

College Teachers and Administrators: A Doctoral Program in Administration and Leadership Studies

Candidates must complete all program requirements within 7 years

Indiana University of Pennsylvania
Robert E. Millward, Program Coordinator
Phone: (724) 357-5593
Email: MILLWARD@iup.edu
Web: www.iup.edu/pse/als

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DOCTORAL PROGRAM IN ADMINISTRATION AND LEADERSHIP STUDIES

INTRODUCTION

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 cohort to develop a spirit of camaraderie that promotes the development of ethical beliefs, and a constructivist philosophy. In addition to traditional course work, the Gettysburg Leadership Walk is designed to complement the academic package and to promote leadership concepts and ideas for future research.

THE LEADERSHIP PROGRAM

We want to attract potential leaders into this program who can think critically, who can write well and who can speak effectively. In addition, candidates for this program must be sensitive, must be able to analyze complex problems, must be able to make rational decisions and must be able to articulate their own personal philosophy. Our intent is to help college teachers and college administrators to develop leadership attributes through extensive reading, through analysis of administrative leadership case studies, through self-assessment leadership profiles, and through application of leadership skills in a field setting. We believe that by keeping the program small, as well as highly selective, we will be able to attract top quality candidates into the program. We want to develop a program whose major objective is to educate quality leaders who can implement visionary programs in educational organizations. We believe that leadership skills can be taught. We believe that by creating an atmosphere of high expectations, by requiring students to prepare manuscripts for publication, and by requiring students to organize professional leadership seminars we will promote the development of leadership skills.

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 an administrative project at

their place of employment. The course, ALS 803 Leadership and Applied Practice, and ALS 898 Internship in Administration and Leadership Studies are designed to address this objective.

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 college and community ties.

3. Analyze leadership characteristics of their fellow workers and be able to help others develop leadership potential. ALS 801 Leadership Theory and ALS 802 Leadership: A Case Study Approach identifies leadership concepts and helps students to analyze various administrative strategies for finding solutions to administrative problems.

4. Develop plans and procedures for working with groups in order to solve specific problems. The Leadership Retreat provides a great opportunity to work with peers to develop and listen to presentations related to leadership, research, and administrative theory. 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. The course ALS 805 Curriculum Evaluation explores cognitive learning theory as well as methods for assessing student learning.

6. Resolve conflicts within an organization using conflict resolution techniques. One of our core courses, ILR 651 Conflict Resolution provides a theoretical framework for managing conflict. In addition, our ALS 881 Leadership Seminar will focus on college administrative techniques, community relations, and departmental assessment strategies, and college governance.

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 Development, 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 Application 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.

PROGRAM HIGHLIGHTS AND PROCEDURES

1. All Students must meet all Graduate School requirements including admission fees, minimum grade point averages, and letters of recommendation,

2. Formal admission into the program begins during the 2012 fall term. Approximately 21 entering candidates will be required to register for ALS 801 Leadership Theory ALS 810 Advanced Topics in Human Development and Learning. Students work together as a cohort group to study college issues. Class sessions include , simulations, lectures, and class discussions.

3. Case Studies are a major focus of ALS 802 Leadership: A Case Study Approach. Students will participate in finding solutions to specific cases that are presented throughout the semester. In addition, students will be expected to design a case study based on field observations and interviews that relate to specific problems that administrators encounter during their daily on-the-job responsibilities.

4. Students in this program participate in leadership studies that are taught by faculty who have had extensive training in leadership theory. The program's unique mix of teaching expertise adds considerable strength to the overall program.

5. All students in this program are required to complete an on-site internship. This internship must meet with your advisor's approval and must be designed to enhance leadership skills in a field setting.

ADVISORY COMMITTEE

The Administration and Leadership Studies program has an Advisory Committee which includes the Dean of the College of Education, two ALS faculty members, the Program Coordinator, the Chairperson of the Department of Professional Studies, and a representative number of doctoral students. The advisory group meets at least twice a year to review program components, suggest new techniques, new strategies and offer suggestions for improving the overall program.

Policy coordination related to students and general program administration is handled by the Program Coordinator of the Administration and Leadership Studies program in consultation with the Professional Studies in Education chairperson, the college dean, the graduate dean. The type of procedures and policies to be administered are:

1. Adherence to Graduate School policies regarding admissions, residency, student processing, graduation, etc.
2. Marketing and promotion of the Administration and Leadership Studies program.
3. Development of a long-range schedule for course offerings.
4. Management of inter-departmental agreements.

Arrange meetings with the chairperson of Professional Studies in Education to set schedules, advise, and confer regarding all aspects of the program. The Advisory Council will meet to advise the Program Coordinator on such issues as:

1. Resources, e.g., assistantships for program operation, library, travel, etc.
2. Faculty/student concerns such as course scheduling, program content, standards, etc.
3. Long range planning, strategic needs, program expansion, etc.
4. Problems related to the operation of the Administration and Leadership Studies program.
5. Doctoral student suggestions for improving the operation of the program.

ADMISSION

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 students course work, the director of the Administration and Leadership Studies program serves as each student's advisor.

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. Students who are admitted into the Administration and Leadership Studies doctoral program must also meet all graduate school requirements.

Admission to Candidacy:

You must apply for doctoral degree candidacy at the end of the 2013 spring term. You must have a minimum quality point average of 3.0.

Candidacy Examination:

You are required to submit the first chapter of your dissertation to the Graduate Coordinator by June 1, 2013. If you do not pass your candidacy exam, you may request to do one rewrite of your candidacy examination. If you fail the second examination, then you will no longer be permitted to remain in the program.

How do we evaluate the candidacy 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. 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.
4. Are the candidate's research questions clear and will these questions address the research problem?
5. 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?

If the Program Coordinator has concerns regarding the quality of a candidate's candidacy examination, then the coordinator has the option having other faculty member(s) read and evaluate the candidacy examination.

Doctoral candidates must have a minimum quality point average of 3.0. Further explanations can be found in the Graduate Manual

The Comprehensive Examination:

Your comprehensive examination is an oral and written defense of the first three chapters of your proposed dissertation. (Spring/Summer 2015) The comprehensive examination is assessed by your dissertation chairperson, your dissertation committee and possibly the Program Director. Following approval of your comprehensive examination, the members of your dissertation committee will make additional recommendations before you submit a formal dissertation proposal. Your Comprehensive Examination should be submitted within 6 months after finishing your final academic course. **You are advised to bring a tape recorder to this meeting to record faculty suggestions intended to improve your dissertation proposal.**

Upon completion of your exam, you must write a report of all faculty recommendations and how you intend to address each recommendation when you submit your formal dissertation proposal. Within one-week you should send this report to each member of your committee

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.

After you successfully pass your comprehensive examination, you must begin registering for dissertation credits.

Formal Dissertation Proposal

Following your comprehensive examination, you must now submit a formal dissertation proposal and your IRB. Your dissertation chairperson will review and approve your proposal and your IRB prior to committee review. A copy of your dissertation proposal and the human subject proposals must be placed in the hands of all committee members at least 10 days in advance of your formal proposal meeting. The proposal must be approved by all members of your

dissertation committee before you can proceed with the dissertation. You should expect to have additional suggestions from your committee members at this meeting. Your dissertation proposal will include all the recommendations that your committee members made during your comprehensive examination. **You are advised to bring a tape recorder to this meeting. You may be asked to write a one-page executive summary regarding your committee's recommendations.**

Your formal dissertation proposal must include a detailed plan of analysis imbedded into Chapter 3. This detailed plan should include actual tables of what your data might look like if you undertake a quantitative study. If you decide to undertake a qualitative study, then you should provide a sample of your narrative analysis.

The Dissertation Committee: Your dissertation committee supervises your dissertation. The committee approves the dissertation proposal and is responsible for approving the finished doctoral dissertation. 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. You may request to add an additional member to your committee who is not a member of the IUP faculty. Usually this person has special expertise in your research interests.

The Dissertation: A dissertation is required of all doctoral candidates. Publication of the Dissertation. An electronic option is now acceptable. **(Please be aware of Graduate School Application deadlines)** Application for Graduation: Formal application for graduation must be filed through the department to the Graduate School no later than two months prior to the university's next published degree-granting date.

College Teachers and College Administrators: COURSE OF STUDY 2012 – 2019
60 Credit Hours-**Tentative** Schedule
All courses are required

Fall, 2012

ALS 801 Leadership Theory

ALS 810 Advanced Topics in Human Development & Learning

Spring Term, 2013

ALS 805 Curriculum

ALS 820 Doctoral Seminar in Research Methods (Dissertation: Chapter 1)

Summer Term, 2013

ILR 651 Conflict Resolution
ALS 850 School and Community

Fall Term - 2013

ALS **883 Analysis of Qualitative Data in
Leadership Studies (Dissertation: Chapter 2)**
CURR 815 Writing for Publication

Spring Term – 2014

ALS **882 Research Instrument Design (Dissertation: Chapter 3)**
ALS 802 Leadership: A Case Study Approach

Summer Term – 2014

ALS 830 Analysis of Effective Instruction
ALS 803 Leadership: Applied Practice

Fall Term - 2014

ALS 852 School Evaluation
ALS 825 Critical Analysis of Issues and Innovations in Education

Spring Term - 2015

ALS 881 Leadership Seminar
ALS 898 Internship 6 credits

Year 3: Summer 2015

Written and Oral Comprehensive Exams

Formal Proposal

(You must complete your dissertation by Fall, 2019)

ALS 995 Dissertation

9 Dissertation Credits are required. Once you pass your formal dissertation proposal, you must register for 1 or more dissertation credits each semester until the dissertation is finished. (The longer you take in writing the dissertation, the more the cost since you could end up registering for more than 9 credits)

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Student's Name

Date