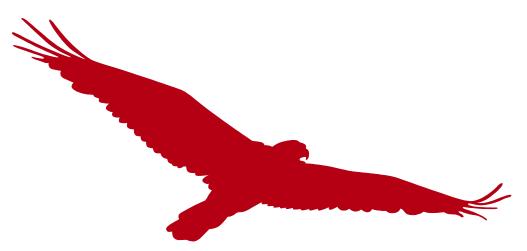Indiana University of Pennsylvania

Administration and Leadership Studies

School Administrator Cohort

College Cohort

Handbook Updated May 2018

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

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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.

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 Outcomes and 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 (6021) Praxis Exam and meeting all PDE requirements.

Faculty and Staff

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APA Manual

All students are required to purchase and use throughout their program the current *Publication Manual of the American Psychological Association* (currently, 6th Edition).

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/graduatestudies/catalog/
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
Dr. DeAnna Laverick is the coordinator of the Administration and Leadership program and advises all doctoral candidates. Students receive their pin numbers and semester class schedules from Dr. Laverick, via their IUP e-mail accounts.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/
IUP Campus Library www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
Applied Research Lab: www.iup.edu/arl/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/itsupportcenter/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center http://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- 247

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use it 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/graduatestudies/catalog/

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 (6021) 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:
http://www.iup.edu/graduatestudies/catalog/

Internship

Students are required to complete six credits of ALS 898 Internship in Administration and Leadership Studies. Students in the Public School Cohort take three credits of Internship in the fall and spring semesters. Students in the Higher Education Cohort take six credits of Internship in the spring semester. Generally, internships may not started prior to the term in which students are enrolled. Exceptions may be granted with the program coordinator's permission, in certain circumstances. A signed affiliation agreement must be on file in the Educator Preparation Office (104 Stouffer) for the internship site.

Evaluation of Students

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

Admission to Candidacy

Beginning in 2018, students admitted to the program will apply for degree candidacy after completing coursework. A minimum 3.0 GPA is required to earn degree candidacy and students must pass the candidacy exam, which is described below. The candidacy exam will take place after students complete ALS 897 Research Seminar. ALS 897 takes place after ALS 820, ALS 883, and ALS 882 and during the ALS 898 Internship in Administration and Leadership Studies. The course will provide students with an opportunity to understand the dissertation process and the difference between a dissertation proposal and a dissertation. During this course, students should also identify their dissertation chair and committee members. By the end of the course, a draft of the Research Topic Approval Form should be completed.

Candidacy Examination

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 single-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 print, 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, 6th 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 you 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 submitted within one year after finishing your final academic course. Students in Cohorts 18 and earlier should have their RTAF signed either at this meeting or 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.**

How do we evaluate the comprehensive examination?

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.)

Completion of Course Work

Once you complete your internship, you must begin registering for at least one dissertation credit every Fall and Spring term until you successfully defend your dissertation (see the Continuous Registration for Dissertation Policy).

Degree Completion

Please see the Course of Study for each cohort on the pages that follow.

Applying for Graduation: Students apply for graduation on MyIUP. The deadlines for graduation are:
May: May 1
August: August 1
December: December 1

(Please be aware of Graduate School Application deadlines) Application for Graduation: Students apply for graduation on MyIUP. For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

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

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
Course Sequence (Tentative and Subject to Change)
60 Credit Hours
All Courses are Required

Higher Education Cohort

Year 1: Fall
ALS 801 Leadership Theories
ALS 810 Advanced Topics in Human Development and Learning

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

Year 1: Summer
ALS 830 Analysis of Effective Instruction
CURR 915 Writing for Professional Publication

Year 2: Fall
ALS 802 Leadership: A Case Study Approach
ALS 852 School Evaluation

Year 2: Spring
ALS 850 School and Community
ALS 820 Doctoral Seminar in Research Methods

Year 2: Summer
ALS 883 Analysis of Qualitative Data in Leadership Studies
ELR 851 Conflict Resolution

Year 3: Fall
ALS 803 Leadership: Applied Practice
ALS 882 Research Instrument Design for Leadership Studies

Year 3: Spring
ALS 898 Internship in Administration and Leadership Studies (6 credits)
ALS 897 Research Synthesis

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.

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

Public School 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

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

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.

Dissertation Completion

The Dissertation defense is open to doctoral students and guests

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.

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

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/graduatestudies/catalog/

Evaluation Outcome of 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?

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)?

University Policy and Procedure

 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/

 Academic Grade Appeal Policy
For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Academic Integrity
For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Academic Status and Satisfactory Academic Progress
For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

 Affirmative Action

> *Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance*

with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences
For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

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.*

ized*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 regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

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

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University though the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

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.

Program Level Exams Appeal Policy

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.

Registration

http://www.iup.edu/registrar/students/registration/

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

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 regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Doctoral Dismissal Appeal Policy

> *A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision 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/procedural violations.*
>
> *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 dismissal letter.*
>
> *Upon receipt of the written appeal to the Dean of the SGSR 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 rescind the dismissal.*

a. *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*

b. *Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.*

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement
For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective fall 2017) Policy

The Administration and Leadership Program does not accept any transfer of credits.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: http://www.iup.edu/graduatestudies/

Research

Insert any information regarding research support for your students.

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

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 Dr. DeAnna Laverick

The Program Coordinator will keep this signed document on file.