum delivery will follow the same processes and guidelines used to offer educational experiences to other online students at ECU, and specifically those in the Department of Educational Leadership. Faculty provide engaging, interactive, personalized experiences to students and are well-prepared to address the needs of online graduate students in this program. The Department of Educational Leadership staff members are well-qualified and well-prepared to assist students and faculty with curriculum delivery.



## **Cohorts**

Students are admitted as cohort groups. Cohorts take courses together throughout the program. All courses are taught on-line using Canvas. Synchronous course sessions are scheduled each semester and held via WebEx or other on-line technology.

## **Attendance Policy**

Students are expected to attend and participate actively in more than 2/3 of the class meetings in any course to receive a passing grade. This figure includes absences for emergencies, sickness, family needs, work, etc. Therefore, if a student has taken absences for non-essential reasons and then finds him/herself over the limit due to a late-coming emergency, he/she may fail the course.

Please note that this is the department minimum. Individual instructors may have higher attendance expectations. It is the student's responsibility to learn and adhere to the attendance expectations in any class. It is each student's responsibility to observe these requirements and to keep track of his/her absences in each class.

## **Registering for Courses**

Students in the EdS program are responsible for registering themselves each term based on enrollment information sent from the Department. Each term students will receive an email with the correct courses and a reminder about the registration process. Students are responsible for paying all tuition and fees in a timely manner. Information on tuition and fees can be found on the Cashier's Website at [http://www.ecu.edu/financial\\_serv/cashier/](http://www.ecu.edu/financial_serv/cashier/)

## **EdS Program Requirements**

All students must complete a minimum of 36 semester hours (s.h.) beyond the master's degree. The minimum credit hours required are distributed as follows:

### **Core: 18 s.h.**

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LEED 7415 - Introduction to Internal Evaluation in Education  
LEED 7420 - Theories of Educational Administration  
LEED 7460 - School and Community Cultures  
LEED 7483 – Advanced School Law and Policy  
LEED 7520 - Special Topics Seminar in Educational Leadership (to be taken twice for a total of 6 sh)

### **Internships: 6 s.h.**

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LEED 7991 - Educational Leadership Internship Level I  
LEED 7993 - Educational Leadership Internship Level II

### **Concentrations**

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Students choose one or both of the following:

#### **Dual Language Immersion Administration: 12 s.h.**

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LEED 7401 - Introduction to Leading Dual Language Immersion (DLI) Programs  
LEED 7402 - Leading Content Area and Language Instruction in DLI Programs  
LEED 7403 - Leading Cross-Cultural Competence in DLI Programs  
LEED 7404 - Educational Supervision of DLI Programs

#### **Superintendent (licensure): 12 s.h.**

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LEED 7408 - Public School Administration  
LEED 7410 - Staff Personnel Problems  
LEED 7429 - Problems in Educational Supervision  
LEED 7470 - School Business Management

### **Concentration Areas**

Students in the EdS program select a concentration when applying for the program: Superintendent or Dual Language Immersion Administration Certificate. Students are also welcome to pursue both concentrations, earning both the Superintendent license and the Dual Language Immersion Administration Certificate. Students must complete all required courses in the Superintendent concentration to ensure that they earn the NC Superintendent license.

### **SUPERINTENDENT**

The Superintendent Concentration online coursework, content, and learning objectives are designed to prepare individuals for district-level leadership positions in education.

Upon completion of the degree program with the Superintendent Concentration, individuals are eligible to upgrade previously held NC administration license (012, class P) to administrator II license (012, class AP) and superintendent license (011, class AS). Individuals holding supervision license (113, class S) are eligible for curriculum-instructional specialist II license (113, class AS).

The candidates are expected to complete District Service Leadership Projects (DSLPs) in the majority of the program courses and an internship. A supportive school district setting is essential for EdS students as they immerse themselves into project-based learning.

All students who graduate must apply directly to NCDPI to get your license upgraded. Students should apply for and update their North Carolina licenses online. Instructions and more information are available within the online licensure system at [NCDPI Online Licensure System](http://www.dpi.state.nc.us/licensure/update/) at the following address: <http://www.dpi.state.nc.us/licensure/update/>.

### **DUAL LANGUAGE IMMERSION ADMINISTRATION CERTIFICATE**

The Dual Language Immersion (DLI) Administration Certificate provides teacher leaders, school leaders, and district administrators with the knowledge and skills necessary to implement successful DLI programs in schools. The overall objective of the program is to provide DLI professional development for individuals that are considering implementing a DLI program, currently leading a DLI program, and/or may be planning to assess DLI programs in schools and districts. Specifically, candidates who successfully complete the certificate will have a broad-based knowledge of how to educate an increasingly linguistically diverse student population.

### **Internship**

All students in the EdS program must complete a year-long internship. This entails completing two courses (3 sh each): LEED 7991 and 7993. Students in the internship participate in a series of structured and supervised field experiences utilizing problem-based learning. Specifically, the internship provides significant opportunities for candidates to synthesize and apply the leadership knowledge and practice the leadership skills they have learned in real settings. The internship experience is planned and guided cooperatively by LEED faculty and educational field-based personnel.

### **Transfer Credits**

Graduate credits to be applied to the EdS degree program in the LEED Department may be transferred from another institution within limits stated in the East Carolina University Graduate Catalog ([www.ecu.edu/gradschool](http://www.ecu.edu/gradschool)). A graduate student may transfer a maximum of 12 semester hours into the EdS program and may apply to transfer the 12 hours of licensure credits earned in the EdS to the EdD program at ECU upon graduation from the EdS Program. Courses that are required for mastery of NC Superintendent Standards may not be transferred into the EdS program. Acceptance of transferred hours is subject to approval by the faculty within the Department of Educational Leadership.

### EdS Sample Course Schedule\*

Semester	SS2 2022	Fall 2022	Spring 2023	SS1 2023	SS2 2023	Fall 2023	Spring 2024
<b>Superintendent Program of Study</b>  (all courses are 3 credit hours)	LEED 7420	<b>LEED 7429</b>  LEED 7483	<b>LEED 7470</b>  <b>LEED 7408</b>	LEED 7415	<b>LEED 7410</b>  LEED 7520	<b>LEED 7991</b>  LEED 7460	<b>LEED 7993</b>  LEED 7520
<b>DLI Administration Program of Study</b>  (all courses are 3 credit hours)	LEED 7401	LEED 7402  LEED 7483	LEED 7403	LEED 7404  LEED 7415	LEED 7520  LEED 7410	LEED 7991  LEED 7460	LEED 7993  LEED 7520
<b>Superintendent &amp; DLI Administration Program of Study**</b>	LEED 7401  LEED 7420	LEED 7402  LEED 7429	LEED 7403  <b>LEED 7470</b>	LEED 7404	<b>LEED 7410</b>	<b>LEED 7991</b>  <b>LEED 7483</b>	<b>LEED 7993</b>  <b>LEED 7408</b>

\* This schedule is only a sample. Sequencing of courses may be adjusted to meet scheduling needs.

\*\* Students may choose to pursue both the Superintendent license and the Dual Language Immersion Administration certificate.

**Bolded courses** are required for licensure. See additional document, The Superintendent Handbook, for information and directions on the Licensure process.

## Description of Core Courses

### **LEED 7408. Public School Administration (3)**

Administrative principles and techniques encountered by superintendent of schools and strategies to understand the people in the district and community. Emphasis on gathering information, identifying needs, determining the current status of the district improvement efforts related to district culture, and making recommendations for strengthening those efforts.

### **LEED 7415. Introduction to Internal Evaluation in Education (3)**

Concepts of evaluation research. Emphasis on theory and techniques of internal monitoring evaluations.

### **LEED 7420. Theories of Educational Administration (3)**

Theoretical dimensions of educational leadership at the district level.

### **LEED 7483. Advanced School Law and Policy (3)**

In-depth study of major concepts of education law and policy and their relationship to school district organizations and administration. Emphasis on the impact of laws and policies on areas of instruction and curriculum, human resources, management and finance, and educational equity and social justice.

### **LEED 7520. Special Topics Seminar in Educational Leadership (3) + (3)**

Advanced topics in educational leadership based on candidate interest and current educational priorities. This course enables candidates to produce some of the artifacts required to be eligible for the NC Superintendent's License. Candidates will take this course twice. Each section will address a different sub-set of Superintendent Standard elements.

## Description of Internship Courses

### **LEED 7991. Educational Leadership Internship: Level I (3)**

Supervised field experiences at the local, regional, and state levels. Emphasis on formulating relationships with state, district, and influential community groups that further the district's goals of positive culture and student performance through broad community engagement with, support for, and ownership of the district vision.

### **LEED 7993. Educational Leadership Internship: Level II (3)**

In-depth field experiences at the local, regional, and state levels. Emphasis on creating a climate of inquiry strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century.

## Description of Dual Language Immersion Administration Concentration Courses

### **LEED 7401. Introduction to Leading Dual Immersion (DLI) Programs (3)**

Leadership theories and research in bilingualism, second language acquisition, and DLI programs in K-12 settings.

### **LEED 7402. Leading Content Area and Language Instruction in DLI Programs (3)**

Leadership of Curriculum, Instruction, and Assessments for High Academic Achievement, Multilingualism, Biliteracy, and Multiculturalism.

### **LEED 7403. Leading Cross-Cultural Competence in DLI Programs (3)**

Implement cross-cultural learning environments, establish dynamic home/school collaborations, and advocate for DLI programs.

### **LEED 7404. Educational Supervision of DLI Programs (3)**

Effective recruitment, placement, induction, mentoring, evaluation, development and empowerment of teachers and staff of DLI programs

## Description of Superintendent Concentration Courses

### **LEED 7410. Staff Personnel Problems (3)**

Study of theory, research, and best practice in human resources in educational organizations. Emphasis on processes and systems that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff.

### **LEED 7429. Problems in Educational Supervision (3)**

Application of instructional leadership to continuously improve student learning based on data analysis of multiple factors influencing teaching and learning. Emphasis on district-level monitoring and innovation of curriculum, instruction, and assessment of student learning and achievement.

### **LEED 7460. School and Community Cultures (3)**

Cultures and effective communication.

### **LEED 7470. School Business Management (3)**

Study of processes and systems necessary for efficient school system operation, including budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety by working with PK12 leaders.



# GRADUATION

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Completing the EdS deserves celebration and both the College of Education and East Carolina University host recognition ceremonies each term for graduates. Students are encouraged to attend if possible. Spring graduates march in May, and summer and fall graduates march in December. The College of Education Ceremony is typically held on Saturday, the day after the University Graduation Ceremony on Friday evening.

## **Application for Graduation**

Application for graduation must be completed online through Pirate Port at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog. Students are advised to consult with their departmental advisor for the processing of the graduate summary form. Complete the application for graduation online through Pirate Port. Having applied, if the student does not anticipate graduating, they must notify the LEED Department so that the application rolls over to the next semester. If there are curriculum changes after the student has applied to graduate or if the semester of graduation changes, it is the student's responsibility to notify the Office of the Registrar at [regis@ecu.edu](mailto:regis@ecu.edu) to have the graduation application updated. Students who complete the degree requirements after the last day of final exams in the intended term of graduation will be certified for graduation in a subsequent term.

## **Graduation Deadlines**

Spring Term	February 1
Summer Term	April 1
Fall Term	September 15

Students who will complete all degree requirements in Spring or Summer are eligible to participate in the University Spring commencement ceremony. Students who complete degree requirements in Summer and who did not participate in the University Spring Commencement ceremony have the option to participate in the University Fall Commencement ceremony.

## **NORTH CAROLINA STANDARDS FOR SUPERINTENDENTS**

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According to the North Carolina State Board of Education, the superintendent's license shall be restricted to the advanced and doctorate levels and authorizes the holder to serve as superintendent and assistant (or associate) superintendent. In order to serve as a superintendent of a local administrative unit, a candidate:

- a. Must hold a North Carolina principal's license and superintendent's license issued under the authority of the State Board of Education.

**or**

- b. Must have earned at least a bachelor's degree from a regionally accredited college or University and have five years leadership or managerial experience considered relevant by the employing local board of education.

**and**

- c. Verification of appropriate credentials of a candidate for superintendent of a local school administrative unit must be completed by the NCSBE prior to employment by a local board of education.

### **NC Standards for Licensure**

**Standard 1: Strategic Leadership:** Evidence that demonstrates the ability to create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.

- Proficiency demonstrated via DSLP in LEED 7993 – Educational Leadership Internship Level 2

**Standard 2: Instructional Leadership:** Evidence that demonstrates the ability to set high standards for professional practice of 21<sup>st</sup> Century instruction and assessment that result in an accountable environment.

- Proficiency demonstrated via DSLP in LEED 7429 – Problems in Educational Supervision

**Standard 3: Cultural Leadership:** Evidence that demonstrates the ability to understand and act on the important role a system's culture has in the exemplary performance of all schools.

- Proficiency demonstrated via DSLP in LEED 7408 – Public School Administration

**Standard 4: Human Resource Leadership:** Evidence that demonstrates the ability to ensure the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.

- Proficiency demonstrated via DSLP in LEED 7410 – Staff Personnel Problems

**Standard 5: Managerial Leadership:** Evidence that demonstrates the ability to ensure the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and prioritize student learning and safety.

- Proficiency demonstrated via DSLP in LEED 7470 – School Business Management

**Standard 6: External Development Leadership:** Evidence that demonstrates the ability to design structures and processes that result in broad community engagement with, support for, and ownership of the district vision.

- Proficiency demonstrated via DSLP in LEED 7991 – Educational Leadership Internship Level 1

**Standard 7: Micro-political Leadership:** Evidence that demonstrates the ability to promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context.

- Proficiency demonstrated via DSLP in LEED 7991 – Educational Leadership Internship Level 1

## **ACADEMIC POLICIES AND PROCEDURES**

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### **Program or Handbook Changes**

This handbook is for informational purposes only and does not constitute a contractual agreement between a student and East Carolina University. The University reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the faculty, the Chancellor, or the Board of Trustees, such changes are in the best interest of the students and the University. Please review the Graduate Catalog for additional university policies and procedures.

### **Equal Opportunity**

East Carolina University is committed to equality of opportunity and prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy-related

conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.

This policy also prohibits retaliation, as defined in the policy, against an individual for using applicable policies responsibly. Retaliation interferes with free expression, inhibits openness that is important to the University, and violates university policy.

This policy covers admission, re-admission, access to, treatment and employment in university programs and activities, including, but not limited to, academic admissions, financial aid, any services, and employment. This policy applies to students, applicants, employees, visitors, volunteers and other third parties under circumstances within the University's control.

This policy applies to all discrimination and related retaliation that occurs either on ECU property or off ECU property if (1) the misconduct occurred in the context of an ECU program or activity or (2) if the misconduct creates or contributes to, for a member of the university community, a learning or working environment that is hostile, as defined in this policy.

### **Disability Accommodations**

In compliance with Section 503 of the Rehabilitation Act of 1973, as amended; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended; and the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended (VEVRAA), accommodations for individuals with disabilities extend to student programs, employment practices, elimination of physical barriers, and special assistance to students and employees within the University who are individuals with disabilities.

To request disability accommodations, please contact the Department for Disability Support Services, 138 Slay Building, Greenville, NC 27858-4353 or phone (252)737-1016 voice/TTY.

### **Tuition**

Tuition and fees are subject to revision by the UNC Board of Governors and/or the ECU Board of Trustees, who reserve the right to revise them at any time found necessary or advisable and without prior notice.

See [www.ecu.edu/financial\\_serv/cashier/tufee.cfm](http://www.ecu.edu/financial_serv/cashier/tufee.cfm) for summer session and continuing studies fees.

It is to the financial advantage of all students withdrawing, dropping to part-time status, or dropping to a lower block of credit hours to do so as early in the semester/session as possible. The official withdrawal policy may be found in the Academic Regulations section of the Graduate School catalog. Refunds for tuition and required fees (excluding room and board charges which are determined by contractual agreement) will be made as follows for students who withdraw or drop to a lower block of credit hours:

- Through the first week of classes (five class days starting the first official day of classes for the University) tuition and required fees will be refunded at 100 percent.
- The second week of classes (six to ten consecutive class days) tuition and required fees will be refunded at 75 percent minus the \$25 nonrefundable processing fee.
- The third week of classes (eleven to fifteen consecutive class days) tuition and required fees will be refunded at 50 percent minus the \$25 nonrefundable processing fee.
- The fourth week of classes (sixteen to twenty consecutive class days) tuition and required fees will be refunded at 25 percent minus the \$25 nonrefundable processing fee.
- Beginning with the fifth week of classes (twenty-first consecutive class day) refunds will not be considered.

### **Re-admission**

When continuous enrollment is not maintained, graduate students must complete a formal application for re-admission (see the Graduate Catalog at [www.ecu.edu/gradschool](http://www.ecu.edu/gradschool)). Continuous enrollment is maintained by consecutive registration every fall and spring semester. In most cases, re-admission requires completing a re-admission application found on the Graduate School website. However, if several years have elapsed without registration or a change of status is requested, the re-admission will involve a review by the LEED Department to determine the applicant's status.

### **Schedule Changes**

A graduate student may drop a course until the last day of the course adjustment period. Drops after the course adjustment period are called course or term withdrawals.

Course drops, course withdrawals, and term withdrawals can impact graduate student eligibility for tuition assistance, assistantship support, continued enrollment within a program, as well as have other consequences. Graduate students should consult graduate program directors or academic advisors prior to changing enrollment.

No course is officially dropped or added until all appropriate approvals are obtained from the advisor and/or the Graduate School and the required procedure is completed with the Office of the Registrar.

The last day for a graduate student to withdraw from a class with a transcript notation of "W" will be as close as practicable to 5:00 pm on the class day after 60% of the class days are completed for the term.

## **Leave of Absence/Withdrawal**

If a student needs to withdraw from a course or the entire program, the student needs to meet with the EdS program coordinator to discuss this request. Withdrawals from the University must be completed by emailing the registrar ([regis@ecu.edu](mailto:regis@ecu.edu)) with the request and including in the request the student's Banner ID, program, semester of withdrawal, and contact information. Students should be mindful of the academic calendar to be sure that grades do not turn to Fs and stay on your permanent record.

A graduate student withdrawing from the University by the last day for graduate students to drop courses without grades will not receive grades in university courses for the semester. A graduate student withdrawing after the last day for graduate students to drop courses without grades will receive a grade of F for all university classes which he or she is failing at the time. No retroactive withdrawals will be granted after classes have ended for the semester in which the student was enrolled.

Students withdrawing for extenuating circumstances must apply for an extenuating circumstances withdrawal to the Office of the Dean of Students ([http://www.ecu.edu/cs-studentaffairs/dos/medical\\_Withdrawals.cfm](http://www.ecu.edu/cs-studentaffairs/dos/medical_Withdrawals.cfm)). No retroactive extenuating circumstances withdrawals will be granted after classes have ended for the semester in which the student was enrolled, except in the case of extraordinary medical, personal or family emergency, in the judgment of the dean of the Graduate School.

## **Academic Integrity**

Academic integrity is expected of every East Carolina University student. Academically violating the Honor Code consists of the following: cheating - the giving or receiving of any unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism - copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification - statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above. No student may drop the involved course or withdraw from school prior to resolving an academic integrity charge.

Procedures governing academic integrity violations are described in the *East Carolina University Student Handbook*. Students are encouraged to speak with their professors or contact the Office of Student Rights and Responsibilities if they have questions regarding this policy.

Conforming to the highest standards of academic integrity is expected of all graduate students. Information on ECU's academic integrity policy, including (but not limited to) what constitutes violations of academic integrity, consequences for violating the academic integrity policy, and

how to report suspected instances of violations of the academic integrity policy, can be found at: <http://www.ecu.edu/studenthandbook/III.htm>.

## **Grading System**

In the Graduate School, grades consist of A, AU, B, C, F, I, NR, S, U, and W.

### **Change of Grade**

A change of grade must be made within one year from the date the original grade was received.

### **Definition of Grades**

1. A (Excellent)
2. AU (Audit)
3. B (Good)
4. C (Passed)
5. F (Failure)
6. I (Incomplete) The grade of "I" is given for a deficiency in the quantity of work done in a course, as opposed to quality of work done in a course. It may only be awarded in extenuating circumstances. A student must have completed a substantial proportion of the course work and be passing the class. The grade is considered temporary. "I" grades must be resolved within one calendar year or a grade of "F" will be automatically assigned; instructors have the prerogative to require a shorter period of time to complete the remaining requirements. No student will be allowed to graduate with an incomplete on his or her record. The grade of "I" cannot be given for theses or dissertations. No exceptions to this policy will be granted.
7. NR (Not reported by faculty)
8. S (Satisfactory progress) A special grade reserved for thesis and dissertation research, internships, practica, and similar courses. The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.
9. U (Unsatisfactory progress) A special grade reserved for thesis and dissertation research, internships, practica, and similar courses. The grades in these courses are not included in meeting the cumulative grade point average of 3.0 required for graduation.
10. W (Withdrawn)

## **Graduate Student Grade Appeals**

The goal of this grade appeal policy is to establish a clear, fair process by which graduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and not withstanding the exceptions noted at the end

of this policy, appeals will not be considered unless based upon one or more of the factors listed below.

1. An error was made in grade computation.
2. Standards different from those established in written department, school or college policies, if specific policies exist, were used in assigning the grade.
3. The instructor departed substantially from previously articulated, written standards, in determining the grade, without notifying students.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned. More information about the Appeals procedure is available in the Graduate Catalog.

### **Removal of Incomplete (I) Grade**

The grade of “I” is given for a deficiency in the quantity of work done in a course. “I” grades must be resolved within one calendar year or a grade of “F” will be automatically assigned. No exceptions to this policy will be allowed. Students with an Incomplete (I) grade on their record will not be allowed to move forward in the program until the incomplete is removed. No student will be allowed to graduate with an incomplete on his or her record.

### **Academic Eligibility**

To meet the requirements for graduation or awarding of a graduate degree and to remain in good academic standing, a student must demonstrate acceptable performance in course work after being admitted to a graduate degree or certificate program. This requires a cumulative 3.0 GPA in all course work related to the student’s program of study.

### **Satisfactory Progress Toward Completion**

In addition to the expectations for successful performance of course work, good academic standing requires satisfactory progress in the overall graduate program. The students’ advisor or graduate advisory committees may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. A positive judgment is required to remain in good academic standing. For students involved in research-oriented programs, the student’s department and individual advisory committee are responsible for evaluating the student’s skills with respect to performing quality research. Failure to meet programmatic/departmental standards may result in program termination.

The Graduate Catalog addresses satisfactory progress in graduate programs as follows:



“Students must maintain a cumulative B average in all formal course work while enrolled in doctoral programs, based on semester hours of A graded work equal to or exceeding semester hours of C work. If the cumulative average falls below B, the student’s program is subject to termination. However, at the discretion of the student’s department, one or two semesters of additional course work may be allowed to bring the cumulative average to B or better.

No grade less than B in a graduate-level course may be used to satisfy any part of the minimal credit hours required for the EdS degree. A grade less than B in a course defined by the student’s department as being essential for the doctoral degree might, at the department’s discretion, result in program termination.

### **Timeline Limitations**

All 36 hours of academic credits beyond the master’s degree (including transfer credit earned in a Graduate School at an accredited college or University) must be earned within 10 years of the date on which the EdS is awarded (see Graduate Catalog <https://www.ecu.edu/gradschool>). The age of courses is calculated by the East Carolina University Graduate School from academic semester to academic semester. For example, if a course is ten years old by the end of Fall Semester 2019, it will require a replacement course at the beginning of the Spring Semester 2020.

### **Timeline Extensions**

An extension to the ten-year requirement may be granted with approval of the LEED Department and the Administrative Board of the Graduate School (see East Carolina Graduate Catalog at <https://www.ecu.edu/gradschool>.)

An EdS student who wishes to request an extension to the ten-year time limitation must present the following documents to the chairperson of the LEED Department:

- A letter requesting the extension. The letter should provide a rationale for the extension.
- A detailed timeline for completion of the program. The Graduate School Executive Committee will meet to review the request. The Graduate School Executive Committee evaluates the merit of the request for the timeline extension and the department chairperson will notify the student of the results. If the student’s request is approved, and the chairperson concurs, a letter in support of the request will be forwarded to the Graduate School.

## ADDITIONAL RESOURCES

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### Joyner Library

Joyner Library is the main campus library at ECU. Joyner offers an abundance of print and online resources, including:

- 1.4 million print volumes
- More than 700,000 electronic books including free online textbooks at <http://libguides.ecu.edu/coursetexts>
- 11,000 DVDs and videos
- More than 28,000 CDs and other sound recordings
- More than 60,000 online and print journals and other serials
- More than 400 databases
- Special Collections, manuscripts, and rare books.

All students registered at ECU, regardless of location, have access to the library's subscription-based electronic resources. Students can use these resources to find journal articles, read newspapers, and check out e-books without leaving their home. Access is provided through the library's website at <http://www.ecu.edu/lib/>. Student status is verified by Pirate ID and password. In addition, the online Joyner Library catalog can be searched from any location.

The Research and Instructional Services Department offers personal assistance to members of the ECU community (both on-campus and distance learners) who need help with their research and course assignments. Assistance is provided at the research assistance desk, by telephone, text and instant messaging, and via the Ask a Librarian email service. "Book a Librarian" is a service that allows students to choose a time to meet one-on-one with a librarian about their topic for 30-60 minutes. Meetings can be scheduled as quickly as 24 hours in advance. Members of the Research and Instructional Services staff help users identify relevant print and online sources, learn to use these sources, formulate search strategies, find statistical data, and much more. The Research and Instructional Services Department is located on the first floor, at the back of the library. It houses the Reference collection, which includes high-quality print and online reference materials and databases.

Joyner Library is open extensive hours each week, with 24-hour access Sunday through Thursday during the fall and spring semesters. Hours are posted on the main entrance of the building. Special hours are posted for holidays and semester breaks. The library maintains a recording of current operating hours that may be obtained by telephoning 252-328-4285. Hours are also posted on the website at [www.ecu.edu/cs-lib/hours.cfm](http://www.ecu.edu/cs-lib/hours.cfm).

## **University Writing Center**

The University Writing Center (UWC) is a free resource for all ECU students, faculty, and staff, where experienced writing consultants from across disciplines work one-on-one with writers. Consultants work with writers at any stage of the writing process to make rhetorically informed choices with their writing. The UWC is located in 1015 Joyner Library, and online and in-person appointments are available. Appointments can be made at [ecu.mywconline.com](http://ecu.mywconline.com). Appointments begin on the hour and last about 45 minutes.

The UWC offers two types of online appointments: Meet Online (chat, video, and/or audio “real time” session) and eTutoring (online paper submission). When writers visit the UWC in person or during online appointment, they should be prepared to ask and answer specific questions about their writing concerns. It can be helpful for writers to submit a copy of their work thus far prior to the appointment. For questions, call the UWC at [252.328.2820](tel:252.328.2820) or visit [ecu.edu/writing](http://ecu.edu/writing).

## **Office of Student Financial Aid**

The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual’s need. Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term educational loans; and part-time employment.

The University participates in federal programs which provide funds on the basis of financial need as follows:

- Federal Perkins Loan
- Federal Work-Study Program
- Federal Direct Stafford Loan Program
- Federal Graduate PLUS (loan program)

Information pertaining to the application process, types of aid available, and academic requirements may be obtained from the ECU Office of Student Financial Aid website: <http://www.ecu.edu/cs-acad/financial/>. The Office of Student Financial Aid is located at 2103 Old Cafeteria Complex. You can also contact them via phone (252) 328-4347 or email [faques@ecu.edu](mailto:faques@ecu.edu).

## **Office of the Registrar**

The Office of the Registrar is responsible for the integrity of student records for the university, the planning and execution of registration of students each semester and summer session, assignment of classroom space for classes and meetings, issuing grades, issuing transcripts, certification of degree requirements for students, mailing diplomas to graduates, and

maintenance of a computerized student database. Information pertaining to all services offered by the Registrar can be found at their website: <http://www.ecu.edu/registrar>.

The Registrar may be contacted by email at [regis@ecu.edu](mailto:regis@ecu.edu) or by telephone at (252) 328-6747. Their office is located 207 E. 5<sup>th</sup> St in Uptown Greenville.

## **Information Technology and Computing Services**

Information Technology and Computing Services (ITCS) provides ECU students, faculty, staff and alumni with up-to-date information technology services and support.

Visit the New Students Getting Started Web page ([www.ecu.edu/itcs/help/students](http://www.ecu.edu/itcs/help/students)) for a comprehensive list of resources, policies and guidelines available to new ECU students.

The IT Help Desk offers technical assistance to ECU students regarding software, hardware, and network-related questions through e-mail, telephone, or live online chat.

Students can check their ECU Office 365 e-mail at <https://mymail.ecu.edu>. Office 365 provides an official ECU e-mail account with calendar and contacts; Skype for Business messaging and conferencing; up to five licenses for Microsoft Office 2016 (Mac or PC); Office apps for mobile devices (Android, iOS, Windows); and OneDrive for Business cloud storage that includes Office Online. More information is available at [www.ecu.edu/itcs/help/office365](http://www.ecu.edu/itcs/help/office365). All enrolled ECU students are also eligible for upgrades for Microsoft Windows ([www.ecu.edu/microsoft4students](http://www.ecu.edu/microsoft4students)) at no cost.

Students have two options for electronic file storage: OneDrive and Piratedrive. OneDrive is included in the Microsoft Office 365 suite and is approved for storing coursework, project files, shared documents, and collaboration. Piratedrive is an online storage folder created for each student, faculty, and staff. Each folder is password-protected, secure and backed up nightly. Students have 125GB of space to store course assignments, videos, photos, and more. On-campus users access their personal Piratedrive through “My Computer” if they are logged in to the Intra domain. It is labeled as the “U” drive. Personal Piratedrive folders are accessible off campus through Pirate Port or through a Virtual Private Network (VPN) connection.

ECU’s Pirate Port Web portal (<https://pirateport.ecu.edu/portal>) allows students to review financial aid information, register for courses, and look up grades online.

ITCS provides a suite of educational technologies to support teaching and learning in both online and face-to-face courses. ITCS supports the Canvas learning management system that enables students to access course content, check grades, post to discussion forums, view important class announcements, read and download assignments, upload content, and more. Updates, resources, and tutorials for Canvas are located on the ITCS website: <http://www.ecu.edu/itcs/help/students>.

ITCS offers multiple training opportunities including free SAS training that prepares users for statistical research. ECU students also have access to lynda.com, an online library of instructional videos teaching the latest software tools and skills, via the Web, Blackboard, or the mobile app. More information is available at [www.ecu.edu/itcs/help/lynda](http://www.ecu.edu/itcs/help/lynda).