IUP Graduate Handbook

D.Ed. in Administration and Leadership Studies

Public School and Higher Education Cohorts

Department of Professional Studies in Education

August, 2020
https://www.iup.edu/pse/grad/administration-leadership-studies-ded/

Handbook Updated August, 2020

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Public School and Higher Education Cohorts

Department of Professional Studies in Education

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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

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: an,g 0 -2.125 TD -.0011ing completion< 1 1 significant contribu

After completing a doctoral

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 CaseStudy 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 CaseStudy 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 casestudy 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 CaseStudy Approach are courses that directly relate to this objective.

Administration & Leadership Studies, Department of Professional Studies in Education | Indiana University of Pennsylvania

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9. Establish professional and personal relationships among peers and faculty to

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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

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 1

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/

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Comprehensive/Candidacy Examinations

The candidacy exam, comprised of a written pap̲ral presen overview of the proposed dissertation topic. The exam wplace following the tion of ALS 897. The course instructor for ALS 897ww the students' workprepare a research portfolio that may be used to devecandidacy exam paper. Students are required to m with the instructor so that tuctor may ask questions and guide

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.

How is the candidacy examination evaluated? 1

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<u>Written Paper</u>

 1

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 1 1

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.
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The Comprehensive Examination 1

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 IRB sid

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

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

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.

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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

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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

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

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 Writing for Publication (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
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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

<div align="center">**Dissertation Completion**</div>

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.xwitteeehm.0001   Tn

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,*

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.

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 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/

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.

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.**