Indiana University of Pennsylvania

IUP Graduate Handbook

D.Ed. in Administration and Leadership Studies

Public School and Higher Education Cohorts

Department of Professional Studies in Education

Handbook Updated August, 2020

D.Ed. in Administration and Leadership Studies

Public School and Higher Education Cohorts

Department of Professional Studies in Education

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Davis Hall, Room 303
570 South Eleventh Street
Indiana, PA 15705-1080

Phone: 724-357-2400

Fax: 724-357-2961

Program Website: https://www.iup.edu/pse/grad/administration-leadership-studies-ded/

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INTRODUCTION

Welcome and Introduction

The doctoral program in Administration and Leadership Studies is designed for potential college instructors and school administrators who will become our future educational leaders. We expect our student to develop a spirit of a camaraderie that promotes the development of ethical beliefs and a constructivist philosophy.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Affirmative Action
www.iup.edu/gradcatalog

Title IX Reporting Requirement
www.iup.edu/gradcatalog

Student Conduct and Student Rights
www.iup.edu/studentconduct/policies/
www.iup.edu/gradcatalog

Department of Professional Studies in Education

The Administration and Leadership Doctoral Program is housed in the Department of Professional Studies in Education.

Mission Statement and Program Objectives

Mission Statement:

The doctoral program in Administration and Leadership Studies is designed for future college teachers and administrators and offers a rich mixture of theory and application through specifically designed courses. We expect our cohorts to develop a spirit of a camaraderie that promotes the development of ethical beliefs and a constructivist philosophy.

Program Outcomes:

Upon successful completion of the D.Ed. in Administration and Leadership Studies Program, graduates will:

1. Analyze leadership theories and concepts as they relate to real-world situations.
    Assessment: Rubric in ALS 801 Leadership Theories

2. Apply leadership strategies to positively impact school and community relationships.
    Assessment: Rubric in ALS 850 School and Community

3. Demonstrate achievement of leadership standards in authentic situations and settings.
    Assessment: Rubric in ALS 898 Internship in Administration and Leadership Studies

4. Design a research study that makes a significant contribution to the field.
    Assessment: Comprehensive examination

Program Objectives:

After completing a doctoral program in Administration and Leadership Studies, our graduates will be able to:

1. Implement leadership strategies at their place of work. In order to meet this objective, students will be expected to implement administrative projects at their place of employment. The courses, ALS 803 Leadership: Applied Practice and ALS 898 Internship in Administration and Leadership Studies are designed to address this objective. This internship requires your instructor's approval and must be designed to enhance administrative and leadership skills in a field setting. Students in the Public School Cohort may apply for the Superintendent's Letter of Eligibility upon successful completion of all coursework, including the internship. Applicants must also meet all state

requirements, including passing the Praxis exam, teaching experience, and administrative experience.

2. Develop and implement policies designed to improve the overall operation of your place of employment. The course ALS 802 Leadership: A Case Study Approach will provide a sound theoretical framework for understanding how organizational policies are developed and implemented. Maintaining positive school and community relations is an important objective of school and college administrators. The course ALS 850 School and Community relations provides students with opportunities to enhance school/college and community ties.

3. Analyze leadership characteristics of themselves, their fellow workers, and be able to help others develop leadership potential. ALS 801 Leadership Theories and ALS 802 Leadership: A Case Study Approach identify leadership concepts and help students to analyze various administrative strategies for finding solutions to administrative problems. ALS 801 Leadership Theories, ALS 805 Curriculum Evaluation, and ALS 830 Analysis of Effective Instruction are three courses that are tied together with a one-year case study that requires students to explore the mission, vision, supervision, and curriculum evaluation methods in either the public schools or college settings.

4. Develop plans and procedures for working with groups in order to solve specific problems. The courses related to leadership and conflict resolution help to develop skills in resolving conflicts, organizing teams, analyzing data, and planning for change.

5. Develop skills to initiate innovative changes designed to improve specific working conditions within your place of employment. Innovation is the key term in this objective. Innovation and leadership are concepts that will thread through all Leadership courses. Curriculum is a key area for innovative and creative ideas.

6. Resolve conflicts within an organization using conflict resolution techniques. One of our core courses, ELR 851 Conflict Resolution, provides a theoretical framework for managing conflict.

7. Use research methods such as surveys, interviews, data analysis, and questionnaire design to assist in solving on-the-job problems. The research core, ALS 820 Doctoral Seminar in Research Methods, ALS 883 Analysis of Qualitative Data in Leadership Studies, and ALS 882 Research Instrument Design for Leadership Studies, provides candidates with substantial background in both quantitative and qualitative research techniques.

8. Analyze and diagnose on-the-job problems using skills learned in the administration and leadership courses. We expect students to be able to identify, diagnose, and prescribe potential solutions to resolve on-the-job administrative problems. ALS 803 Leadership Applied Practice and 802 Leadership: A Case Study Approach are courses that directly relate to this objective.

9. Establish professional and personal relationships among peers and faculty to aid in your professional development throughout your career.

10. Public School Administrators (PK-12) will become eligible for the Superintendent's letter of eligibility upon successful completion of the coursework and internship, in addition to passing the School Superintendent (6991) Praxis Exam and meeting all PDE requirements.

Faculty and Staff
Faculty

Dr. Julie W. Ankrum
Davis Hall, Room 323
724-357-2416
JAnkrum@iup.edu

Dr. Kelli Jo Kerry-Moran
Davis Hall, Room 327
724-357-7931
kjkmoran@iup.edu

Dr. DeAnna Laverick
Davis Hall, Room 329
724-357-2400
d.m.laverick@iup.edu

Dr. Crystal Machado
Davis Hall, Room 307
724-357-2405
cmachado@iup.edu

Dr. Kelli Paquette
Davis Hall, Room 313
724-357-2400
kpaquett@iup.edu

Dr. David Piper
(Department of Employment and Labor Relations)
Davis Hall, Room 432
724-357-4471
dpiper@iup.edu

Dr. Sue Rieg
Davis Hall, Room 305
724-357-2400
srieg@iup.edu

Dr. Susan M. Sibert
Davis Hall, Room 328
724-357-2400
smsibert@iup.edu

Dr. Dan Wissinger
Davis Hall, Room 312
724-357-2047
Daniel.Wissinger@iup.edu

Office Staff

Ms. Kimberly Kosky (PSE Doctoral Programs)
Davis Hall, Room 303
724-357-2400
ktwn@iup.edu

Ms. Rosanne Gundy (Department of Professional Studies in Education)
Davis Hall, Room 303
724-357-2400
rgundy@iup.edu

Admission

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Upon notification of acceptance into the doctoral program by the Dean of the Graduate School, candidates are permitted to register for graduate classes. Throughout the student's coursework, the coordinator of the Administration and Leadership Studies program serves as each student's advisor.

Students who are admitted to the D.Ed. in Administration and Leadership Studies doctoral program must have master's degree in education or a master's degree in the liberal arts or a master's equivalency issued by Pennsylvania Department of Education (PDE). Students who are admitted into the Administration and Leadership Studies doctoral program must also meet all graduate school requirements.

Financial Assistance

Office of Financial Aid: *www.iup.edu/financialaid/*

Graduate Assistantships
Students who seek to become a graduate assistant should complete a PSE Departmental Graduate Assistant Application and submit it before the deadline, which is usually mid-spring semester. GAs may be assigned 10- or 20-hour positions and are offered financial assistance toward tuition and a stipend. GAs must reapply each year and be considered in the selection process; continued employment as a GA is not guaranteed.

http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/

Teaching Associates

The purpose of the Teaching Associate Program is twofold: to provide high-quality instruction to undergraduate students as well as to offer opportunities for outstanding doctoral candidates to acquire college-level teaching experience. Doctoral candidates in good academic standing are the only students eligible to apply for a position as a teaching associate in the Professional Studies in Education Department. Doctoral candidates who would like to be considered for a TA position should submit their application materials to the department chairperson early in the spring semester. For more information, please visit: https://www.iup.edu/graduatestudies/catalog/university-policies/academic-policies/teaching-associates/

Academic Advisement

The program coordinator is generally the academic advisor for students in this program. Students receive their pin numbers and semester class schedules from the advisor, via their IUP e-mail accounts.

Students are responsible to stay abreast of course sequence and course scheduling calendars. Students should check IUP email regularly and stay in touch with their advisor. The best way to contact advisors is through IUP email.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Doctoral Programs

Students who are admitted to the Administration and Leadership Studies doctoral program must have master's degree in education or a master's degree in the liberal arts or a master's equivalency issued by Pennsylvania Department of Education. Students who are admitted into the Administration and Leadership Studies doctoral program must also meet all graduate school requirements.

Certificates and/or Certification and/or Licensure

All students enrolled in the public education (PK-12 school administrators) cohort are required to take the School Superintendent (6991) Praxis Exam. This exam is a program assessment. Those who successfully complete the program, pass the exam, and meet PDE guidelines may apply to PDE for the Superintendent's Letter of Eligibility. Completion of the internship is required (minimum of 360 hours) in order to apply for the Superintendent's Letter of Eligibility.

Course Descriptions

Please refer to the course descriptions in the Graduate Catalog:
www.iup.edu/gradcatalog

Internship

Students are required to complete six credits of ALS 898 Internship in Administration and Leadership Studies. Starting with Cohort 21, all students will take 3 cr. in the fall and 3 cr. in the spring. Cohort 20 will take 6 cr. in the spring of 2021. Cohort 19 will take 3 cr. in the fall and 3 cr. in the spring. Generally, internships may not start prior to the term in which students are enrolled. Exceptions may be granted with the program coordinator's permission, in certain circumstances, however students must be engaged and complete internship activities during the terms for which they are registered. In other words, it is not possible to start an internship and complete it prior to being registered for internship credits. A signed affiliation agreement must be on file in the Educator Preparation Office (104 Stouffer) for the internship site. Students should check the Wiki for Internship, Externship, and Clinical Agreements at IUP website:
https://www.iup.edu/extended/internship-externship-and-clinical-agreements/

to view existing agreements and secure an agreement if a valid agreement is not already on file.

All students must complete Title IX training prior to beginning the internship. Typically, this training is completed during ALS 803. Certificates of completion should be provided to the program coordinator before the internship commences. The website for Title IX training is: https://www.iup.edu/socialequity/policies/mandatory-title-ix-and-protection-of-minors-training/

Clearances: Interns are required to have current clearances during their internship. Students who are employed in the setting in which they are completing their internship may submit to the program coordinator verification from their employer that they have met the clearance requirements. Students who are not employed at their internship site will need to show their clearances to the program coordinator prior to beginning their internship experience.

***Internships in School Districts*:** Interns should have Act 114, Act 34, Act 151, Act 24, Act 126, TB test, and professional liability insurance (e.g., PSEA or private insurance, minimum $1,000,000.00 per claim), along with any other clearance requirements (such as Act 25) specified in the district's articulation agreement. Please check the Wiki of currently active agreements for Teacher Education/school districts, to find the PDF of the agreement and its clearance requirements:
https://iwiki.iup.edu/display/IAFE/PDFs+of+Currently+Active+Agreements
This site is organized alphabetically to facilitate the search for an agreement.

***Internships in Higher Education or Other Settings*:** Interns should have Act 114, Act 34, and Act 151 clearances, along with any other clearances that are specified in the internship site's articulation agreement. Please check the Wiki of currently active agreements to find the PDF of the agreement and its clearance requirements:
https://iwiki.iup.edu/display/IAFE/PDFs+of+Currently+Active+Agreements
This site is organized alphabetically to facilitate the search for an agreement.

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Students are evaluated in their coursework and by successful completion of their candidacy exam, comprehensive exam, internship, and dissertation defense.

Comprehensive/Candidacy Examinations

The candidacy exam, comprised of a written paper and an oral presentation, is an overview of the proposed dissertation topic. The exam will take place following the completion of ALS 897. The course instructor for ALS 897 will review the students' work as they prepare a research portfolio that may be used to develop the candidacy exam paper. Students are required to meet with the instructor so that the instructor may ask questions and guide them in self-evaluating and planning future work and revisions. The instructor will not grade or assist the students in writing the paper. While meeting with the instructor, students should present evidence that shows how the paper is based on work completed in ALS 820 Doctoral Seminar in Research Methods (draft of Chapter 1), ALS 883 Analysis of Qualitative Data in Leadership Studies (draft of Chapter 2), and ALS 882 Research Instrument Design for Leadership Studies (draft of Chapter 3). Additionally, the students should demonstrate that they used feedback from their course instructors to revise and further develop their work.

Guidelines for the paper and oral presentation:

Students will be given a due date for the candidacy exam paper to be submitted to the program coordinator via e-mail. Turnitin will be used to detect plagiarism. The program coordinator will provide members of the PSE Doctoral Committee with the written candidacy exam for evaluation. Oral candidacy exams will take place in the form of a five-minute presentation PSE Doctoral Committee faculty.

PAPER LENGTH: 8 double-spaced pages total for the cover sheet/abstract/body. References use additional pages. Exams that do not comply with formatting and page requirements will result in a failed exam.

PAGE 1: COVER SHEET/TOPIC/FOCUS (12-point font, single spaced)

Supplies the student's name, title of the paper, Banner ID and contact information (IUP e-mail address, address, and telephone number). The title should not exceed 15 words; it needs to identify a topic **and a focus.** For example, "multicultural education" is a topic and is far too broad; "promoting multicultural competence during teacher preparation programs" has a focus. Think of the focus as a way of narrowing the topic sufficiently to discuss it in a short paper and making it more manageable. Also, when you select your topic and focus, choose something that has a body of research associated with it.

HEADER AND FOOTER

Please DO NOT put your name on each page of the paper as faculty members must evaluate pre-candidates' papers without knowing the student's identity (anonymous peer review). Instead, create

a running header with your BANNER ID on every page of the paper. It is important to NUMBER THE PAGES at the bottom so that various sections are easy to identify during the discussion with the committee.

PAGE 2: ABSTRACT AND OUTLINE (12-point font, single-spaced)

An abstract or summary of the entire paper totaling no more than 4 or 5 sentences should appear on this page. Note that an abstract is not the same as the first paragraph of your paper. An outline should be on this page as well. The main sections of it are listed below, but you will need to make it specific to your topic and focus.

IMPORTANT: The abstract, outline, and paper must match.

PAGES 3-8 (Do not exceed six double-spaced pages) BODY OF PAPER (12-point print, double spaced). Papers exceeding page limits will result in a failed exam.

Part I: Background

Describe the background of your research topic. Use authoritative sources such as national statistics, the statements of leading professional organizations, and articles in highly regarded publications to frame the problem. Describe the purpose of the study.

Part II: Integrated Literature Review

Critically review the **research** literature and theoretical basis for the study. For this section, do not rely solely on expert opinion; rather, identify original, published research—both quantitative and qualitative—that reports specific findings. For examples of how to do this, look at issues of the American Education Research Association journal, *Reviews of Educational Research.* Students should synthesize ideas rather than just simply listing research findings.

Part III: Methodology

Describe your proposed study's methodology. Include information on the method of study, research questions, participants, and research questions.

Part IV: Implications

Discuss the implications of your proposed study for research and professional practice.

PAGES 9-10 (approximately) REFERENCES (12-point font, double-spaced)

Follow APA Style, 7th edition, for all references and in-text citations. Additional pages may be used for the references. Only sources that are cited in the body of the paper should be included in the reference list.

Guidelines for the presentation:

Students will be scheduled to present their work after the conclusion of ALS 897. Members of the PSE Doctoral Committee will attend the presentations and evaluate the students' work. The presentation should highlight the key points in the candidacy paper. *Presentations will be timed, and the presenter will be directed to stop at the end of five minutes.* Doctoral students *are strongly encouraged to form presentation groups to prepare for the oral candidacy exam.* The purpose of these groups would be to practice the 5-minute oral presentations that will be made to members of the Doctoral Committee. Members of the group can assist one another by critiquing the presentations, raising questions, and so forth.

At the time of the presentation, students *should not use PowerPoint or read from any printed materials.* A brief, one-page handout is the only resource that will be permitted. Students may not use their full paper as a resource during the presentation or the question and answer session. Students should be prepared to show their handout to a member of the PSE Doctoral Committee, if requested. The presentation should introduce the topic and focus and highlight the key points of the Candidacy Paper. Presentations should be practiced and polished, but students should avoid memorizing and reciting sections of the paper. The best presentations are delivered in a relaxed tone with student making eye contact with faculty and using appropriate vocal inflections and facial expressions.

Members of the PSE Doctoral Committee will attend the oral presentation and will have read the paper submitted by the student. However—*and this is vitally important*--students should be prepared to respond to questions and to *go beyond* what was shared during the 5-minute presentation. Faculty members will respond just as they would at a professional conference by making comments, requesting further clarification of points made, or asking questions. Therefore, it is incumbent upon the pre-candidate to have a thorough grounding in the topic selected.

Results

Upon completion of the written paper and oral presentation, the students will be informed of the result of the candidacy exam. A decision will be rendered as follows:

PASS
REVISE AND RESUBMIT WITHIN TWO WEEKS: The student has two weeks to revise and resubmit the exam based on the PSE Doctoral Committee's evaluation and suggestions. The resubmission will result in either pass or fail and no other attempt is permitted. If a resubmission is not received within two weeks, the automatic result is fail.
FAIL: *The student* may request to do one rewrite of the candidacy examination. If the result is fail on the second examination, the student is no longer be permitted to remain in the program.

How is the candidacy examination evaluated?

<u>Written Paper</u>

1. Does the candidate present a clear statement of the problem within the description of the background? Is the purpose of the study clearly described?

2. Is the problem significant? In other words, can the candidate justify in writing why the problem needs further study, according to the literature? What arguments are presented? Is there a logical sequence to the argument?

3. Does the candidate describe the theoretical basis for the study that is supported by the relevant literature?

4. Is there evidence that the candidate can read and interpret research articles and then present arguments showing how the articles relate to the overall research problem?

5. Are the candidate's research questions clear and will these questions address the research problem?

6. Is the methodology clearly described and if employed, be effective for answering the research questions?

7. Is the writing polished with no errors in grammar, usage, and mechanics. Does the candidate follow APA Style (6th edition)? In the oral presentation, does the candidate communicate effectively?

<u>Presentation</u>

8. Is the student thoroughly prepared?

9. Does the student speak, rather than read, the material?

10. Does the student finish the presentation within the five-minute time limit?

11. Does the student synthesize the research literature and use professional readings to support ideas?

12. Does the student adhere to APA style with respect to language use (avoids gender bias, uses "people first" language)?

13. Does the student demonstrate a thorough understanding of the topic?

14. Does the student field questions effectively?

The Dissertation Committee

Your dissertation committee supervises your dissertation, which is required of all doctoral candidates. All dissertations are published through ProQuest. Students may select a dissertation chairperson and committee members after they have completed all three research courses. You must select three members for your dissertation committee who are members of the IUP faculty and who are qualified to serve on dissertation committees. To view faculty members who are eligible to serve on dissertation committees, please click on the eligibility database found on this link: https://www.iup.edu/graduatestudies/resources-for-faculty-and-staff/eligibility-to-teach-graduate-courses-and-to-serve-on-thesis-or-dissertation-committees/graduate-faculty-member-eligibility/. The committee members should hold eligibility to teach doctoral courses. One committee member may be from a department outside of the PSE Department. The committee approves the dissertation proposal and is responsible for approving the finished doctoral dissertation. Once the RTAF is signed by committee members and submitted, students may not change committee composition except in unusual circumstances, such as faculty retirements. Changes in the composition of the committee cannot be initiated by the student once the RTAF has been submitted. If a resolution is not achieved, the student and committee chair will meet with the program coordinator to discuss the issues or concerns and determine a plan of action to address the concerns.

The Comprehensive Examination

The comprehensive examination is an oral and written presentation of the first three chapters of your proposed dissertation, IRB protocol, and RTAF (if it was not already completed). The comprehensive examination is assessed by your dissertation chairperson and your dissertation committee. You will submit your comprehensive exam to your dissertation chairperson who will read and make recommendations for revision prior to sending the three chapters to your committee. The work that you submit is expected to be your best work and professionally written. During your comprehensive examination, the members of your dissertation committee will make additional recommendations. Your Comprehensive Examination should be completed within one year after

finishing your final academic course. Students in Cohorts 18 and earlier should have their RTAF submitted prior to this meeting. Students in Cohort 19 and thereafter will complete their RTAF in ALS 897 Research Synthesis, which takes place prior to the comprehensive exam. **You are advised to bring a tape recorder to this meeting to record faculty suggestions intended to improve your dissertation proposal.**

Comprehensive Exam Procedures

The comprehensive exam may only be scheduled once the dissertation chairperson approves a polished product that is ready to be presented to the committee for evaluation. Candidates should allow a two-week turn-around time for the chairperson's review. Once the chairperson approves, the candidate should request dates/times that the chair is available to hold the presentation. The candidate will then contact the committee members to request their availability for those times. The candidate will then finalize the date/time and communicates the scheduled meeting to the committee and PSE Doctoral Programs secretary to schedule the location. The candidate must allow a two-week turn-around time for the committee's review and evaluation. This time period should be relative to the university calendar (e.g. spring break, Thanksgiving break, Christmas, etc.). In other words, breaks such as these should not be included in the two-week turn-around time.

After the comprehensive exam is held, the chairperson should notify the program coordinator and copy the secretary to share the results.

How is the comprehensive examination evaluated?

1. Does the candidate present a clear statement of the problem?

2. Is the problem significant? In other words, can the candidate justify in writing why the problem needs further study. What arguments are presented? Is there a logical sequence to the argument?

3. Are the candidate's research questions clear and will these questions address the research problem?

4. Does the candidate establish a theoretical position? The theoretical position should include citations and should establish a logical argument of why the study is needed.

5. Does the candidate synthesize the professional literature in order to establish a thorough background and rationale for why the study should be done?

6. Is there evidence that the candidate can read and interpret research articles and then present arguments showing how the articles relate to the overall research problem?

7. Is the literature review comprehensive and related to the purpose of the study?

8. Has the candidate identified and described research methods that are feasible and appropriate for the study?

9. Does the candidate communicate effectively in writing (e.g., professional writing skills that follow the conventions of the English language, use of APA, clear and succinct writing)?

10. Does the candidate communicate effectively in the oral presentation (e.g., uses proper grammar, clearly describes the proposed study, is succinct and concise)?

The candidate will receive oral and written feedback from the committee, along with a decision on whether or not the comprehensive exam was passed. Reexamination: If your comprehensive fails to meet your dissertation committees' approval, then you must make extensive revisions prior to resubmitting it to your committee. No student is permitted a third examination without a recommendation from the dissertation chairperson and the Graduate Dean.

You must continue registering for dissertation credits until you defend your dissertation. (A minimum of 9 dissertation credits are required.)

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program /department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination.
Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may

not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

<h2 style="text-align:center;color:red;">Degree Completion</h2>

D.Ed. in Administration and Leadership Studies Program
Course Sequence (Tentative and Subject to Change)
60 Credit Hours
All Courses are Required

APA Manual

Prior to beginning coursework, all students are required to purchase and use throughout their program the current *Publication Manual of the American Psychological Association* (currently, 7th Edition).

Public School AND Higher Education (Blended) Cohort

Year 1: Summer
ALS 801 Leadership Theories
ALS 810 Advanced Topics in Human Development & Learning

Year 1: Fall
ALS 805 Curriculum Evaluation
ALS 825 Critical Analysis of Issues in Education

Year 1: Spring
ALS 830 Analysis of Effective Instruction
ALS 860 School Finance (Public School) OR ALS 852 School Evaluation (Higher Education)

Year 2: Summer
ALS 802 Leadership: A Case Study Approach
ELR 851 Conflict Resolution

Year 2: Fall
ALS 820 Doctoral Seminar in Research Methods
ALS 858 School Law and Negotiations (Public School) OR CURR 915 (Higher Education)

Year 2: Spring

ALS 803 Leadership: Applied Practice
ALS 883 Analysis of Qualitative Data in Leadership Studies

Year 3: Summer
ALS 850 School and Community
ALS 882 Research Instrument Design for Leadership Studies

Year 3: Fall
ALS 898 Internship in Administration and Leadership Studies (3 credits)
ALS 897 Research Synthesis (3 credits)

Year 3: Spring
ALS 898 Internship in Administration and Leadership Studies (3 credits)

ALS 995 Dissertation (9 credits, minimum)
Students must finish the dissertation and complete the program within seven years of their start term. Students are required to be continually enrolled for a minimum of one dissertation credit each term, fall and spring, until the dissertation is finished. A minimum of 9 regular dissertation credits are required in order to graduate. See the Continuous Registration Policy.

Superintendent PRAXIS Examination is required by the Pennsylvania Department of Education and by the program for Public School Administrators.

D.Ed. in Administration and Leadership Studies Program
Cohorts 19 & 20 Course Sequence (Tentative and Subject to Change)
60 Credit Hours--All Courses are Required

Term	Both	Cohort 19	Cohort 20
Summer 2018		ALS 801 Leadership Theories ALS 810 Advanced Topics in Human Development & Learning	
Fall 2018		ALS 805 Curriculum Evaluation ALS 825 Critical Analysis of Issues in Education	ALS 801 Leadership Theories ALS 810 Advanced Topics in Human Development & Learning
Spring 2019		ALS 830 Analysis of Effective Instruction ALS 860 School Finance (Public School) OR ALS 852 School Evaluation (Higher Education)	ALS 805 Curriculum Evaluation ALS 825 Critical Analysis of Issues in Education
Summer 2019		ALS 802 Leadership: A Case Study Approach ELR 851 Conflict Resolution	ALS 830 Analysis of Effective Instruction CURR 915 Writing for Publication
Fall 2019	ALS 820 Doctoral Seminar in Research Methods ALS 850 School and Community		
Spring 2020	ALS 883 Analysis of Qualitative Data in Leadership Studies	ALS 858 School Law and Negotiations (Public School) OR CURR 915 (Higher Education)	ALS 852 School Evaluation

Summer 2020	ALS 882 Research Instrument Design for Leadership Studies	ALS 803 Leadership: Applied Practice	ELR 851 Conflict Resolution
Fall 2020		ALS 898 Internship in Administration and Leadership Studies (3 credits)	ALS 802 Leadership: A Case Study Approach ALS 803 Leadership: Applied Practice
Spring 2020	*ALS 897 Research Synthesis (3 credits)*	ALS 898 Internship in Administration and Leadership Studies (3 credits)	ALS 898 Internship in Administration and Leadership Studies (6 credits)

ALS 995 Dissertation (9 credits, minimum)
Students must finish the dissertation and complete the program within seven years of their start term. Students are required to be continually enrolled for a minimum of one dissertation credit each term, fall and spring, until the dissertation is finished. A minimum of 9 regular dissertation credits are required in order to graduate. See the Continuous Registration Policy.

Public School Administrators:
Superintendent PRAXIS Examination is required by the Pennsylvania Department of Education and by the program.

D.Ed. in Administration and Leadership Studies Program
Course Sequence (Tentative and Subject to Change)
60 Credit Hours
All Courses are Required

Public School AND Higher Education (Blended) Cohort 21, Starting June 2020

<u>Year 1: Summer</u>
ALS 801 Leadership Theories
ALS 810 Advanced Topics in Human Development & Learning

<u>Year 1: Fall</u>
ALS 805 Curriculum Evaluation
ALS 825 Critical Analysis of Issues in Education

<u>Year 1: Spring</u>
ALS 830 Analysis of Effective Instruction
ALS 860 School Finance (Public School) OR ALS 852 School Evaluation (Higher Education)

<u>Year 2: Summer</u>
ALS 802 Leadership: A Case Study Approach
ELR 851 Conflict Resolution

<u>Year 2: Fall</u>
ALS 820 Doctoral Seminar in Research Methods
ALS 858 School Law and Negotiations (Public School) OR CURR 915 Writing for Publication (Higher Education)

<u>Year 2: Spring</u>
ALS 803 Leadership: Applied Practice
ALS 883 Analysis of Qualitative Data in Leadership Studies

<u>Year 3: Summer</u>
ALS 850 School and Community
ALS 882 Research Instrument Design for Leadership Studies

<u>Year 3: Fall</u>
ALS 898 Internship in Administration and Leadership Studies (3 credits)
ALS 897 Research Synthesis (3 credits)

<u>Year 3: Spring</u>
ALS 898 Internship in Administration and Leadership Studies (3 credits)

<u>ALS 995 Dissertation (9 credits, minimum)</u>
Students must finish the dissertation and complete the program within seven years of their start term. Students are required to be continually enrolled for a minimum of one dissertation credit each term, fall and spring, until the dissertation is finished. A minimum of 9 regular dissertation credits are required in order to graduate. See the Continuous Registration Policy.

Superintendent PRAXIS Examination is required by the Pennsylvania Department of Education and by the program for Public School Administrators.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Dissertation Completion

Students should follow the IUP Thesis-Dissertation Manual and the current APA manual as they prepare their dissertation. The Dissertation defense is open to doctoral students and guests.

Dissertation Defense Procedures

The dissertation defense may only be scheduled once the dissertation chairperson approves a polished product that is ready to be presented to the committee for review. Once the chairperson approves, the candidate should request dates/times that the chair is available to hold the defense. The candidate will then contact the committee members to request their availability for those times. The student will then finalize the date/time and communicate the scheduled meeting to the committee and PSE Doctoral Programs secretary to schedule the location.

The candidate must allow a two-week turn-around time for the chairperson's review and feedback and additionally another two-week turn-around time for the committee's review prior to the scheduled date of the defense. This time-period should be relative to the university calendar (e.g. spring break, Thanksgiving break, Christmas, etc.). In other words, breaks such as these should not be included in the two-week turn-around time.

After the defense is held, the chairperson should notify the program coordinator and copy the secretary to share the outcome.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Doctoral students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

Continuous Graduate Registration for Dissertation
*Note: Admission effective fall 2017 and after: Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

> *Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers)* **all** *doctoral students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.*

> *Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), she or he must register for one dissertation or each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral students). For this period, the student will be considered a full-time doctoral or masters student.*

> *All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation credits required by their program, but may take additional dissertation credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.*

> *Until the dissertation is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.*

*Note: Admissions prior to fall 2017: doctoral dissertation students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

> *Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).*

> *Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.*

> *Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to*

each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: *The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.*

For more information, view the view the Graduate Catalog: www.iup.edu/gradcatalog

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Evaluation Outcome for Dissertation

A successful dissertation defense is based on the candidate's ability to present orally and in writing a dissertation that makes a contribution to the research literature. Similar to the evaluation guidelines for the comprehensive exam, the dissertation committee will consider:

1. Does the candidate present a clear statement of the problem?
2. Is the problem significant? In other words, can the candidate justify in writing why the problem needs further study. What arguments are presented? Is there a logical sequence to the argument?
3. Are the candidate's research questions clear and do these questions address the research problem?
4. Does the candidate establish a theoretical position? The theoretical position should include citations and should establish a logical argument of why the study is needed.
5. Does the candidate synthesize the professional literature in order to establish a thorough background and rationale for why the study was done?

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6. Is there evidence that the candidate read and interpreted research articles and then present arguments showing how the articles relate to the overall research problem?

7. Is the literature review comprehensive and related to the purpose of the study?

8. Has the candidate identified, described, and implemented research methods that are feasible and appropriate for the study?

9. Does the candidate accurately present the research findings?

10. Does the candidate present a discussion of the findings in relation to the existing literature?

11. Are appropriate recommendations made for others in the field and for future research?

12. Is the significance of the study made clear?

13. Does the candidate communicate effectively in writing (e.g., professional writing skills that follow the conventions of the English language, use of APA, clear and succinct writing)?

14. Does the candidate communicate effectively in the oral presentation (e.g., uses proper grammar, clearly describes the study, is succinct and concise)?

A decision of **pass** is uncommon and means the dissertation may be submitted to the SGSR with no revisions required from the department.

A decision of **pass with revisions** is most common and means the dissertation requires minor to moderate revisions in order to meet the dissertation committee's expectations before being submitted to the SGSR.

A decision of **revise and resubmit** means that the dissertation requires major revisions in order to meet the committee's standards and full committee review of the revised document before being submitted to the SGSR.

A decision of **fail** means that the dissertation is not acceptable and must be rewritten and another defense held.

Effective fall 2017 for students admitted and students admitted after -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar
View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing
www.iup.edu/gradcatalog

Academic Integrity
www.iup.edu/gradcatalog
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Bereavement-Related Class Absences
www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis
www.iup.edu/gradcatalog

Grade Appeal Policy
www.iup.edu/gradcatalog

Graduate Fresh Start Policy
www.iup.edu/gradcatalog

Graduate Residency Requirement
www.iup.edu/gradcatalog
There is no residency requirement for this program; however, all credits applied toward the degree must be taken through IUP.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Leave of Absence Policy
www.iup.edu/gradcatalog

Time Limitations

Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit.

For more information, visit: www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation
www.iup.edu/gradcatalog

Transfer of Credits Policy
Program Policy: The Administration and Leadership Program does not accept any transfer of credits.

For more information on the university policy, see: www.iup.edu/gradcatalog

Research

www.iup.edu/gradcatalog
www.iup.edu/research/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

_____
Print Name

_____
Signature

_____
Date

**Submit this page to the program coordinator by the first day of classes
of your first semester in the program**

**The Administration and Leadership Studies Doctoral Program
will keep this signed document on file.**