IUP Graduate Handbook

Administration and Leadership Studies D.Ed. Doctoral Program

Department of Professional Studies in Education

Handbook Updated *2021*

Administration and Leadership Studies, Doctorate in Education

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

The Administration and Leadership Studies (ALS) Doctorate in Education (D. Ed.) program is designed for school administrators and potential higher education instructors and who will become our future educational leaders. We expect our students to develop a spirit of a camaraderie that promotes the development of ethical beliefs and a constructivist philosophy. The ALS D. Ed. program is a part-time program geared to working educators.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has an extensive history in the field of education. In 1875, IUP served only 225 students in a single building—the historic John Sutton Hall. It began as a "normal school"—a teacher training program. In May 1927, Indiana State Normal School became a college with the right to grant a teaching degree, and the name was changed to the State Teachers' College at Indiana, Pennsylvania. In 1959, it became Indiana State College and, in 1965, Indiana University of Pennsylvania. With its new university status, IUP was given the authority to expand its curriculum and grant degrees at the master's level, primarily in the educational field. At that time, the first doctoral program—the Doctor of Education in Elementary Education—was initiated.

Today, IUP is part of the Pennsylvania State System of Higher Education (PASSHE). The university is nationally recognized as a "Public Ivy" in company with other public colleges and universities that offer academic environments comparable to those at Ivy League schools but at affordable prices. The College of Education and Communications is fully accredited by the Council for Accreditation of Educator Preparation (CAEP) and the university is regionally accredited by Middle States.

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 to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

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

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

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

Affirmative Action

www.iup.edu/gradcatalog

Title IX Reporting Requirement

www.iup.edu/gradcatalog

Student Conduct and Student Rights

www.iup.edu/studentconduct/policies/
www.iup.edu/gradcatalog

Department of Professional Studies in Education

The Doctoral Program in Administration and Leadership Studies is housed in the College of Education and Communications (COEC) in the Department of Professional Studies in Education (PSE).

Mission Statement and Program Objectives

The doctoral program in Administration and Leadership Studies is designed for future college teachers and educational administrators and offers a rich mixture of theory and application through specifically designed courses. We expect our students 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. 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 who meet PDE requirements may apply for the Superintendent's Letter of Eligibility upon successful completion of *all* coursework, including the internship. Applicants must meet all state requirements, including passing state required Praxis exam, teaching experience, and administrative experience. Students who hold a Superintendent Letter of Eligibility have a unique opportunity to strengthen specific administration and leadership skills and experiences during the internship.

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 educational administrators. The course ALS 850 School and Community relations provides students with opportunities to enhance educational 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.

4. Develop plans and procedures for working with groups 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 current PDE required Praxis Exam and meeting all PDE requirements, including experience requirements. Students in the ALS D. Ed. Program who already hold and/or are employed as superintendents have the unique opportunity to complete an internship aimed at strengthening administrative and leadership skills. Educators in this program demonstrate and model the ideal of being lifelong learners.

Faculty and Staff

Faculty in the Professional Studies in Education Department represent a wide variety of expertise and experience. Faculty and staff listings are available on the departmental website.

https://www.iup.edu/pse/faculty/

Courses in this program are sometimes offered in collaboration with other IUP departments or taught by invited temporary faculty.

Admission

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

Students who are admitted to the D.Ed. in Administration and Leadership Studies doctoral program must have a master's degree in education or a master's degree in the liberal arts with a minimum 3.0 graduate coursework average. Students who are admitted into the Administration and Leadership Studies doctoral program must also meet all graduate school requirements.

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 generally serves as each student's advisor.

Financial Assistance

The Office of Financial Aid offers financial information and counseling to all students attending IUP. Types of financial assistance offered by the Financial Aid Office include federal work study, grants, loans, and scholarships. In many cases the Pennsylvania State Grant is used to determine eligibility. For more information visit the Financial Aid website: www.iup.edu/financialaid/

Information on scholarships and financial aid available to graduate students is available at: Graduate Assistantships at IUP - Costs and Financial Aid - Graduate Admissions - Admissions - IUP

Graduate Assistantships

Graduate programs in the Department of Professional Studies in Education are allocated a limited number of graduate assistantships. The purpose of the Graduate Assistantship (G.A.) Program is to provide mutual professional development opportunities for the graduate student and the faculty mentor. The award of graduate assistantships is based upon academic achievement but may also consider financial need. Graduate assistants must be available to work with a faculty mentor on research or departmental projects in return for a modest stipend and tuition waiver. Being a Graduate Assistant is a major professional responsibility and requires a time commitment and ability to complete work within timelines. Please consider this when applying for a G.A.

Assistantships are awarded after the person has been officially admitted to the program. Priority deadline to apply for assistantships is in the spring semester; no contracts are offered until after students are accepted into the program. The PSE Department typically renders decisions about graduate assistantships by June.

Prospective students who are interested in a graduate assistantship can visit the SGSR website to learn more at www.iup.edu/graduatestudies/

Teaching Associate Program

Advanced doctoral students are eligible to apply for the Teaching Associate (T.A.) program which enables them to be hired as instructors for up to six credits of teaching and/or supervision of undergraduates with assignments in the PSE Department. These appointments, awarded based on academic merit and appropriate teaching qualifications, are for one academic year and are usually made in Spring for the following academic year. T.A.s are typically doctoral students who have finished all core coursework and are working on their dissertation.

The purpose of the T.A. 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. The challenges of becoming an effective college-level instructor are formidable, even for T.A.s with extensive teaching backgrounds in basic education. Applicants must be able to come to IUP's main campus to fulfill their instructional responsibilities. Most courses are offered during the day. T.A.s must be outstanding doctoral candidates and cannot have an incomplete grade in any of their coursework. Those at the dissertation stage must provide evidence of progress toward completion of the degree. In addition, individuals with faculty status at a Pennsylvania State System of Higher Education institution are not eligible for

a T.A. position, and students who are paid on another IUP cost code may be ineligible. Even T.A.s with teaching experience must be qualified to teach needed undergraduate courses in the Department of Professional Studies and have expertise in the specific content areas.

Mentorship. To support T.A.s in making this important transition, each T.A. is assigned a faculty mentor, who is assigned one credit to provide the mentorship. The value of the mentoring program is that T.A.s have an experienced instructor with whom they can discuss concerns and strategies for preventing problems and address any issues that should arise. It is essential that the faculty mentor provide the greatest support early in the semester to get the T.A.'s experience started in a positive direction and then continue the guidance through observations and regular meetings with the T.A.

Observations. Each T.A. must be observed by the faculty mentor at least twice each semester in different courses or sections of courses, if possible. The observation may take place virtually or through recording if needed and the T.A. and mentor should discuss the observation with the aim of improving the T.A.'s performance. The written observations become part of the T.A.'s portfolio, just as peer observations become part of all tenure-track faculty members' portfolios.

Regular meetings. The faculty mentor and T.A. should arrange a minimum of five meetings during the 15-week semester to review the T.A.'s plans and address any concerns. Meetings should be arranged at times mutually convenient for the mentor and the T.A. At least some of those meetings may consist of the T.A. observing and participating in the faculty mentor's class with a particular goal in mind (e.g., invite the T.A. to attend when a paper is being returned to demonstrate how to go over the material with students and respond to their questions). It is also recommended that the T.A. observe other instructors teaching the same course or courses that he or she has been assigned to teach.

Preparation. T.A.s serve as half-time faculty in the PSE Department and carry out those faculty duties assigned by the department chair, including teaching, supervising student teachers, serving on committees, and so forth.

It is important that T.A.s begin to prepare for their roles well before the start of the semester by creating a course syllabus and assembling materials for performance reviews. Orientations and support will be offered throughout the T.A.'s service.

Course syllabi. T.A.s should contact the PSE Administrative Assistant via e-mail to obtain a copy of the syllabus of record as a starting point for their syllabus preparation. T.A.s are responsible for sharing a detailed syllabus for one course as part of their portfolios during their interviews for the T.A. positions. After the schedule is finalized, T.A.s' mentors must approve the syllabus before it is shared with T.A.s' undergraduate students; this means that the T.A. should contact the mentor and provide a copy of the syllabus for review and critique either via e-mail or mail prior to the start of the semester. Each faculty mentor is responsible for carefully reviewing the course syllabus for each course the T.A. has been assigned to teach. The faculty mentor should critique the T.A.'s syllabus or syllabi with an eye toward preventing problems, particularly where assignments, assessment practices, and the formula for computing grades are concerned. Learning activities need to be critiqued not only in terms of their appropriateness for

students but also in terms of state and regional accrediting standards. The syllabus is regarded as a contract between the instructor and the students and should not be altered after it is distributed without the approval of all students. The syllabus must conform to the detailed guidelines and policies set forth by the university and department.

Classroom observations. In preparation for this important role, all T.A.s in the PSE Department are advised to observe in an undergraduate-level classroom extensively prior to beginning their experience with college-level instruction. For T.A.s beginning in the fall semester, this can be accomplished by visiting undergraduate courses during the summer or during the years prior to becoming a T.A.

Evaluation procedures. T.A.s are a special category of part-time employee at IUP; therefore, they are responsible for adhering to all the practices and procedures specified by the Chairperson of the Tenure and Evaluation Committee. Each T.A. will be provided with a deadline for the submission of a performance review each semester, including an updated curriculum vitae, mentor observations, and student evaluation data.

Student evaluations. The teaching of every T.A. in every section of every course to which he or she is assigned as instructor of record must be evaluated using the APSCUF-approved Student Evaluation instrument. In the case of predominately field-based courses such as EDUC 242 and EDUC 342, the faculty mentor will arrange to review the T.A.'s evidence of effective supervision. This requirement extends to team-taught courses as well.

Student evaluation data are handled in strict confidence to protect the students and allow them to respond candidly to the questions. These evaluations must be conducted by full-time, permanent faculty, preferably the faculty mentor. It is not appropriate for T.A.s to conduct one another's student evaluations, nor is it appropriate for graduate assistants to administer student evaluations. Every T.A. is responsible for arranging, well in advance, for a full-time, permanent faculty member to administer the student evaluations late in the semester. T.A.s are responsible for having everything prepared— pencils for the students, a control sheet filled out, and the instructor's name, course number, and section displayed in the classroom. T.A.s should carefully read the instructions for submitting the student evaluations.

T.A.s are not permitted to distribute the instrument, be in the room at any time while the students are responding, handle the envelope, or read their evaluations or those of another instructor. All evaluations should be collected face down (with the written comments side up), quickly counted without reading them, sealed immediately, initialed by the full-time faculty member, and taken immediately to the PSE Administrative Assistant. It is not appropriate for the faculty member administering the evaluations to report anything to the T.A. concerning the students' responses. If the PSE Administrative Assistant is not present, the envelope should be slipped under their office door immediately.

Portfolio materials. T.A. applicants must submit a recorded presentation to the coordinator of the T.A. program in the PSE Department and, in addition, a curriculum vitae, mentor observations, and student evaluation data are to be submitted to the PSE Tenure and Evaluation Committee. It is the faculty mentor's responsibility to guide the T.A. through this process;

however, the T.A. bears responsibility for organizing and submitting the required materials in a timely fashion. This portfolio is due no later than the last Friday in February.

As part of this portfolio, teaching associates should submit

1. an updated curriculum vitae,

2. a letter from their Dissertation Chairperson describing progress made on the dissertation,

3. a tabular report on teaching, scholarly work, and service activities recorded on the PSE matrix,

4. student evaluation data using the APSCUF-approved instrument and collected using the approved procedures,

5. mentor observation reports,

6. copies of all course syllabi,

7. sample exams

8. other supporting documentation as appropriate.

Departmental evaluation. A departmental evaluation is due no later than the second Friday in March. This evaluation should include all the materials in the portfolio plus the departmental evaluation which consists of a letter written by the T.A. mentor and approved/co-signed by the PSE Chairperson. These materials must be submitted to

Dean of the College of Education and Educational Technology
104 Stouffer Hall
1175 Maple Street
IUP
Indiana, PA 15705

College Dean evaluation. The College Dean's evaluation is due by the first Friday in April. The Dean of the College of Education and Communications reviews the Departmental Evaluation and the portfolio and makes a recommendation to the Dean of the SGSR.

Problems and concerns. The faculty mentor assigned to work with the T.A. and/or the Doctoral Program Coordinator directly responsible for overseeing the T.A.'s academic program should be notified and involved if any problems arise with the T.A.'s performance as a college-level instructor. If the T.A. experiences major difficulties in teaching effectively during the first semester, the PSE Department reserves the right to recommend that he or she be discontinued as a T.A. and will be informed of their progress throughout the semester.

If a T.A. is discontinued for the next semester or academic year, he or she will be notified in writing of that decision at least 30 days in advance of the first class meeting for the next semester

or academic year. This decision will be communicated by the SGSR in accordance with the contract for T.A.s.

Remuneration. A T.A. may be assigned a maximum of six credits per semester in the fall and spring. The T.A. earns ½ of an instructor's salary at Step A (approximately $27,000 for teaching 12 credits during the academic year), as well as a six-credit tuition waiver for the summer after completing a year as a teaching associate. Half-time T.A.s who teach one course each semester (total of six credits) earn approximately $10,000.00. T.A.s sign a contract and are expected to honor that contract even if other opportunities arise. Although the contract provides for a maximum of two years as a teaching associate, the PSE Department will select the most highly qualified applicants each year; therefore, there are no guarantees of a two-year appointment. Most T.A.'s serve in their position for only one year.

Doctoral students interested in obtaining additional information about the T.A. program should contact the coordinator of their doctoral program.

Academic Advisement

Dr. Susan M. Sibert (smsibert@iup.edu) is the coordinator of the Administration and Leadership Studies D. Ed. program and generally advises all doctoral candidates. Students receive their pin numbers and semester class schedules via their IUP e-mail accounts.

Students are responsible for their successful completion of the doctoral program. Each student must read and understand all IUP policies pertaining to their degree including those policies outlined in the Program Handbook as well as official university websites and the University Graduate Student Handbook and Graduate Catalog. IUP email is the official means of communication with all students. It is each student's responsibility to maintain and frequently check their IUP email account. Students must keep Documentation of their progress throughout the program including but not limited to: RTAF submittal and approval, successful completion of the comprehensive exam, and IRB approval, final RTAF approval, and all dates and deadlines according to the IUP SGSR.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: https://www.iup.edu/student-billing/
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: www.iup.edu/parking/
University Policy: www.iup.edu/police/ |724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will Contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit IT Support - IUP to learn more about settingup this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

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

Programs and Degrees

Doctoral Program

Students who are admitted to the Administration and Leadership Studies doctoral program must have a master's degree in education or a master's degree in the liberal arts. Students who are admitted into the part-time Administration and Leadership Studies doctoral program must also meet all graduate school requirements. The degree awarded is the D.Ed., a Doctorate in Education. Students in this program usually enroll for part-time study. Part-time students are required to enroll in six credits in the fall, six credits in the spring, and six credits in the summer semesters. All students are required to read and use throughout the current *Publication Manual of the American Psychological Association* (currently, 7th Edition). It is recommended to purchase this manual in the first semester of coursework.

The Administration and Leadership Studies doctorate is offered on a model that includes a mix of student backgrounds, including students who work in public and private schools at all levels, serving students from very young learners to graduate school and continuing education throughout the lifetime. In this type of program, all students are respected as educators or future educators and sequence through courses until they complete the core coursework. Students in this program may also combine with students from other graduate programs during coursework. The inclusion of learners from other programs strengthens the learning opportunities by diversifying views and research platforms. If, for some unforeseen reason, a student cannot take a particular class in sequence order or does not take the recommended number of credits each term, it will longer to complete the program due to the rotational nature of course offerings. Students in this situation should consult with the program coordinator about a completion plan to finish the program within the seven-year time limit. However, please be advised that it will take longer to complete the coursework portion of the program if individual courses or semesters are missed. Course sequence is not guaranteed and missing any course offerings once a student starts the program is likely to delay completion.

Certificates and/or Certification and/or Licensure

All students seeking the PA Letter of Eligibility (PK-12 school administrators) are required to take the PDE current School Superintendent Praxis Exam. This exam also serves as an IUP program assessment. Therefore, students with PDE Administration credentials are required to take, and cannot opt out of this exam once coursework, including the internship portion, are completed. Students who 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) 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

All ALS students are required to complete six credits of ALS 898 Internship in Administration and Leadership Studies, taking 3 cr. in the fall and 3 cr. in the spring. ALS students who currently hold a superintendent letter of eligibility will seek an internship designed to strengthen administration and leadership skills and forward career goals. Internships may not start prior to the term in which students are enrolled. Students must be engaged and complete internship activities during the terms and semester schedule as set by the Registrar 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 or outside the semester course dates. A signed, valid affiliation agreement must be on file in the Educator Preparation Office (104 Stouffer) for the internship site. Students should check the IUP Internship iWiki for Internship, Externship, and Clinical Agreements at IUP website: Internship, Externship, and Clinical Agreements at IUP - Academic Affairs - IUP

to see existing agreements and secure an agreement if one is not already on file.

All IUP interns must complete Title IX training prior to beginning the internship. Certificates of completion should be provided to the program coordinator before the internship commences. The website for Title IX training is: Mandatory Title IX and Protection of Minors Training - Policies and Title IX Information - Social Equity and Title IX Office - IUP

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

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

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

Evaluation of Students

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

The program's approach to evaluation evolves as students proceed through the program. Students are evaluated through coursework, in which grades are assigned; comprehensive exam, which occurs after coursework is completed and is based on the first three chapters of the dissertation and IRB approval; and a final dissertation defense. Students must maintain a 3.0 overall GPA on a 4-point scale in all IUP classes to continue in the program. If a student's GPA falls below 3.0, they will be placed on academic probation and will be given one semester to bring the GPA up to 3.0; otherwise, the student will be dismissed from the program.

Comprehensive Examination

The comprehensive exam may only be scheduled once the dissertation chairperson approves a polished research proposal that is ready to be presented to the committee for evaluation. The Comprehensive Examination begins the process of writing the dissertation and consists of chapters one, two, and three of the dissertation and a complete research protocol. The exam is open to interested faculty and other doctoral students. At that meeting, the doctoral candidate engages in discussion with the members of their Dissertation Committee concerning their study. The IRB is submitted for university approval following committee approval.

This meeting gives candidates an opportunity to discuss the study with the entire committee present, make modifications, and gain approval to move forward. The following guidelines and procedures apply to the comprehensive exam:

1. The student works closely with the dissertation chairperson to develop a research proposal including the first three chapters of the dissertation and an IRB protocol. The chairperson approves all components before the comprehensive exam is scheduled.
2. Work with the writing center, IUP library resources and other campus services designed to help doctoral students achieve success. Utilize additional resources as needed, such as professional editing, to develop a well-polished draft which adheres to APA standards.
3. Following chairperson approval, the student provides the committee with three well developed chapters, instruments that have been validated, and an IRB application with all attachments. Students are encouraged to provide these documents to the committee a month before the comprehensive exam, but no less than three weeks (IUP working days) before the scheduled date. Follow the university calendar for holidays and semester breaks, including summer, which are not counted as working days. Adjustments to this schedule may be made at the discretion of the dissertation chairperson and committee members.
4. The comprehensive exam meeting consists of an approximately 10 - 15-minute presentation of the dissertation proposal and a 20 – 30-minute question and answer/discussion period. Following this presentation and discussion, the doctoral student leaves the examination meeting, and the committee confers in private about the results. The doctoral student is brought back into the meeting and the results are given. Students are given detailed verbal feedback concerning their performance and are encouraged to record this part of the meeting with the permission of all those present.
5. Most comprehensive exams result in a pass with revisions designation. Within one week of the exam, students send all committee members a memo outlining the revisions that will be made based on their feedback.
6. Students are encouraged to highlight and summarize any changes made when submitting a revised document.

Candidates have officially passed the Comprehensive Examination after two conditions have been met: a successful outcome of the meeting with the Dissertation Committee to approve Chapters 1-3, and the protocol, and approval of the protocol by the IRB. After the protocol has been approved by the IRB, the Dissertation Chairperson contacts the Program Coordinator to report that the Comprehensive Examination has been passed. It is important to note that doctoral students are not permitted to begin research activities with human subjects until receiving final

RTAF approval. This approval will be granted after the IRB has been approved by the University IRB.

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 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)?

Comprehensive exam outcomes include: pass (little to no revisions needed), pass with revisions (most common outcome, students may be required to submit revisions to the entire committee or just the chairperson at the committee's discretion), fail/retake (comprehensive exam must be retaken, only one retake is allowed).

Program Level Examination Appeals

Appeals for Program Level Exams such as the comprehensive exam, 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 violation(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 investigate the allegation, review the documentation, and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

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

Degree Completion

Coursework sequence. A total of 60 semester hour credits beyond the master's degree are required in the Doctoral Program in Administration and Leadership Studies. Students must complete all degree requirements including core coursework, 3.0 or higher GPA, successful dissertation defense, and SGSR approval of the dissertation by the deadlines established by the School of Graduate Studies and Research. Information about deadlines is available at this site Deadlines - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP

Please see the sample Course of Study for specific required coursework. Please note, in past years, courses were offered to cohorts. Starting in Summer, 2021, this program is updating to adopt a more inclusive and diverse student and faculty model to enrich the learning experiences of all learners and will use a start date, rather than a cohort, approach.

D.Ed. in Administration and Leadership Studies Program
Course Sequence (Tentative and Subject to Change)

60 Credit Hours
All Courses are Required

Example Sequence - Students starting Summer 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 (letter of eligibility) OR ALS 852 School Evaluation

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 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.

Course Sequence (Tentative and Subject to Change)
60 Credit Hours

All Courses are Required

Example Sequence - Students Starting Summer 2021

Year 1: Summer
ALS 801 Leadership Theories
CURR 910 Advanced Topics in Human Development & Learning

Year 1: Fall
ALS 820 Doctoral Seminar in Research Methods
ALS 850 School and Community

Year 1: Spring
ALS 883 Analysis of Qualitative Data in Leadership Studies
ALS 858 School Law and Negotiations (Public School) OR CURR 915 Writing for Publication (Higher Education)

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

Year 2: Fall
ALS 830 Analysis of Effective Instruction
ALS 860 School Finance (Public School) OR ALS 852 School Evaluation (Higher Education)

Year 2: Spring
ALS 803 Leadership: Applied Practice
ALS 805 Curriculum Evaluation

Year 3: Summer
ALS 825 Critical Analysis of Issues in Education
ALS 882 Research Instrument Design for Leadership Studies

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

Applying for Graduation. Students must apply for graduation by the deadlines established by the SGSR. Information is available at this site How to Apply for Graduation - Graduate Commencement - Commencement - IUP

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

Dissertation Completion

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.

Role of the dissertation committee. The chairperson must be selected from among the faculty members in the PSE Department who have been approved by the SGSR to teach doctoral-level courses. An up-to-date list of those faculty are available here: Graduate Faculty Member Eligibility - Eligibility to Teach Graduate Courses and to Serve on Thesis or Dissertation Committees - Resources for Faculty and Staff - Graduate Studies and Research - IUP

The dissertation committee discusses dissertation ideas with the candidate, responds to the research proposal and protocol, reviews the chapters produced by the student, and renders a decision about whether the substance of the dissertation document and the oral presentation made to the dissertation committee are acceptable.

Selecting a dissertation committee. Selecting the members of a dissertation committee is an aspect of pursuing a doctoral degree that merits careful consideration. It is suggested that doctoral candidates use the following procedures to select their committee members:

Review the list of faculty members approved to teach doctoral courses. Doctoral students will have worked with several faculty members in conjunction with coursework, but other faculty should be considered as well. Candidates can learn more about the specialized expertise of the faculty by searching their works online or reviewing their curriculum vitae.

Identify a dissertation topic and an approach to studying the topic. Knowing the topic for a dissertation will enable a candidate to determine who among the faculty has acquired specialized expertise in that area or who might be interested in the topic. It is not expected that your study will revolutionize education, but it should shed light on some aspect of a phenomenon in education. It is also helpful to know

the general methodology that you plan to use (e.g., qualitative, quantitative, mixed methods). Dissertation topics in this program must strongly represent Administration and Leadership Studies. Topics must also strongly encompass education and the degree sought in this program of Doctor of Education.

Understand the role of the dissertation committee. Dissertation topics are not assigned. Each doctoral candidate must identify a domain of interest, narrow the topic sufficiently to pose a researchable question, and conduct a study that will contribute to the field. Treat the dissertation committee as a panel of experts to whom well-formulated ideas and carefully crafted documents must be presented. It is not the committee's responsibility to correct rough drafts, rewrite, or direct the candidate specifically in everything that must be done.

Use appropriate criteria for selection. Select individuals who have extensive background in a studied topic or a research method, or at least a keen interest in the study that has been proposed. In making these choices, think about instructors who have challenged students intellectually, provided helpful feedback on assignments, or encouraged more serious scholarship. Also consider PSE faculty who have not taught courses you have taken but have relevant expertise. Investigate faculty members' work, share a one-page description of the dissertation study with them, and then make an appointment to explore the possibility of that person becoming a member of a dissertation committee. It is not wise to choose faculty merely because they are likable and pleasant. Nor should a dissertation committee be chosen out of a sense of obligation—for example, choosing a person to chair a committee only because that person supervised graduate assistant work.

Select the chairperson first. The chairperson is the PSE Department faculty member with whom a candidate will work most closely. This chair receives a stipend, but due to the lofty nature of the task, works mainly for professional service in the field of education for acting as faculty sponsor for the research study and supporting the student with recommendations during the dissertation process. For other members of the committee, it is an uncompensated professional service to the field of education. Therefore, the expectation is that the committee's chairperson will review all materials before they are shared with other members of the committee. After a chairperson has been identified for the committee, a student should consult with them to identify the two remaining members of the dissertation committee. At least one committee member must be from the PSE Department. If a study has an aspect that might benefit from the expertise of a faculty member from another department or at another university, discuss this with the chairperson. There is a process to add what is called an outside person and the student must consider this in the timeline of completion. Because of this, it is first

recommended to seek members from the IUP Faculty, where a great deal of expertise exists.

View committee selection as a firm commitment. After three faculty members have agreed to serve on a committee, they will work with the student throughout the remainder of the program. Although a student will work most closely with the dissertation committee chairperson, all members must agree and be willing to sign off on the completed dissertation. Keep in mind that if a committee recommends extensive revisions to dissertation work, the committee members cannot be "fired" and replaced with another group. Once the RTAF is signed by committee members and submitted, students may not change committee composition except in unusual circumstances, or circumstances beyond the candidate's control, such as a faculty member retirement. Further, the candidate is required to contact the program coordinator to discuss and proposed changed prior to doing so. 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.

Share a one-page description of the dissertation with prospective committee members. Develop a one-page description of the proposed research study. Once this document is approved by the dissertation chairperson, share it with prospective committee members.

Officially appoint a committee. The mechanism for officially appointing a committee is to complete a Research Topic Approval Form with the SGSR. This form includes a one- to two-page description of the study that includes all required components. It must be approved by each member of the committee, the Program Coordinator, and of the Dean of the College of Education and Communications.

If you find you must make changes to you committee. Committee change forms must be submitted at least 15 days prior to the final electronic submission deadline and can be found at this website: All Forms - Thesis-Dissertation Information - Research - Resources for Current Students - Graduate Studies and Research - IUP

Registering for dissertation credit. Nine dissertation credits are required for the Administration and Leadership Studies Program. In most instances, students should wait until their last year of coursework to enroll in dissertation credit and many students will want to wait until after all coursework is completed. Once students begin taking dissertation credit, they should make measurable progress on their dissertation each semester. Students must abide by the university's continuous enrollment policy.

Dissertation credits are listed under the program coordinator's name. You are only required to take one dissertation credit at a time but must complete a minimum of nine credits to graduate. Do not take too many dissertation credits too soon. If you complete your dissertation sooner than expected, you can increase the number of credits you enroll in during the semester in which you graduate. Once you have taken all nine required credits, you must continue to enroll in one credit (extended dissertation credit) each fall and spring until you graduate.

It is rarely advisable for students to take dissertation credit during the summer as IUP's continuous enrollment policy does not require summer registration. Students intending to enroll in dissertation credit during the summer should contact the program coordinator first.

Defending the dissertation. The defense is scheduled after the dissertation has been polished and the chairperson has carefully reviewed it and granted approval for the defense. The following guidelines and procedures apply.

1. The student works closely with the dissertation chairperson to perfect the chapters. All revisions are made to the chairperson's satisfaction.
2. The student should work with the writing center, IUP library resources and other campus services designed to help doctoral students achieve success. Utilize additional resources as needed, such as professional editing, to develop a well-polished document. It is recommended that students take full advantage of all the thesis and dissertation services available through the IUP Writing Center.
3. Following chairperson approval, the student provides the committee with the polished dissertation. Students are encouraged to provide this document to the committee a month before the defense but no less than three weeks or 15 working days before the scheduled date. Follow the university calendar for holidays and semester breaks, including summer, which are not counted as working days. Adjustments to this schedule may be made at the discretion of the dissertation chairperson and committee members.
4. The defense consists of an approximately 10 - 20-minute presentation of the dissertation proposal and a 20 – 40-minute question and answer/discussion period. The timeframe for these components may be adjusted at the chairperson's discretion. Following this presentation and discussion, the doctoral student leaves the meeting and the committee confers in private about the results. The doctoral student is brought back into the meeting and the results are given. Guests are welcome to attend dissertation defenses but do not participate in the discussion.
5. Most defenses result in a pass with revisions designation. Within one week of the defense, students send all committee members a memo outlining the revisions that will be made based on their feedback. Be aware that a successful defense is <u>not</u> the last step in the process.
6. Students are encouraged to highlight and summarize any changes made when submitting a revised dissertation.
7. Students submit the dissertation to the SGSR following chairperson approval for the submission.

8. The student must complete all revisions required by the committee and the SGSR by the established deadlines. Plan for the steps in the process following the defense and continue to consult the academic calendar and SGSR timelines and deadlines.

Evaluation Outcome for Dissertation and/or Thesis

A successful dissertation defense is based on the candidate's ability to present orally and in writing a dissertation that contributes to the research literature of administration and leadership studies. Like the evaluation guidelines for the comprehensive exam, the dissertation committee will consider:

1. Does the candidate present a clear statement of the problem and one that is clearly and primarily related to administration and leadership studies as a main focus of the study?
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 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)?

Dissertation defenses have three possible outcomes: pass (little to no revisions needed), pass with revisions (most common outcome, students may be required to submit revisions to the entire committee or just the chairperson at the committee's discretion), and fail/retake (a dissertation defense can be retaken only once).

For students admitted <u>after</u> Fall 2017 – 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.

For 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 Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact your 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
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy
Graduate Residency Requirement
Leave of Absence Policy
Time Limitations
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Research

The university provides several resources to assist students and faculty in their research. These resources include access to limited consulting as well as software for quantitative, qualitative, and survey research. Information about these resources is available at the following sites.

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

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

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

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 to the program coordinator by the first week of the semester.

The Professional Studies in Education Department will keep this signed document on file.