

Educational Leadership Program

College of Education

The Pennsylvania State University

STUDENT HANDBOOK

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EDUCATIONAL LEADERSHIP PROGRAM

Welcome to the Education Leadership Program of the Pennsylvania State University. The purpose of the program is to prepare administrators and researchers in educational leadership. Students will utilize concepts from theory and research as a framework for application to school practice. Three separate graduate programs are offered, and explained in this handbook: Doctoral (PhD and DEd), Masters (MEd and MS), and Master's/Certification (Principal and Letter of Eligibility for Superintendent).

Handbook Overview

The Student Handbook describes the admission standards, requirements and procedures for each degree and certification program in educational leadership. Graduate students are responsible for knowing the program requirements and must see that they are carried out in proper sequence and at the proper time. The handbook is complementary to the information presented in the Graduate Degree Programs Bulletin and Thesis Guide. The Educational Leadership program procedures may be in addition to, but not in conflict with those of the Graduate School. Graduate students are responsible for fulfilling the requirements of the Graduate School as well as those in Educational Leadership.

Advisor

Once admitted to a degree or certification program, a student is assigned an advisor from among the faculty in the educational leadership program, based on mutual academic and/or professional interests. The advisor's role is to assist the student in the development of a program of study and further clarification of interests. Examples of ways in which advisors commonly assist students include recommending courses, suggesting research themes, and helping to develop a plan to meet degree requirements.

Students are free at any time to request that another member of the faculty serve as their advisor. The advising relationship depends upon mutual consent. Students are encouraged to become acquainted with all members of the faculty.

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DEGREE PROGRAMS

MASTER'S CANDIDATES

Educational Leadership offers two master's degrees: a 30-credit M.Ed. program and a 36-credit M.S. program. In both programs, students complete a two-course (6 credits) core.

1. Strands

Each master's student will, within the application process, select a particular “strand” to pursue and design coursework around. Selection of the strand serves, in part, to assist in assigning an appropriate EDLDR faculty advisor who will help to counsel students through the program (selection of courses, paper/thesis ideas, etc.).

- a. **School Leadership** (this strand is understood to be similar to the extant master's program leading to principal certification and would consist primarily of courses that would fulfill certification requirements)
- b. **Professional Development** (this strand will focus on the personal and professional interactions among those responsible for teaching and learning in schools) We imagine that this strand will pay particularly close attention to the people, practices, procedures, problems and promises involved with schooling from a bounded or “micro” or “insider” perspective (classrooms, schools, school communities, districts, etc.).
- c. **Curriculum, School Policy, and Change** (this is a “foundational” strand that would focus on issues, ideas and matters that surround and impact schools) We imagine that this strand will take a broader “macro” or “outsider” perspective on educators and their work within schools and local communities, exploring from historical, theoretical, political and philosophical vantage points the various foundational forces and questions inherent in the study of education and schooling.
- d. **Teacher Leadership** (this strand will focus on maximizing your leadership potential in your current role and prepare you for new roles such as lead teacher, mentor teacher, or department head).
- e. **Open** (this is a strand created and defined through the interaction of student and advisor)

The intent here is to offer a *range of distinctive options* to students. Each strand will consist of a collection of courses (some more focused than others) from which the student can choose, ranging from limited choices (e.g., the School Leadership strand) to limitless choices (the Open strand). Each strand will contain 15-18 credits.

Each master's student will conclude the program in close association with an EDLDR faculty member – an association represented by course enrollment. For example, a M.S. student typically completes six thesis credits – taken with a specific faculty member. As an extension of this sort of close affiliation, each M.Ed. student will register for course credit/s (1-3 credits of EDLDR 596) with the faculty member responsible for “signing off” on her or his M.Ed. paper/project. This particular faculty member is to be identified by the student and *may or may not be* the student's actual program advisor.

2. Program Course Groupings

Credit Type	Courses	# Credits
Core	EDLDR 480: Intro to Ed Leadership or similar introductory course approved by advisor Research Course to be approved by advisor	6
Program Strand		15-18
Elective		3-6
M.Ed. Associated Credits	EDLDR 596: Ind Study	1-3
M.S. Associated Credits	EDLDR 600 or 610: Thesis Research	3-9
Total	M.Ed.	30
	M.S.	36

Graduate School Requirements: All credits must be from graduate courses – 400 or above levels – with at least 15 (M.Ed.) or 18 (M.S.) credits at 500 or 600 levels. At least six credits must be completed outside of the EDLDR Program Area. Candidates must complete at least 36 credits in the MS program.

Program Requirement: Every master's degree must contain at least 18 credits of EDLDR coursework.

3. Culminating M.Ed. Paper/Project and M.S. Thesis

Each master's student must complete an M.Ed. paper/project or M.S. thesis in conjunction with a designated EDLDR faculty member, and in connection with particular EDLDR 596 coursework (i.e., EDLDR 596 for M.Ed. and EDLDR 600 or 610 for M.S.). This paper/project or thesis must be planned in cooperation with an EDLDR faculty member (serving as the student's paper/project or thesis advisor) and reflect an appropriate degree of graduate-level scholarship, as determined by this advisor (and, in the case of an M.S., the student's thesis second reader). See Graduate School guidelines for additional details.

A master's paper/project is a completed piece of work representing the culmination of academic work toward the M.Ed. degree. While academic tradition suggests that this culminating effort take the form of a scholarly paper of one sort or another, we believe that such work can take many forms. A master's paper/project represents a student's attempt to address a phenomenon or situation involving leadership efforts in relation to education or schooling. A master's paper/project also represents a student's successful ability to connect her/his effort to one or more bodies of scholarly knowledge. Finally, a master's paper/project represents evidence of a student's ability to synthesize and utilize knowledge, skills and dispositions learned throughout the master's program. A successful M.Ed. paper/project (e.g., a review of relevant literature, a tightly argued scholarly paper, a project that explores a practical, school-based concern or a web site) will clearly and directly represent the student's

thoughts and understandings about a subject or subjects pertaining to educational leadership in a manner designed to speak to interested members of the education community.

4. Course Suggestions for Different Strands

School Leadership

EDLDR 480: Introduction to Educational Leadership

EDLDR 530: Leadership for Inclusive Education

EDLDR 533: Politics of Local School Districts

EDLDR 540: Technology Applications in EDLDR

CI 550: Overview of Contemporary School Curriculum

EDLDR 560: Principles of Instructional Supervision

EDLDR 568: Principalship

EDLDR 576: Law and Education

EDLDR 579: Public School Business Administration

EDLDR 595: Internship for Principals

Professional Development

EDLDR 480: Introduction to Educational Leadership

CI 501: Teacher Inquiry

EDLDR 530: Leadership for Inclusive Education

EDLDR 559: School Improvement

EDLDR 560: Principles of Supervision

EDLDR 562: Methods of Coaching and Supervision

EDLDR 563: Staff Development

EDLDR 565: School Personnel Administration

EDLDR 567: Organizational Supervision

EDLDR 569: Decision Making in Educational Organizations

EDLDR 576: Law and Education

EDLDR 597: Leadership and Film

Curriculum, School Policy, and Change

EDLDR 480: Introduction to Educational Leadership

EDLDR 530: Leadership for Inclusive Education

EDLDR 533: Politics of Local School Districts

CI 550: Contemporary School Curriculum

EDLDR 551: Curriculum Design

EDLDR 553: Issues in Curriculum

EDLDR 557: Seminar in Curriculum Research

EDLDR 565: School Personnel Administration

EDLDR 569: Decision Making in Educational Organizations

EDLDR 573: Public School Finance

EDLDR 576: Law and Education

EDLDR 597: Leadership and Diversity

EDLDR 597: Leadership and Film

EDLDR 597: Ethical and Legal Decision Making

EDLDR 597: School Change

Teacher Leadership

Master's in Teacher Leadership

Open

Courses are to be selected in conjunction with program advisor.

DOCTORAL CANDIDATES

Two doctoral degrees are available through the Educational Leadership Program, the D.Ed. and the Ph.D. The career goal of one pursuing a Ph.D. is usually research and scholarly work. The career goal of one pursuing a D.Ed. is generally the professional practice of educational leadership. While many of the requirements are the same across both programs, there are criteria specific to each.

Admission Requirements

Item(s)	Description	D.Ed.	Ph.D.
Transcripts	Two official transcripts from Undergraduate and Graduate institutions	X	X
GPA Minimum in Prior Graduate Coursework	3.0 (based on a 4.0 scale) for prior graduate coursework. GPA levels below these minimums do not automatically disqualify an applicant, but they are used as a factor in the admissions process.	X	X
Current Letters of Recommendation	Three letters of recommendation from individuals who can objectively assess the candidate's professional and academic abilities are to be submitted.	X	X
Professional Resume or Curriculum Vita		X	X
Statement of Purpose		X	X
TOEFL for international students whose first language is not English	Students from other countries should be in contact with the Office of International Students. All applicants from non-English speaking countries must present a TOEFL score of 550 (written) or 213 (computerized) for admission to a degree program unless they have obtained a degree from a university in the U.S. or another English speaking country. They must also have an interview with a member of the Admissions Committee either in person or using available technology.	X	X
Test Scores	Submission of scores from a graduate admissions test is required from all prospective doctoral students applying to the D.Ed. program. The Graduate Record Exam (GRE) is recommended, but the program will also accept the Miller's Analogy Test (MAT), the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT), or another comparable graduate admission test	GRE, MAT, LSAT, or GMAT	GRE

Writing Sample	The current writing sample is designed to allow the applicant to present evidence of writing ability. It could consist of an example of prior work (e.g., an academic paper previously written by the applicant for recent coursework) or a review (approximately 300 words) of a pertinent article or report published in a recent professional journal of your choice which deals with a contemporary educational issue. Instructions for writing the article review are available from the Program Assistant or from the Program's website.	X	X
Writing Sample - Timed	A timed writing sample may be requested of candidates in order to obtain a more complete picture of writing and analytic abilities. This procedure will usually be done on campus, but in cases where this may not be possible, electronic or other approaches may be utilized to fulfill this requirement.	If requested	If requested
Interview	Interviews are recommended for candidates seeking admission into doctoral programs, usually as part of a one-day campus visit. The visit should be scheduled with the Program Assistant and should include interviews with at least two faculty members on the Admissions Committee and others if possible, a writing sample, and visits with current students. The visit allows the candidate to gain a better understanding of the EDLDR community of faculty and students, the program structure and offerings, and a sense of what being a doctoral student entails. In cases where a physical visit is not feasible, alternative means of conducting an interview should be arranged using available technology.	Recommended	Recommended

Doctor of Education Program

The D.Ed. in Educational Leadership is a professional degree program that is focused on concepts and issues of leadership in education. It is appropriate for those who seek careers as educational leaders in schools and other education service organizations, i.e., superintendents, principals, educational specialists, etc. The program of study is somewhat structured with a minimum of 90 credits of required coursework for the degree. The thesis is oriented toward issues of practice and demonstrates the application of principles and concepts of educational leadership to problems of practice in education.

The program offers three distinct strands: 1) District Leadership (which can incorporate the Letter of Eligibility), 2) Teacher Leadership, and 3) Other. Regardless of the strand selected, the basic requirements of the D.Ed. program coursework include:

	Credits
<i>Major Field</i>	48
<i>General Studies/Minor</i>	18
<i>Research</i>	9
<i>Thesis Research</i>	<u>15</u>
<i>Total</i>	90

Program Plan

D.Ed. students, in close consultation with their academic advisor, will design a **program plan** for degree completion. This **program plan** will indicate which courses will fulfill all course requirements in the Major Field Area, as well as the General Studies/Minor Area, and the Research requirement. The **program plan** accomplishes two primary purposes: (1) it provides evidence of a breadth of experience with and knowledge of the field of educational leadership; and (2) it identifies supporting coursework that will, upon completion, provide evidence of a depth of knowledge and specialization in an identified interest area or areas.

Major Field (48 credits)

In the Major Field Area, D.Ed. students are required to take a minimum of 3 credits from each of the following eight theme areas for a total of 24 credits for breadth. The remaining 24 credits are to be determined in consultation with the student's academic advisor to achieve depth in the program.

1. Administration, organization, and leadership
2. Supervision and professional development
3. Curriculum and instructional leadership

4. Resource allocation
5. Politics, community relations, and rural education issues
6. Ethics and diversity
7. Law and personnel management
8. Education policy

General Studies / Minor Area (18 credits)

The courses required in General Studies are taken in support of and to supplement the major field area courses. The following requirements apply:

1. D.Ed. students are required to complete a minimum of three credits concerning special education issues and three credits focusing on learning theory. (6 credit hours)
2. The remaining credit hours needed to fulfill the General Studies requirement should be taken outside of the EDLDR Program. These could include other College of Education courses and coursework outside of the College is also strongly encouraged. Selection of these courses should be done in close consultation with the student's academic advisor. (12 credit hours)

Research (9 credits)

D.Ed. students are required to complete the following:

1. 3 credits of quantitative research,
2. 3 credits of qualitative research, and
3. 3 credits of research design or advanced research methods.

Thesis Research (15 credits)

In addition to coursework, there are six elements required for completion of the program:

1. Candidacy Examination

The purpose of candidacy is to evaluate if the student is capable of completing the degree requirements, including conducting doctoral research. The decision to admit a student to candidacy is made by the EDLDR graduate faculty.

For the D.Ed. program, a three-member standing faculty committee plus the student's academic advisor conducts a candidacy examination after a student has earned a minimum of 15 credits in the program. Students will develop and submit a portfolio to the committee (no presentation is required). The portfolio will include the following:

- a. Statement of research interests, goals for the program, and career goals. (No more than three pages).
- b. Program plan. This should include both courses already taken as well as those to be taken in the future.
- c. Vita.
- d. Selection of one representative course paper.

The standing committee evaluates the portfolio and recommends to the full faculty to admit or not-admit the student to candidacy. The student will have a one-time opportunity to retake the candidacy examination.

2. Comprehensive Examination

The comprehensive examination for the D.Ed. emphasizes breadth of knowledge and is structured to relate to the required coursework. Written and oral components of the comprehensive examination are required. The examination is taken near the end of the candidate's coursework and advisor's approval to sit for the examination is required.

The written comprehensive examination consists of four questions related to the D.Ed. coursework. Faculty who developed the questions evaluate the candidate's responses. The D.Ed. comprehensive examination is offered once in the fall semester and once in the spring semester.

The four questions that comprise the D.Ed. written comprehensive examination are taken in two parts. Two of the four questions are in a take-home format. Each candidate will select two of the following areas for take-home questions:

1. Supervision or professional development
2. Resource allocation
3. Politics and community relations or rural education issues
4. Ethics or diversity
5. Law or personnel management

The selection of these two areas must be completed by mid-September or mid-January of the semester the candidate intends to take the written comprehensive examination. Students are responsible for informing the program staff assistant of their selections. The students are given these questions in mid-October for Fall Semester and mid-February for Spring semester and have one week per question to complete their responses.

The other **two** questions are completed in a traditional sit-down examination format occurring in one full day session on campus, usually in November for the Fall semester and April for the Spring semester. These **two** questions come from the two areas listed below:

1. Administration, organization, **or** leadership
2. Curriculum, instructional leadership, **or** education policy

If the candidate's responses to any of the questions are deemed unsatisfactory by the faculty evaluator, the candidate will have the opportunity to demonstrate their competency in the area of the question to the faculty who prepared the question in a manner determined by the faculty member. The oral examination takes place during the thesis proposal hearing at a physical meeting of the thesis chair, members of the committee and the candidate and focuses on a presentation and defense of the proposed dissertation research.

3. Residency

D.Ed. candidates must earn a minimum of 30 credits of the required 90 total program credits at the University Park campus. This requirement can be met by attending summer sessions. D.Ed. candidates are required to be registered as full-time student a minimum of two semesters. These do not have to be consecutive semesters and the summer semester can also count toward this requirement. Participation in the Wednesday Program fulfills this residency requirement.

Students must inform their academic advisor of the planned residency semesters prior to the beginning of those semesters.

4. Dissertation Committee

Prior to the candidacy examination, the candidate must secure a thesis advisor who supervises the candidate's program from this point to the completion and acceptance of the dissertation. The thesis advisor is a faculty member in the EDLDR program whose research interests match those of the candidate's intended thesis research. The thesis advisor may or may not be the same faculty member as the academic advisor.

The committee consists of four or more graduate faculty, including at least two faculty members in the major field (EDLDR), and one member from outside the major field. The thesis chair must be in the major field. The outside member must be in a department different from that of the thesis chair.

5. Dissertation Proposal

The candidate, under the supervision of their thesis chair, is responsible for the development of the thesis proposal. The candidate and the thesis chair determine when the proposal is ready to be presented to the dissertation committee. The dissertation proposal is presented to a meeting of the full dissertation committee. Once the proposal is approved by the committee at this meeting, the candidate is authorized to proceed with the dissertation research and thesis preparation. Dissertation research dealing with human subjects must be approved by the Office of Research Protections prior to beginning the research.

6. Final Oral Examination

The candidate, under the supervision of their thesis chair, is responsible for the completion of the final draft of the thesis prior to the final oral examination. At a meeting of the full dissertation committee, the candidate presents the thesis research and written dissertation draft and this work is evaluated by the committee. The committee must accept the thesis before all the requirements of the degree are met.

Doctor of Philosophy (Ph.D.) Program

The Ph.D. program does not require a fixed number of credit hours for completion, and a candidate's specific program is determined in consultation with the academic advisor.

In the overall program 18 credit hours in EDLDR courses are required, exclusive of research and thesis credits. The specific EDLDR courses are selected in conjunction with the advisor and should relate to the candidate's area of concentration. Other courses outside of EDLDR should be included in the program of study where they enhance and support the candidate's research interests.

A three-credit colloquium is required as part of the overall EDLDR credit hour requirement. The colloquium is offered in the Fall and will have arranged meeting times during the semester. The colloquium serves as an introduction and orientation to the program where students can meet the program faculty and learn about their different research, teaching, and service activities. Another function of the colloquium is to assist students to prepare for their candidacy examination. Ph.D. students should enroll in the colloquium during the first Fall semester they are in their doctoral program.

The Ph.D. program coursework is a result of mutual consultation and planning involving the candidate and the academic advisor. Basic requirements include:

<i>EDLDR Courses</i>	<i>Minimum of 18 credit hours</i>
<i>Colloquium in EDLDR</i>	<i>3 credit hours</i>
<i>Research</i>	<i>Minimum of 12 credit hours</i>
<i>Supporting Field</i>	<i>Minimum of 9 credit hours</i>
<i>Thesis Research</i>	<i>As needed</i>

Program Plan

Ph.D. students, in close consultation with their academic advisors, must identify an area of concentration within the EDLDR Program and design a **program plan** for degree completion around this particular area of concentration with supporting courses coming both from EDLDR as well as from other areas.ⁱ The **program plan** accomplishes two important purposes: (1) it identifies the unique area of concentration of the student's studies along with the appropriate coursework that will, upon completion, provide evidence of depth of knowledge in the chosen area of concentration; and (2) it identifies the supporting coursework that will, upon completion, provide evidence of a breadth of knowledge in EDLDR, the major academic program.

ⁱ Any request to transfer in courses to the Ph.D. Program must be approved by the academic advisor. All transfer courses must meet the criteria of being recent (completed no more than 5 years prior to admission), high quality (course syllabi and written assignments may be requested), and directly relevant to the student's identified area of concentration.

Core Requirements

Colloquium (3 credit hours)

Areas of Concentration

The areas of concentration represent specialty fields or disciplines in which the candidate is expected to gain mastery. The areas may include, but are not limited to:

- a. Administration, organization, or leadership
- b. Supervision or professional development
- c. Curriculum or instructional leadership
- d. Resource allocation
- e. Education policy or politics and community relations
- f. Ethics or social justice

Supporting Field (Minimum of 9 credit hours)

These courses must be selected from outside of EDLDR Program. These could include other College of Education courses and courses outside the College are strongly encouraged. All supporting field courses should be at the 500-level, but appropriate 400-level courses may be approved by the advisor.

Research (Minimum of 12 credit hours)

One qualitative course and one quantitative course and other advanced coursework to support thesis research

Thesis Research

In addition to coursework, there are six elements required for completion of the program

1. Candidacy Examination

The purpose of candidacy is to evaluate if the student is capable of completing the degree requirements, including conducting doctoral research. The decision to admit a student to candidacy is made by the EDLDR graduate faculty.

For the Ph.D. program, a three-member standing faculty committee plus the student's academic advisor conducts a candidacy examination after a student has earned a minimum of 18 credits in the program. Each student will develop and present to the committee a portfolio that includes the following:

- a. Statement of area of concentration, research interests, goals for the program, and career goals. (No more than 3 pages)
- b. Program plan. This should include both courses already taken as well as those to be taken in the future.
- c. Vita.
- d. Scholarly work or evidence of scholarly work. This may include a publishable paper, a paper prepared as a presentation at a scholarly conference, a review of the literature, etc.

The standing committee evaluates the portfolio and the student presentation and recommends to the full faculty to admit or not-admit the student to candidacy. If not admitted, the student will have a one-time opportunity to retake the candidacy examination.

2. Comprehensive Examination

The comprehensive examination for the Ph.D. emphasizes depth of knowledge and is structured to have a close relationship to a candidate's thesis research. Written and oral components of the comprehensive examination are required. The examination is taken near the end of the candidate's coursework and advisor's approval to sit for the examination is required.

Prior to the candidacy examination, the Ph.D. candidate must secure a thesis advisor who supervises the candidate's program from this point to the completion and acceptance of the dissertation. The thesis advisor is a faculty member in the EDLDR program whose research interests match those of the candidate's intended thesis research. The thesis advisor may or may not be the same faculty member as the academic advisor.

The Ph.D. comprehensive examination is individualized for each student and can take place at any time during the academic year when the thesis advisor deems the student ready. The written comprehensive examination consists of a minimum of three questions, one in each of the following areas:

1. Area of concentration (EDLDR specialized area)
2. Research methodology
3. Another EDLDR area or the supporting field

The thesis chair works with the candidate to identify other faculty to serve on the student's comprehensive examination committee. The committee members will develop the written questions and evaluate the responses. The questions are expected to relate to the candidate's individualized thesis research. Candidates typically take home the questions to develop their responses.

The oral portion of the Ph.D. comprehensive exam takes place at a physical meeting of the thesis chair, members of the committee, and the candidate. The purpose of the meeting is to examine the student's responses to the examination questions and to evaluate their acceptability. The student will have a one-time opportunity to retake an unsatisfactory candidacy examination.

An optional pre-comprehensive meeting is strongly recommended between the comprehensive examination committee and the candidate to prepare for the written and oral examinations.

3. Residency

Over a twelve month period between admission to and completion of their program, Ph.D. candidates must spend a minimum of two semesters as a registered full-time student engaged in academic work at the University Park campus. Summer sessions do not satisfy this requirement and the two semesters must be consecutive.

After the Ph.D. candidate has passed the comprehensive examination and met the two-semester full-time residency requirement, the student must register continuously for each fall and spring semester (beginning with the first semester after the residency requirement has been met) until their Ph.D. thesis is accepted and approved by the dissertation committee.

4. Dissertation Committee

The committee consists of four or more graduate faculty, including at least two faculty members in the major field (EDLDR), and one member from outside the major field. The thesis chair must be in the major field. The outside member must be in a department different from that of the thesis chair. It is typical that the faculty members who served on the candidate's comprehensive examination committee will also serve as the dissertation committee.

5. Dissertation Proposal

The candidate, under the supervision of their thesis chair, is responsible for the development of the thesis proposal. The candidate and the thesis chair determine when the proposal is ready to be presented to the dissertation committee. The dissertation proposal is presented to a meeting of the full dissertation committee. Once the proposal is approved by the committee at this meeting, the candidate is authorized to proceed with the dissertation research and thesis preparation. Dissertation research dealing with human subjects must be approved by the Office of Research Protections prior to beginning the research.

6. Final Oral Examination

The candidate, under the supervision of their thesis chair, is responsible for the completion of the final draft of the thesis prior to the final oral examination. At a meeting of the full dissertation committee, the candidate presents the thesis research and written dissertation draft and this work is evaluated by the committee. The committee must accept the thesis before all the requirements of the degree are met.

Other Doctoral Candidate Information

Graduation

Candidates must activate their intent to graduate on **elion**. Deadlines are posted in the Graduate Degree Programs Bulletin or from the Thesis and Graduate School Publications Office in Kern Building. Students who fail to complete requirements by the deadline must re-activate their intent to graduate for the next semester. The candidate is responsible for all requirements concerning program, thesis registration and fees.

Dissertation Signatures

Each doctoral dissertation must be presented to the Professor-in-Charge of the program for signature no later than one week before the document is due in the Graduate School in its final form. All signatures of the committee must be present on the appropriate paper in proper form when the dissertation is presented to the Professor-in-Charge. The candidate's committee may allow the dissertation (and research proposal) to be done in a language other than English, provided all of the faculty members who must sign the dissertation can read that language.

Bound Copy

When the dissertation is complete and all signatures obtained, one bound copy needs to be submitted to the program staff assistant. This copy will be placed in the department library for public access.

Candidate's Responsibility

Candidates should know Graduate School rules and deadlines concerning academic requirements and dissertation preparation. The candidate is responsible for every aspect of thesis preparation, including final acceptance by the Graduate School. Any style of dissertation referencing acceptable to the Graduate School is acceptable to the faculty of Educational Leadership.

CERTIFICATION PROGRAMS

The Educational Leadership program of the Pennsylvania State University offers two certification programs, the Principal Certification Program (PCP) and the Letter of Eligibility Program (LEP) for Superintendent/Assistant Superintendent/Intermediate Unit Director. Each program requires a series of core courses that are consistent across the University Park, Great Valley, and Harrisburg campuses.

Admissions Standards

1. GPA of 3.25 or greater in prior graduate work
2. 3 letters of recommendation

Entrance into certification programs for administrative positions requires admission to the Graduate School and to the educational leadership program. Transfer of credits completed at other institutions cannot be guaranteed. Transfer credits accepted toward certification may or may not count as degree credits. Appropriate work taken at acceptable institutions in the Commonwealth of Pennsylvania and elsewhere ordinarily is transferable. The following requirements pertain to admission to and completion of certification programs:

1. Admission as either a degree student or as a certification student.
2. Certification as a Superintendent or an Intermediate Unit Director requires previous certification as a principal or supervisor and three years professional service in an administrative capacity.
3. All certification students should maintain at least a 3.25 grade point average during their work. However all students are required to maintain at least the graduate school degree minimum requirements.
4. A student in a master's or doctoral program on the main campus other than in educational leadership who seeks certification at the same time, should seek advisement from the educational leadership certification officer or the certification assistant. Contact the program staff assistant, 200 Rackley, 865-1487, for the name of this individual.

Evaluation of Credentials

Preliminary evaluation of credentials is recommended and is available through the educational leadership certification officer or the certification assistant. Upon acceptance into the program, however, all students must have their credentials evaluated and the program requirements that must be met prior to a recommendation for certification determined. When all requirements are satisfactorily met, the program certification officer will forward all necessary substantiating documents to the College of Educational Leadership Officer, who recommends a candidate to the Pennsylvania Department of Education for the desired certification. University officials make recommendations only on the completion of the program including the internship and successful completion of tests required. All decisions concerning experience are made by the PA Department of Education.

The Principal Certification Program (PCP)

The Penn State Principal Certification Program (PCP) is a statewide program offered at three locations: University Park, Harrisburg, and Great Valley Graduate Center. The program has been evaluated by NCATE/ELCC and is in compliance with their current requirements as well as all requirements by the Pennsylvania Department of Education (PDE). The program has three important features:

1. A Standardized Principal Certification Program so that all students receive a consistent, high quality, and uniform program.
2. A specific set of courses that explicitly cover all NCATE standards. This requires aligning course assignments and student results with NCATE/ELCC standards.
3. A student management system using an electronic portfolio approach will be utilized to allow all students to maintain a record of their progress through the Principal Certification program and provides documentary evidence of student proficiency in all NCATE standard elements, evaluation of student progress, and evaluation of program outcomes.

Required Courses

The PCP at Penn State consists of ten specific courses (see Table 1) consistent across the University Park, Harrisburg, and Great Valley programs. These courses cover both the mandatory NCATE/ELCC standards and the PDE certification requirements. The main themes present throughout the PCP courses include, diversity, professional development, instructional leadership, ethical and moral leadership, school improvement, change processes, and social justice. All of the courses are offered annually at University Park, with a varying number of the courses also offered on online. At least five of the core courses are offered annually at both Harrisburg and Great Valley.

Table 1: *Principal Certification Program (PCP) required courses*

NO.	COURSE	TITLE
1	EDLDR 480	Introduction to EDLDR
2	EDLDR 530	Leadership and Inclusive Education
3	EDLDR 533	Politics of Local School Districts
4	EDLDR 540	Technology Application in EDLDR
5	EDLDR 551	Curriculum Design
6	EDLDR 560	Principles of Instructional Supervision
7	EDLDR 568	Principalship
8	EDLDR 576	Law and Education
9	EDLDR 579	Financial Management for Schools
10	EDLDR 595	Internship for Principals

All students entering the PCP as of the Fall 2006 semester will follow these program requirements. Students who began their program prior to that time have until the end of Summer 2009 to complete the program under previous requirements.

The Internship

An internship is required of all principal certification candidates. Internships can be full-time or part-time and should be the result of planning with the faculty internship supervisor and administrative mentor. The requirements of the internship will be based on a review of the

candidate's progress toward NCATE/ELCC standards and will focus on the application of developed knowledge and interpretations of the standards.

Internships may not be scheduled prior to the completion of nine credits in educational administration. All students are required to contact the faculty internship supervisor prior to registering for EDLDR 595 A or B. NO CREDIT will be granted for any internship without the submission of the approved written agreement. The intern is responsible for the submission of all required materials prior to the end of the semester during which the internship ends. A letter of evaluation must be received from the administrative mentor prior to the end of the semester. The internship may be waived if the candidate can document one or more years of appropriate and successful administrative experience and appropriate progress toward NCATE/ELCC standards is determined.

Praxis Exam

All principals must take and pass either the Administration and Supervision Praxis Exam or the School Leaders Licensure Assessment Exam. These exams are offered three times a year. A passing score of 580 is required on the Administration and Supervision exam and a score of 159 is required on the SLLA exam. You can obtain registration information from the certification officer or by contacting the certification office (228 Chambers Building).

Letter of Eligibility Program (LEP)

Superintendent/Assistant Superintendent/Intermediate Unit Director

The program preparing a person for the letter of eligibility for the Superintendent/Assistant Superintendent/Intermediate Unit Director has been evaluated by NCATE/ELCC and is in compliance with their current requirements as well as all requirements by the Pennsylvania Department of Education (PDE). The LEP is offered only at University Park, has three important features:

1. A standardized Letter of Eligibility Program so that all students receive a consistent, high quality, and uniform program.
2. A specific set of courses that explicitly cover all NCATE standards. This requires aligning course assignments and student results with NCATE/ELCC standards.
3. A student management system using an electronic portfolio approach will be utilized to allow all students to maintain a record of their progress through the Principal Certification program and provides documentary evidence of student proficiency in all NCATE standard elements, evaluation of student progress, and evaluation of program outcomes.

Required Courses

The LEP at Penn State consists of ten specific courses (see Table 2) offered at the University Park Campus. These courses cover both the mandatory NCATE/ELCC standards and the PDE certification requirements. The main themes present throughout the PCP courses include, diversity, professional development, instructional leadership, ethical and moral leadership, school improvement, change processes, and social justice. All of the courses are offered annually at University Park.

Table 2: *Letter of Eligibility Program (LEP) required courses*

NO.	COURSE	TITLE
1	EDLDR 528	Educational Policy in the US
2	EDLDR 559	School Improvement
3	EDLDR 563	Designing Staff Development Programs
4	EDLDR 565	Personnel Management
5	EDLDR 569	Decision Making
6	EDLDR 573	Public School Finance
7	EDLDR 578	Schools as Organizations
8	EDLDR 595	Internship for Superintendency
9	EDLDR 597	Curriculum Leadership
10	EDLDR 597	Superintendency Seminar

All students entering the LEP as of the Fall 2007 semester will follow these program requirements. Students who began their program prior to that time have until the end of Summer 2010 to complete the program under previous requirements.

Other Certification Information

Certification Advisement

Degree and certification students within educational leadership, as well as certification students in other departments of the University, will be advised by the educational leadership certification officer or graduate assistant on matters related to the administrative certificate.

Application for Certificate

Each person completing certification requirements must comply with University and PDE requirements, and must present the following items as part of the application for certification:

- √ Proof of experience in teaching and administration (five years teaching experience required for principal's certificate; three years administrative experience required for the letter of eligibility. (PDE form PDE 338 V, Verification of Experience)
- √ Official transcripts of all courses taken, including institutions, locations where courses were taken, date, title, number of credit hours, and grade.
- √ Verification of Internship experience in application for the principal certificate.
- √ A money order or certified check made payable to the Commonwealth of Pennsylvania for fifteen dollars (\$40).
- √ Copy of current professional certificate.
- √ Completed PDE-338 C, College/University Verification Form and PDE 338G, General Application for Pennsylvania Certification Form.

The program faculty at The Pennsylvania State University can only certify completion of the approved program leading to administrative certification in Pennsylvania. We have no other influence on the Department of Education's judgment regarding professional experience. Further, the time required by the Department of Education to complete processing of the application and forwarding of the certification varies greatly. Once the recommendation from the Dean's office of the College of Education is sent to the Department of Education, the certification process is in the hands of the Pennsylvania Department of Education. Inquiries concerning the progress of the certification process, once the Dean's office has forwarded its recommendation, should be directed to the appropriate officials of the Pennsylvania Department of Education.

Placement

Students desiring placement assistance should register with the Career Development and Placement Center before completing their final work at the University.

GENERAL INFORMATION

1. Consult with your academic advisor. The advisor and student plan a program which is appropriate for the student's professional objectives and in accord with the policies of the Graduate School and the educational leadership program.
2. A graduate student ordinarily attends the educational leadership faculty meetings as a student representative. Suggestions or items of concern should be directed to this representative who will in turn raise issues with the faculty. Your advisor or program staff assistant can supply you with that person's name and telephone number.
3. Grievance procedures have been established by the University. These procedures are posted and published by the University and can be obtained from the Dean's Office of the College of Education in Chambers Building.
4. Graduate School requirements, rules, and deadlines concerning dissertation preparation and presentation are extensive, complex, and change frequently. Each graduate student must become acquainted with that body of information by consulting the Graduate Degree Programs Bulletin and the other information sources issued by the Graduate School.
5. The responsibility to satisfy all requirements established by the Program and the Graduate School is the candidate's. Your advisor is one source of information, but you should know, understand and comply with those requirements.
6. An increasing number of courses in the educational leadership program are incorporating computer usage. Students will be expected to have or develop basic competencies including facility with word processing, spreadsheet, presentation and communication programs. Expert abilities are not required, but the ability to use software for classroom work and assignments may be expected. Lack of experience with one or more of the types of programs will not hinder early work in the program, but students should plan to develop the necessary skills soon after admission. All students are automatically assigned a computer access account by Education Technology Center at Penn State. Students should activate this account with ETC to receive the account number and password. This gives students the ability to use university computer labs, internet access, and email.
7. Early in the semester in which a student expects to graduate in a degree program (master's and doctoral), **the candidate must activate the intent to graduate on eLion**. Deadlines are posted in the Graduate Degree Programs Bulletin or on-line. Students who fail to complete requirements by the deadline must re-activate their intent to graduate for the next semester. The candidate is responsible for all requirements concerning program, thesis registration and fees.
8. It is unlikely that all of the program faculty will be on campus each summer. Hence, students should not expect that all advisors will be present. It will, of course, be possible for students to register and work on projects, but faculty who are not teaching during the summer will probably not be available to work closely with them. Students should plan such projects (master's papers and theses and doctoral dissertations) accordingly.

EDUCATIONAL LEADERSHIP GRADUATE FACULTY AND SPECIALIZATIONS

PATRICIA BEST	The Pennsylvania State University, Associate Adjunct Professor of Education, Education
JOHN DiNUNZIO, D.Ed.	The Pennsylvania State University, Adjunct Associate Professor of Education, Personnel Management
SUSAN C. FAIRCLOTH, Ph.D.	The Pennsylvania State University, Assistant Professor of Education, Leadership and Diversity Education
WILLIAM J. FREED, Ed.D.	The Pennsylvania State University, Coordinator, Principal Certification, Program, Harrisburg Campus
PRESTON GREEN,III Ed.D.	Teachers College, Associate Professor of Education, Legal Issues and Charter Schools
WILLIAM T. HARTMAN, Ph.D.	Stanford University; Professor of Education--Education Finance, School Business Administration, Microcomputer Applications in Educational Administration, Total Quality Management.
DAVID H. MONK, Ph.D.	University of Chicago, Professor of Education and Dean, College of Education--Resource Allocation, Equity.
ROBERT F. NICELY, JR.	Retired, Educational Leadership.
NONA A. PRESTINE, Ph.D.	University of Wisconsin-Madison, Professor of Education--Organizational Theory, Leadership
KEITH ROSE, Ph.D.	The Pennsylvania State University; Coordinator, Principal Certification Program, Great Valley Campus; Adjunct Associate Professor--Principalship.
KAI A. SCHAFFT, Ph.D.	Cornell University, Assistant Professor, Development Sociology and Rural Education
ROGER C. SHOUSE, Ph.D.	The University of Chicago; Associate Professor of Education--Organizational Change, Educational Policy and School Improvement.
JACQUELINE STEFKOVICH Ph.D., J.D.	Harvard University, University of Penn Law School, Professor of Education--Law and Education
JOHN W. TIPPECONNIC III, Ph.D.	The Pennsylvania State University; Director, American Indian Leadership Program; Professor of Education--Policy, Minority Studies, Leadership.

DESCRIPTIONS OF ATTACHED FORMS

Also available on the Educational Leadership website at <http://www.ed.psu.edu/edldr/>

Resume Study/Change of Graduate Degree or Major Form

Anyone who has interrupted a normal sequence of registration is required to apply to the office of Graduate Enrollment Services, 114 Kern Graduate Building, at least two months before the time of registration for permission to resume study. This form is not required if the sequence break was summer session only. This form is also used when you change from one major/degree to another.

Transfer of PSU Non-Degree Graduate Credits to a PSU Degree Program

Many students will begin taking classes as a non-degree student. It is the student's responsibility to consult their advisor and have appropriate course work transferred. You must notify the program assistant who will process the paperwork through the Graduate School. You may only transfer 15 credits from non-degree status to degree (this is a Graduate School requirement).

Transfer of Credits from an External Institution

Subject to Graduate School guidelines, some previous course work may be transferable or students will occasionally take work at other institutions with their advisor's prior approval while enrolled at PSU. Consult with your advisor about previous/current course work. You must notify the program assistant who will process the paperwork through the Graduate School.

Student Data for Degree Candidacy

Both D.Ed. and Ph.D. candidates must complete this form (along with the appropriate Program Plan) and submit it to their advisor for presentation to the faculty.

D.Ed. Program Plan

This proposed plan for D.Ed. candidates must accompany the Student Data for Degree Candidacy form submitted to your advisor for candidacy consideration. Consult with your advisor before submitting!

Ph.D. Program Plan

This proposed plan for Ph.D. candidates must accompany the Student Data for Degree Candidacy form submitted to your advisor for candidacy consideration. Consult with your advisor before submitting!

Graduate School Committee Appointment Signature Page

This form is to be given to each member of your committee for his/her signature prior to establishing your oral proposal date and then give to the program assistant for processing..

Principalship Checksheet

Form completed by the educational leadership certification officer and the certification assistant after reviewing graduate credits for certification purpose.

Superintendent's Letter of Eligibility Checksheet

Form completed by the educational leadership certification officer and the certification assistant after reviewing graduate credits for certification purpose.

Internship Packet

All students are required to complete an administrative internship unless a waiver is granted. Review the packet and consult with the professor-in-charge or the internship supervisor prior to registering for EDLDR 595A or B.

Checklists

Checklists are available for each program. These forms allow students to monitor their progress toward completion of the requirements for their program.

APPENDIX

Educational Leadership Program: Approvals for any exceptions to program requirements must be documented.

D.Ed. PROGRAM PLAN

NAME: _____ **CANDIDACY:** _____ **RESIDENCY:** _____

COURSE CREDITS	TITLE	DATE	SCHOOL
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MAJOR (Minimum of 45 Credits)

Total Major Credits _____

MINOR/GENERAL STUDIES (Minimum of 15 Credits)

Total Minor/GS Credits _____

QUANTITATIVE/QUALITATIVE RESEARCH (Minimum 3 Courses/9credits)

Total Research Credits _____

Subtotal (Minimum of 75 Credits) _____

Thesis Research (Minimum of 15 Credits of EDLDR 600/610)

Total Research Credits _____

TOTAL CREDITS (Minimum of 90 Credits)

Educational Leadership Program: Approvals for any exceptions to program requirements must be documented.

Ph.D. PROGRAM PLAN

NAME: _____ **CANDIDACY:** _____ **RESIDENCY:** _____

COURSE MAJOR AREA	TITLE	DATE	SCHOOL	CREDITS
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Total Major Credits _____

QUANTITATIVE/QUALITATIVE RESEARCH METHODS
(Minimum of 4 Graduate Courses/12 Credits)

Total Research _____

BREADTH COURSES
(Minimum of 3 Courses/9credits)

Total Disciplinary _____

Subtotal _____

Thesis Research (EDLDR 600/610)

Total Thesis _____

TOTAL CREDITS (Minimum of 45 Credits Beyond Masters)