

Educational Leadership Program

College of Education

The Pennsylvania State University

STUDENT HANDBOOK

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EDUCATIONAL LEADERSHIP PROGRAM

Welcome to the Educational Leadership (EDLDR) Program of The Pennsylvania State University. The purpose of this 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 degrees are offered and explained in this handbook: Doctoral (Ph.D. and D.Ed.), Master's (M.Ed.), 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/Dissertation 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

Application Requirements:

- a) statement of purpose;
- b) resume/vita;
- c) 3 letters/forms of recommendation;
- d) 2 official copies of transcripts; and
- e) a writing sample (short paper or critique of an educational journal article. Please include a copy of the article).

Educational Leadership offers two master's degrees: a 30-credit M.Ed. program and a Teacher Leadership Program. As part of the M.Ed. program, students are required to complete EDLDR 480. Students are also strongly encouraged to complete one (1) research or evaluation course.

1. Students must achieve at least a 3.0 grade point average.
2. Complete a graduate major in Educational Leadership, including a minimum of 18 credit hours* in or related to Educational Leadership.
3. Complete at least 6 hours of graduate coursework in an approved academic discipline or disciplines outside the field of Educational Leadership.
4. Complete a minimum of 30 semester hours beyond the Baccalaureate degree, including a minimum 12 credits in 500-level course work.
5. At least 21 of the 30 credits must be earned on the University Park campus.
6. Submit a satisfactory **Master's paper** as evidence of research and writing ability. A term paper does not satisfy this requirement. The paper may be supervised by any professor in the Educational Leadership program. Once the professor feels the paper is complete, one copy is submitted to the EDLDR Program. The Staff Assistant must notify the Graduate School that an initial draft and a final draft of the Master's paper have been submitted to the EDLDR program. Two final copies are to be submitted with sturdy covers: one to the Program Staff Assistant and one to the supervising faculty member. Please be advised that the program copy of the Master's paper is put in our department library for public access. Deadlines for submission of the Master's paper are established by the Graduate School and the individual faculty member. It is the student's responsibility to meet these deadlines and to activate his or her intent to graduate. Graduation may have to be postponed if deadlines are not met.

*Students may take up to 3 credits of EDLDR 596 to complete the master's paper.

Graduate School Requirements: All credits must be from graduate courses – 400 or above levels – with at least 15 credits at the 500 level. At least 6 credits must be completed outside of the EDLDR Program area.

Master's Degree in Teacher Leadership¹

Coursework for the Master of Education in Educational Leadership — Teacher Leadership option is divided into four tiers and a capstone project. You are strongly encouraged to proceed sequentially through each of the four tiers, although you can take the courses within a given tier in any order.

First Tier

C I 501	Teaching as Inquiry	3 credits
EDLDR 801	Introduction to Teacher Leadership	3 credits
EDLDR 802	How Schools Work	3 credits

Second Tier

EDLDR 559	School Improvement	3 credits
EDLDR 563	Designing Staff Development Programs	3 credits

Third Tier

ADTED 498	Teaching Adults Responsibly	3 credits
<i>OR</i>	<i>OR</i>	
EDPSY 421	Learning Processes in Relation to Educational Priorities	
EDLDR 551	Curriculum Design: Theory and Practice	3 credits

Fourth Tier

EDLDR 540	Technology Applications in Educational Leadership	3 credits
EDLDR 560	Principles of Instructional Supervision	3 credits

Final Course

EDLDR 894	Capstone Inquiry Course Final exhibition of portfolio developed across the program	3 credits
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¹Excerpted from Penn State Online. For additional information, see:
<http://www.worldcampus.psu.edu/degrees-and-certificates/educational-leadership-masters/course-list>

DOCTORAL CANDIDATES

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

Admission Requirements

Item(s)	Description	D.Ed./ Ph.D.
Transcripts	Two official transcripts from undergraduate and graduate institutions.	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
Current Letters of Recommendation	Three letters of recommendation from individuals who can objectively assess the candidate's professional and academic abilities.	X
Professional Resume or Curriculum Vita		X
Statement of Purpose		X
TOEFL for international students whose first language is not English	Students from other countries should be in contact with the University Office of Global Programs. All applicants from non-English speaking countries must present a TOEFL score of 80, with a score of 20 on each section for admission to a degree program unless they have obtained a degree from a university in the U.S. or another English speaking country. Students may be asked to complete an interview with a member of the Admissions Committee either in person or using available technology. The IELTS Exam is also accepted with a passing score of 6.5 or higher.	X

Test Scores ²	Submissions of scores from a graduate admissions test are required from all prospective doctoral students. 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
Writing Sample	The 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, 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
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.	Upon Request
Interview	Interviews are available and may be requested 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.	Upon Request

²Please note that the EDLDR program has not established a minimum cutoff score for these tests.

Doctor of Education (D.Ed.) Program

The D.Ed. in Educational Leadership is a professional degree program 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 (e.g., superintendents, principals, educational specialists). The program of study is somewhat structured with a minimum of 90 credits of required coursework for the degree. The dissertation is oriented toward issues of practice and demonstrates the application of principles and concepts of educational leadership to problems of practice in education.

The basic requirements of the D.Ed. program coursework include:

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

Program Plan

D.Ed. students, in close consultation with their academic advisor, will design a program plan for degree completion early in their program. 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 purpose of the coursework is to provide breadth and depth of knowledge in the field of educational leadership, to prepare students to pass their written comprehensive examination, and to develop the research skills to conceptualize, develop, and complete a satisfactory dissertation. The program plan form is included in the Appendix of this handbook.

D.Ed. candidates must earn a minimum of 30 credits of the required 90 total program credits at the University Park campus. (Note: This policy is subject to change. See Graduate School handbook for updates.)

Any request to transfer in courses to the D.Ed. program must be approved by the academic advisor. All transfer courses must meet the criteria of being recent (typically 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 course of study. *Requests to transfer courses must be submitted and approved at the beginning of the student's doctoral program. On occasion, a non-University Park course may be approved by student's advisor prior to the student having completed the course.

For additional information regarding transfer credits, see below.

Transfer of Graduate Courses from Penn State Undergraduate Transcript
(Excerpted from: <http://www.gradsch.psu.edu/current/transferecredits.html>)

In certain cases, undergraduate students may subsequently apply credits they have earned in 400, 500, and 800 series courses toward an advanced degree at Penn State. After admission to the Graduate School, and with the approval of the major field, a maximum of nine (9) credits relevant to the graduate

program of study that were not used to satisfy undergraduate requirements may be applied toward an advanced degree. The time limitation on the completion of a master's degree program applies to these as well as to other credits.

Forms for transfer of credit may be obtained from the graduate program.

Transfer of Credit from an External Institution

- A maximum of ten (10) credits of high-quality graduate work done at a regionally accredited institution or recognized degree-granting institution may be applied toward the requirements for a master's or doctoral degree.
- Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser, the program head or graduate officer, and the Graduate School.
- Transfer credits must meet the following criteria:
 - Must have been earned at a regionally accredited institution or a recognized degree-granting institution;
 - Must be of "A" or "B" grade value ("B-" grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least "B" quality);
 - Must appear on an official graduate transcript;
 - Must be earned within the five years prior to the date of registration to a degree program at Penn State.
- If transferring credits from a university/college that is on quarter hours, you must convert the quarter hours to semester hours. In order to convert quarter hours credit to equivalent semester hours credit, multiply the number of quarter hours by two-thirds.

Forms for transfer of credit may be obtained from the graduate program.

Transfer of Nondegree Graduate Credits

Approval to apply nondegree graduate credits toward a degree program must be granted by the student's academic adviser, the program head or graduate officer, and the Graduate School. A maximum of 15 credits earned as a nondegree student may be applied to a degree program.

- The credits must have been earned within five years preceding entry into the degree program. Requests to transfer graduate work taken more than five years prior to admission into a graduate degree program must be accompanied by a letter justifying the validity of the course work.
- Only 400, 500 and 800-level graduate courses may be transferred.
- Any nondegree courses that are not listed on the transfer of credit form will be marked "NDC" (credits not applied toward the degree) on the transcript and will be excluded from the cumulative grade-point average and total credit count.
- Only A, B, and C grades will be transferred. D and F grades will be marked "NDC."

Forms for transfer of credit may be obtained from the graduate program.

Transfer of Penn State Dickinson School of Law Credits

Graduate students wishing to take 900-level (law) credits may apply a maximum of ten (10) credits towards a graduate degree program. Approval to apply Penn State Dickinson School of Law credits

toward a degree program must be granted by the student's academic adviser, the program head or graduate officer, and the Graduate School.

Courses approved to be transferred will be marked "DCR" (Dickinson School of Law Credit) on the graduate transcript and will count towards the total credit count. These courses will not be calculated into the cumulative GPA.

Forms for transfer of credit may be obtained from the graduate program.

Core Requirements

Major Field (48 credits)

In the Major Field Area, D.Ed. students are required to take a minimum of 48 credits in Educational Leadership courses and courses related to the graduate major field. These courses should be selected in consultation with the student's advisor. If approved, transfer credits may be used to fulfill a portion of this requirement. At least one course is required from each of the six areas listed below:

1. Administration, organization, and leadership
2. Education policy
3. Resource allocation
4. Politics, community relations, and rural education issues
5. Ethics, diversity, and special education
6. Law and personnel management

General Studies / Minor Area (15 credits)

The courses required as part of the General Studies/Minor requirement are taken in support of and to supplement the major field area courses. The following requirement applies:

According to the Graduate School, "an acceptable general studies group consists of at least 15 graduate credits, including those taken as part of a previous master's degree (up to 6 credits), considered by the major program committee to provide valuable intellectual breadth for the candidate. (Note that a general studies group is not a minor and is not entered as such on the student's transcript.

A candidate entering with a master's degree in a field that would normally be regarded as appropriate for a minor may petition the major program committee for a waiver of the minor requirement. If the program chair then approves, a request for a waiver may be submitted by the chair to the director of Graduate Enrollment Services. Waiving the minor requirement does not reduce the residence or total credit requirements for the D.Ed. degree."

(http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq3)

The 15 credit hours needed to fulfill the General Studies requirement should be taken outside of the EDLDR Program. These could include other Department of Education Policy Studies or College of Education courses. Coursework outside of the College is also strongly encouraged. All supporting field courses should be at the 500-level or above; however, appropriate 400-level courses may be approved by the advisor. Selection of these courses should be done in close consultation with the student's academic advisor.

Special Education Focused Course (3 credits)

D.Ed. students are required to complete a minimum of 3 credits concerning special education issues (e.g., EDLDR 530- Leadership for Inclusive Education).

Research (9 credits)

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

1. 3 credits of quantitative research

2. 3 credits of qualitative research
3. 3 credits of research design or advanced research methods

Dissertation Research (15 credits)

These credits are to be completed following successful defense of student's dissertation proposal. They serve to maintain the continuing connection between the student and the dissertation chair during the dissertation preparation process.

In addition to coursework, there are six elements required for completion of the program. Students must be registered and tuition paid at the time they participate in each of the following elements.

1. Candidacy

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.

D.Ed. students will work with their advisor to complete a candidacy form. This can be done after the student has completed 18 credits in the Educational Leadership Program. The form includes the following:

- a. Statement of research interests, goals for the program, and career goals.
- b. Develop a Program plan. This should include both courses already taken as well as those to be taken in the future (See attached form).

Candidacy decisions are made during regularly scheduled faculty meetings. Students must have a grade for all completed courses when going up for candidacy.

2. Dissertation Advisor and Committee

The candidate must secure a dissertation advisor who supervises the candidate's program after candidacy is achieved through the completion and acceptance of the dissertation. The dissertation advisor is a faculty member in the EDLDR program. It is advisable that this person's research interests match those of the candidate's intended dissertation research. The dissertation advisor may or may not be the same faculty member as the academic advisor.

The dissertation 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 outside member must be in a graduate program different from that of the dissertation chair.

The appointed committee needs to sign off on the Doctoral Committee Appointment Signature Form, which can be obtained from the Program Assistant.

3. 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. All parts must be taken within the same semester.

The four questions that comprise the D.Ed. written comprehensive examination are taken in two parts.

Part 1:

Two of the four questions are completed in a take-home format. (This may be completed before or after the sit down exam.) Each candidate will select two of the following areas for take-home questions:

1. Resource allocation
2. Politics and community relations or rural education issues
3. Ethics or diversity or special education
4. 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. 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.

Part 2:

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. 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 student will have a one-time opportunity to retake an unsatisfactory comprehensive exam.

****Note:** Under special circumstances, the D.Ed. student may petition to complete the comprehensive examination requirements in the same manner as the Ph.D. student does.

4. *Dissertation Proposal*

The candidate, under the supervision of the dissertation chair, is responsible for the development of the dissertation proposal. The candidate and the dissertation chair determine when the proposal is ready to be presented to the dissertation committee. Once a date and time are established with the committee, the candidate must then coordinate with the Program Assistant to notify the Graduate

School and to schedule a room for the dissertation proposal defense. The completed proposal should be distributed to committee members for review at least two weeks in advance of the oral defense.

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 dissertation preparation. Dissertation research dealing with human subjects must be approved by the Office of Research Protections prior to beginning the research.

Oral defense of dissertation proposal: The oral examination takes place during the dissertation proposal hearing at a physical meeting of the dissertation chair, members of the committee and the candidate, and focuses on a presentation and defense of the proposed dissertation research.

5. *Residency*

D.Ed. candidates are required to be registered as full-time students a minimum of two semesters. These do not have to be consecutive semesters. The summer semester can also count toward this requirement. The university defines full-time as enrollment for a minimum of nine credit hours per semester.

Participation in the Wednesday Program also fulfills this residency requirement.

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

6. *Final Oral Examination*

The candidate, under the supervision of the dissertation chair, is responsible for the completion of the final draft of the dissertation prior to the final oral examination. The Program Assistant needs to be notified to schedule a room for the defense. The Graduate School and full dissertation committee should be given two weeks prior notice for the final oral defense. Completed dissertations should also be distributed to committee members for review at least two weeks in advance of the oral examination. At a meeting of the full dissertation committee, the candidate presents the dissertation research and written dissertation draft. This work is evaluated by the committee. The committee must accept the dissertation before all the requirements of the degree are met.

Doctor of Philosophy (Ph.D.) Program

The Ph.D. program does not require a fixed total number of credit hours for completion. 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 dissertation 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/pro-seminar (EDLDR 597) is required as part of the overall EDLDR credit hour requirement. The colloquium is typically offered in the fall semester and will have arranged meeting times during the semester. The colloquium serves as an introduction and orientation to the program and provides students with the opportunity to meet the program faculty and to learn about their different research, teaching, and service activities. 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:

EDLDR Courses	Minimum of 15 credit hours
Colloquium/Pro-seminar in EDLDR	3 credit hours
Research	Minimum of 12 credit hours
Supporting Field	Minimum of 9 credit hours
Dissertation Research	As needed

Program Plan

Ph.D. students, in close consultation with their academic advisors, are expected to 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 from EDLDR as well as from other areas. 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.

Core Requirements

EDLDR Coursework – 15 hours selected in conjunction with student's academic advisor

Area of Concentration

The following areas of concentration represent specialty fields or disciplines in which the candidate is expected to gain mastery. Students are encouraged to complete at least one (1) course in each of these 6 areas:

1. Administration, organization, and leadership
2. Education policy
3. Resource allocation

4. Politics, community relations, and rural education issues
5. Ethics, diversity, and special education
6. Law and personnel management

Colloquium/Doctoral Pro-seminar in Educational Leadership (3 credit hours)

Research (Minimum of 12 credit hours)

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

1. 3 credits of quantitative research
2. 3 credits of qualitative research
3. 6 credits of advanced research methods to support dissertation research

Supporting Field (Minimum of 9 credit hours)

The 9 credit hours needed to fulfill the Supporting Field requirement should be taken outside of the EDLDR Program. These could include other Department of Education Policy Studies or College of Education courses. Coursework outside of the College is also strongly encouraged. All supporting field courses should be at the 500-level or above; however, appropriate 400-level courses may be approved by the advisor. Selection of these courses should be done in close consultation with the student's academic advisor.

Dissertation Research –credit hours will vary

In addition to coursework, there are six elements required for completion of the program. In addition to coursework, there are six elements required for completion of the program. Students must be registered and tuition paid at the time they participate in each of the following elements.

1. *Candidacy*

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.

Ph.D. students will work with their advisor to complete a candidacy form. This can be done after the student has completed 18 credits in the Educational Leadership Program. The form includes the following:

- a) Statement of research interests, goals for the program, and career goals.
- b) Program plan. This should include both courses already taken as well as those to be taken in the future.

Candidacy decisions are made during regularly scheduled faculty meetings. Students must have a grade for all completed courses when going up for candidacy.

2. Dissertation Advisor and Committee

The candidate must secure a dissertation chair who supervises the candidate's program after candidacy is achieved to the completion and acceptance of the dissertation. The dissertation chair is a faculty member within the EDLDR program. It is advisable that this person's research interests match those of the candidate's intended dissertation research. The dissertation chair may or may not be the same faculty member as the academic advisor.

The dissertation 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 outside member must be in a graduate program different from that of the dissertation chair.

The appointed committee needs to sign off on the Doctoral Committee Appointment Signature Form, which can be obtained from the Program Assistant.

3. Comprehensive Examination

The comprehensive examination is taken near the end of the candidate's coursework. Advisor's approval to schedule the examination is required.

It is typical that the faculty members who served on the candidate's comprehensive examination committee will also serve as the dissertation committee.

The comprehensive examination for the Ph.D. student is structured to have a close relationship to a candidate's dissertation research. The written comprehensive examination consists of three to four questions related to the student's proposed dissertation. Questions are developed in consultation with the student's dissertation advisor and committee members. Committee members will then evaluate the oral and written responses to these questions.

The Ph.D. comprehensive examination is individualized for each student and can take place at any time during the academic year when the dissertation advisor deems the student ready.

The dissertation chair works with the candidate to identify other faculty to serve on the student's comprehensive examination committee. The committee members work with the student to develop the written questions and evaluate the responses. The questions are expected to relate to the candidate's individualized dissertation research. The timeline for completion of the written comprehensive exam should be agreed upon with the committee chair and the student and should reflect a reasonable time frame.

The oral portion of the Ph.D. comprehensive exam takes place at a physical meeting of the dissertation 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 comprehensive exam.

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

In some cases, the comprehensive exam may also serve as the student's dissertation proposal defense.

Continuous registration following completion of the Comprehensive Examination

According to the Graduate School (see http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq2),

“After a Ph.D. candidate has passed the comprehensive examination, the student must register continuously for each fall and spring semester until the final oral examination is passed. (Students who are in residence during summers must also register for summer sessions if they are using University facilities and/or faculty resources, except for Graduate Lecturers/Researchers, who are not required to enroll for any credits unless they are first-semester graduate students, or are required to be enrolled by their graduate program.)

Post-comprehensive Ph.D. students can maintain registration by registering for credits in the usual way, or by registering for noncredit 601 or 611, depending upon whether they are devoting full time or part time to thesis preparation. Students may take 601 plus up to 3 additional credits of course work for audit by paying only the dissertation fee. Students wishing to take up to 3 additional credits of course work for credit, i.e., 590, 602, etc., with 601 may do so by paying the dissertation fee and an additional flat fee. Enrolling for either 3 credits for audit or credit will be the maximum a student may take with SUBJ 601 without special approval by the Graduate School. **NOTE:** Registration for additional credits above this will incur an additional charge at the appropriate tuition per-credit rate (in state or out of state). Students wishing to take more than 3 additional credits of course work must register for 600 or 611 (i.e., not for 601, which is full-time thesis preparation).

Note that the least expensive way for a student to maintain full-time status while working on research and thesis preparation is to register for 601. This clearly is the procedure of choice for international students who need to maintain status as full-time students for visa purposes. If a Ph.D. student will not be in residence for an extended period for compelling reasons, the director of Graduate Enrollment Services will consider a petition for a waiver of the continuous registration requirement. The petition must come from the doctoral committee chair and carry the endorsement of the department or program chair.”

4. Dissertation Proposal

The candidate, under the supervision of their dissertation chair, is responsible for the development of the dissertation proposal. The candidate and the dissertation chair determine when the proposal is ready to be presented to the dissertation committee. The candidate must coordinate with the dissertation committee a date and time for the dissertation proposal defense. Once a date and time are established with the committee, the candidate must then coordinate with the Program Assistant to notify the Graduate School and to schedule a room for the dissertation proposal defense. The completed proposals should be distributed to committee members for review at least two weeks in advance of the oral defense.

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 dissertation preparation. Dissertation research dealing with human subjects must be approved by the Office of Research Protections prior to beginning the research.

Ph.D. students must maintain continuous registration each fall and spring semester following the proposal defense.

5. *Residency*

Graduate School Residency Requirements - There is no required minimum number of credits or semesters of study for the Ph.D.; however, over some twelve-month period during the interval between admission to the Ph.D. program and completion of the Ph.D. program, the candidate must spend at least two semesters (**summer sessions are not included**) as a registered full-time student engaged in academic work at the University Park campus, The Milton S. Hershey Medical Center, or Penn State Harrisburg. For additional information, see:
<http://www.gradsch.psu.edu/policies/student/rscfc.html>

Participation in the Wednesday Program also fulfills this requirement.

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

6. *Final Oral Examination*

The candidate, under the supervision of their dissertation chair, is responsible for the completion of the final draft of the dissertation prior to the final oral examination. The Graduate School and full dissertation committee should be given two weeks prior notice for the final oral defense. Completed dissertations should also be distributed to committee members for review at least two weeks in advance of the oral examination. At a meeting of the full dissertation committee, the candidate presents the dissertation research and written dissertation draft, and this work is evaluated by the committee. The committee must accept the dissertation before all the requirements of the degree are met.

Educational Leadership (EDLDR) and Related Courses

EDLDR 409: Leadership Studies in Popular Film

EDLDR 476: The Teacher and the Law

EDLDR 480: Introduction to Educational Leadership

EDLDR 528: Educational Politics in the U.S.

EDLDR 530: Leadership for Inclusive Education

EDLDR 531: Leadership and Diversity

EDLDR 533: Politics of Local School Districts

EDLDR 535: Interagency Relations in Education

EDLDR 536: The Federal Role in Education

EDLDR 540: Technology Applications in Educational Leadership

EDLDR 549: School District Improvement and Systemic Changes

EDLDR 551: Curriculum Design

EDLDR 559: School Improvement

EDLDR 560: Principles of Instructional Supervision

EDLDR 563: Designing Staff Development Programs

EDLDR 565: Personnel Management

EDLDR 567: Organizational Supervision

EDLDR 568: Principalship

EDLDR 569: Decision Making in Educational Organizations

EDLDR 573: Public School Finance

EDLDR 575: Ethics in Educational Leadership

EDLDR 576: Law and Education

EDLDR 577: Law and Ethics in Education

EDLDR 578: Schools as Organizations

EDLDR 579: Financial Management in Schools

EDLDR 595A/B: Internship for Principals

A number of Special Topics Courses (597) are offered each semester. A sampling of these courses is listed below:

EDLDR 597: Educational Leadership Doctoral Pro-Seminar

EDLDR 597: Policy Seminar in Educational Leadership

EDLDR 597: Sociology of Rural Schools and Communities

EDLDR 597: Superintendency

ADDITIONAL INFORMATION FOR D.ED. AND PH.D. STUDENTS

Graduation

Candidates must activate their intent to graduate on **eLion** under Intent to Graduate. Deadlines are posted on the Thesis Office web page at <http://forms.gradsch.psu.edu/thesis/thesisguide.pdf> and in the Graduate Degree Programs Bulletin, or from the Dissertation 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, dissertation 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.

Note: The candidate's committee may allow the dissertation (and research proposal) to be done in a language other than English, provided all faculty who must sign off on the dissertation can read that language.

Electronic Copy of Dissertation

Penn State dissertations are submitted electronically. Students are encouraged to review the Thesis Guide available on the Thesis Office web page at <http://forms.gradsch.psu.edu/thesis/thesisguide.pdf>. For information on electronic submission, see <http://www.etd.psu.edu> or contact a staff member in the Thesis Office (115 Kern; 865-5448).

The Graduate School adheres rather strictly to its deadlines for the submission of dissertations.

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 dissertation preparation, including final acceptance by the Graduate School. Dissertations should be formatted according to the most current version of the publication manual of the American Psychological Association and The Thesis Guide.

CERTIFICATION PROGRAMS

The Educational Leadership program of The Pennsylvania State University offers two certification programs: the Principal Certification Program and the Letter of Eligibility Program. The Principal Certification Program is currently offered at University Park, Great Valley, and Harrisburg campus locations. The Letter of Eligibility Program and associated courses are offered only at the University Park campus location.

Immediately upon acceptance into either certification program, candidates for Principal Certification or the Letter of Eligibility should contact their assigned academic advisor for course planning sheets, as well as for further information regarding the Performance-based Internship required by both certification programs.

Admissions Standards

1. GPA of 3.25 or greater in prior graduate work
2. 3 letters/forms of recommendation
3. Resume/Vita
4. Two official copies of all transcripts

Entrance into certification programs for administrative positions requires admission to the Graduate School and to the Educational Leadership program. Students desiring to transfer in courses taken at other institutions are referred to the course planning sheets for either certification program. These course planning sheets detail requirements for any course transfers into the certification programs.

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 coursework. 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. Contact the Program Staff Assistant, Suite 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. 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 by the certification officer. When all requirements are satisfactorily met, the program certification officer will forward all necessary substantiating documents to the Pennsylvania Department of Education (PDE) for the desired certification. University officials make recommendations only on the completion of the program, including the internship and successful completion of any tests required by the PDE.

The Principal Certification Program (PCP)

The Penn State Principal Certification Program is a statewide program offered at three locations: University Park, Harrisburg, and Great Valley Graduate Center. The program has been evaluated by the National Council for Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituent Council (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 is offered so that all students receive a consistent, high quality, and uniform program.
2. The specific designated courses cover all NCATE and PIL (Pennsylvania Inspired Leadership) standards. All course assignments and student results are aligned with NCATE/ELCC and PIL standards.
3. A student management system using an electronic portfolio approach is utilized to allow all students to maintain a record of their progress through the Principal Certification program. This provides documentary evidence of student proficiency in all ELCC and PIL standard elements, an evaluation of student progress, and an evaluation of program outcomes.

Required Courses

The Principal Certification program 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 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 core courses*

COURSE	TITLE
EDLDR 480	Introduction to Educational Leadership
EDLDR 530	Leadership for Inclusive Education
EDLDR 540	Technology Applications in Educational Leadership
EDLDR 551	Curriculum Design
EDLDR 559	School Improvement
EDLDR 560	Principles of Instructional Supervision
EDLDR 568	Principalship
EDLDR 576	The Law and Education
EDLDR 579	Financial Management in Schools
EDLDR 595A	Internship for Principals

All students entering the Principal Certification program as of the fall 2010 semester will follow these program requirements. Students who began their program prior to that time will be given until the end of summer 2012 to complete their academic program under previous requirements. However, all candidates are required to meet the current PDE internship requirements.

The Principalship Internship

The Pennsylvania Department of Education now requires a 360-hour internship/field experience for Principal Certification candidates. These hours must stretch across a full-year school cycle, including fall, spring, and summer (June and August) in order to meet PDE requirements.

The internship is normally completed at the end of the Principal Certification program. Students should work with their assigned EDLDR 595A Internship instructor as well as their designated on-site coordinator/supervisor to construct an appropriate sequence of experiences that cover the full school year. Students may register once for EDLDR 595A for one semester for three (3) credits or for two semesters for three (3) credits each semester (for a total of 6 credits). In either case, the candidate is expected to complete a full-year internship/field experience.

Candidates for Principal Certification should see their advisor for internship requirements, as well as for further information regarding the Performance-based Internship.

Praxis Exam

All principal candidates must take and pass either the Administration and Supervision Praxis Exam or the School Leaders Licensure Assessment (SLLA) Exam. These exams are offered three times a year. Additional information can be obtained by visiting the [Praxis: Pennsylvania: Test Requirements](#).

Letter of Eligibility Program (LEP)

Superintendent/Assistant Superintendent/Intermediate Unit Director

The program preparing a student 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. The Letter of Eligibility program is offered only at University Park and 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 ELCC and PIL standards. This requires aligning course assignments and student results with ELCC and PIL standards.
3. A student management system using an electronic portfolio approach is utilized to allow all students to maintain a record of their progress through the program and provides documentary evidence of student proficiency in all ELCC and PIL standard elements, evaluation of student progress, and evaluation of program outcomes.

Required Courses

The Letter of Eligibility program at Penn State consists of ten specific courses (see Table 2) offered at the University Park Campus. (Please see the attached LEP Program Course plan.) These courses cover both the mandatory ELCC standards and the PIL certification requirements. The main themes present throughout the Letter of Eligibility courses include, diversity, 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*

COURSE	TITLE
EDLDR 533	Politics of Local School Districts
EDLDR 549	District Improvement and Systematic Change
EDLDR 563	Designing Staff Development Programs
EDLDR 565	Personnel Management
EDLDR 569	Decision Making
EDLDR 573	Public School Finance
EDLDR 578	Schools as Organizations
EDLDR 597C	Curriculum Leadership
EDLDR 597S	Superintendency Seminar
EDLDR 597B	Superintendency Internship

All students entering the Letter of Eligibility program as of the fall 2010 semester will follow these program requirements. Students who began their program prior to that time were given until the end of summer 2012 to complete their academic program under previous requirements. However, all candidates are required to meet the new PDE internship requirements.

The Letter of Eligibility Internship

The Pennsylvania Department of Education now requires a 360-hour internship/field experience for all Letter of Eligibility Certification candidates. These hours must stretch across a full-year school cycle, including fall, spring, and summer (June and August) in order to meet PDE requirements. The internship is normally taken at the end of the candidate's program. Students should work with their assigned EDLDR 597B Internship instructor as well as their designated on-site coordinator/supervisor to construct an appropriate sequence of experiences that cover the full school year. Students may register for EDLDR 597B for one semester for 3 credits or for two semesters for 3 credits each semester. In either case, the candidate is expected to complete a full-year internship/field experience.

Candidates for Letter of Eligibility Certification should see their advisors for course planning sheets, as well as for further information regarding the Performance-based Internship.

Approved Policy for both EDLDR Certification Programs

1. All courses taken for certification (Principal or Letter of Eligibility) must be completed within an 8-year period.³ The 8-year mark stretches back from completion of the last course required in the certification program, usually the internship. Any courses taken before the 8-year period will not count toward endorsement for certification.

Thus, if the final course (e.g., internship) for the certification program is taken and successfully completed in 2011, then all certification courses taken between 2003 and 2011 are eligible to count toward endorsement for certification. Any courses taken before 2003 are ineligible for endorsement for certification.

2. Specific course requirements in either certification program are contingent upon decisions and policy set by the Pennsylvania Department of Education (PDE). Thus, students admitted under one set of course requirements may see changes to these certification requirements before they complete the program. In such cases the Educational Leadership Program will attempt to accommodate the students in transitioning from one set of requirements to another as much as possible. However, students should be aware that in order to receive an endorsement for certification, they must meet all PDE requirements in effect at the time they complete the certification program.

³The eight (8) year period was selected because this is the number of years the Graduate School allows for completion of the M.Ed.

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 their assigned academic advisors. Additional consultation on matters related to the administrative certificate is available from the Educational Leadership certification officer or graduate assistant.

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 for all courses taken, including name(s) of institutions, location(s) where courses were taken, date, title, number of credit hours, and grade.
- √ Verification of internship experience within application for the principal certificate.
- √ A money order or certified check made payable to the Commonwealth of Pennsylvania for one hundred dollars (\$100). (Credit cards and personal checks will not be accepted).
- √ Copy of current professional certificate.
- √ Completed PDE-338 C, PDE 338G, PDE 338V, General College/University Verification Form and Application for Pennsylvania Certification Form.

NOTE:

1. Print in capital letters with dark blue or black ink
2. Print inside the boxes and avoid contact with the edges
3. PDE Form 338C - Complete ONLY Part "A"
4. PDE Form 338G - Complete items 1-15
5. PDE Form 338V

Complete instructions are also available at the following PDE web site:

<http://www.pde.state.pa.us/> To obtain the forms and documents select the "Forms and Documents" on the left navigation bar.

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 College of Education's Deans office is sent to the Department of Education, the certification process is in the hands of the Pennsylvania Department of Education. Once the Dean's office has forwarded its recommendation, inquiries concerning the progress of the certification process, should be directed to the appropriate officials of the Pennsylvania Department of Education.

Placement

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

GENERAL INFORMATION FOR ALL STUDENTS

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 the program staff assistant can supply you with that person's name and contact information.
3. Grievance procedures have been established by the University. These procedures are published by the University and can be obtained from the Dean's Office in the College of Education in Chambers Building.
4. Graduate School requirements and rules, and deadlines concerning dissertation preparation and presentation are extensive, complex, and change periodically. 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. Early in the semester in which a student expects to graduate in a degree program (master's and doctoral), **the candidate must activate their intent to graduate on eLion**. Deadlines are posted on-line at the Thesis Office web page <http://forms.gradsch.psu.edu/thesis/thesisguide.pdf>.

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, dissertation registration, and fees.

7. 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 doctoral dissertations) accordingly.

1. EDUCATIONAL LEADERSHIP GRADUATE FACULTY AND SPECIALIZATIONS

PATRICIA BEST, D.Ed.	The Pennsylvania State University. Adjunct Associate Professor of Education. Education
JOHN DiNUNZIO, D.Ed.	The Pennsylvania State University. Adjunct Associate Professor of Education. Personnel management and superintendency
SUSAN C. FAIRCLOTH, Ph.D.	The Pennsylvania State University. Associate Professor of Education, Director of the American Indian Leadership Program and the Center for the Study of Leadership in American Indian Education. Leadership and Diversity Education, Leadership and Inclusive Education, American Indian Education
PAMELA FRANCIS, Ph.D.	The Pennsylvania State University. Adjunct Associate Professor of Education. Curriculum & Instruction
ERICA FRANKENBERG, Ed.D.	Harvard University. Assistant Professor of Education. Educational policy relating to school desegregation; racial inequality in urban and suburban areas; teachers in and training for racially diverse and transitioning schools; benefits of integrated schools; improving outcomes of racially diverse schools; the relationship of school segregation to other forms of segregation
WILLIAM J. FREED, Ed.D.	The Pennsylvania State University. Coordinator, Principal Certification Program, Harrisburg Campus
ED FULLER, Ph.D.	The University of Texas at Austin. Associate Professor of Education. Policy and Planning Specialization, teacher certification and qualification and trust as the basis for urban school reform, high school restructuring
PRESTON GREEN, III, Ed.D., J.D.	Teachers College. Harry Lawrence Batschelet II, Chair. Professor of Educational Administration. Professor of Education and Law. Legal Issues and Charter Schools and educational access, Joint Degree Program in Educational Leadership and Law
SANDRA M. GRIFFIN, Ed.D.	The University of Pennsylvania. Assistant Professor, School of Graduate Professional Studies, Penn State Great Valley Campus. Organizational Leadership, Curriculum and Instruction
WILLIAM T. HARTMAN, Ph.D.	Stanford University. Professor of Education. Education Finance, School Business Administration, Technology in Educational Leadership, Resource Allocation, Total Quality Management
DAVID H. MONK, Ph.D.	University of Chicago. Professor of Education and Dean, College of Education. Resource Allocation and Equity

RONALD R. MUSOLENO, Ph.D.	The University of Kansas. Assistant Professor of Education, Program Coordinator, Principal Certification, School of Graduate Professional Studies, Penn State Great Valley. School Leadership, Leadership for Inclusive Education, Technology in Educational Leadership
ROBERT F. NICELY, JR., Ph.D.	University of Pittsburgh. Associate Dean and Professor Emeritus, Educational Leadership.
NONA A. PRESTINE, Ph.D.	University of Wisconsin-Madison. Professor of Education. Organizational Theory, Leadership
KAI A. SCHAFFT, Ph.D.	Cornell University. Associate Professor. Director of the Center for Rural Education and Communities. Development Sociology and Rural Education
ROGER C. SHOUSE, Ph.D.	University of Chicago. Associate Professor of Education. Organizational Change, Educational Policy and School Improvement, Comparative and International Education
JACQUELINE STEFKOVICH, Ed.D., J.D.	Harvard University, University of Pennsylvania Law School. Professor of Education. Law and Education, Ethics in Educational Leadership

Miscellaneous Forms – available on-line on the *Educational Leadership* website-

<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 coursework 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. The completed form should be given to the program assistant for processing.

Principalship Check Sheet

Form completed by the Educational Leadership certification officer after reviewing graduate credits for certification purpose.

Superintendent's Letter of Eligibility Check Sheet

Form completed by the Educational Leadership certification officer after reviewing graduate credits for certification purpose.

Internship Packet

All principalship certification 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.

Checklists

Checklists are available for the D.Ed. and Ph.D. program. These forms allow students to monitor their progress toward completion of the requirements for their program.

APPENDIX

D.Ed. Program Plan

Student Name: _____

Date: _____

Advisor Name: _____

Students are encouraged to complete at least one course from each of the following areas. A minimum of 48 credits in EDLDR is required.			Credits	Semester/ Yr.	Institution
1. Administration, Organization, and Leadership					
EDLDR	409	Leadership studies in popular film			
EDLDR	480	Introduction to educational leadership			
EDLDR	549	School district improvement			
EDLDR	559	School improvement			
EDLDR	560	Principles of instructional supervision			
EDLDR	567	Organizational supervision			
EDLDR	568	Principalship			
EDLDR	569	Decision making			
EDLDR	578	Schools as organizations			
EDLDR	597	Superintendency			
2. Educational Policy					
EDLDR	535	Interagency relations in education			
EDLDR	536	Federal role in education			
EDLDR	597	Education policy seminar			

3. Resource Allocation					
EDLDR	540	Technology applications in EDLDR			
EDLDR	571	Educational facilities planning			
EDLDR	573	Public school finance			
EDLDR	579	Financial management in schools			
4. Politics, Community Relations, and Rural Ed Issues					
EDLDR	528	Educational politics in the US			
EDLDR	533	Politics of local school districts			
EDLDR	597	Sociology of rural schools & communities			
5. Ethics, Diversity, and Special Education					
EDLDR	530	Leadership for inclusive education			
EDLDR	531	Leadership and diversity			
EDLDR	575	Ethics in EDLDR			
6. Law and Personnel Management					
EDLDR	476	Teacher and the law			
EDLDR	565	Personnel management			
EDLDR	576	Law and education			
EDLDR	577	Law and ethics in education			

Special Education Focused Course (e.g., EDLDR 530)		3		
General Studies (Individual Focus)/Minor		15		
Research Courses		9		
		(Qualitative)		
		(Quantitative)		
		(Research Design or Advanced Research Methods)		
Other Coursework		varies		
Dissertation Research		15		
EDLDR	600 ⁴			
EDLDR	601 ⁵			
EDLDR	610 ⁶			
EDLDR	611 ⁷			

⁴ Dissertation research credits (1-15 credits) on-campus

⁵ Full-time dissertation credits completed after successful oral defense of dissertation proposal

⁶ Off-campus dissertation research credits (1-15 credits) (can be completed before or after dissertation proposal defense)

⁷ Part-time dissertation research credits (off-campus)

Ph.D. Program Plan

Student Name: _____

Date: _____

Advisor Name: _____

Students are encouraged to complete at least one course from each of the following areas. A minimum of 15 credits in EDLDR is required.			Credits	Semester/ Yr.	Institution
1. Administration, Organization, and Leadership					
EDLDR	409	Leadership studies in popular film			
EDLDR	480	Introduction to educational leadership			
EDLDR	549	School district improvement			
EDLDR	559	School improvement			
EDLDR	560	Principles of instructional supervision			
EDLDR	567	Organizational supervision			
EDLDR	568	Principalship			
EDLDR	569	Decision making			
EDLDR	578	Schools as organizations			
EDLDR	597	Superintendency			
2. Educational Policy					
EDLDR	535	Interagency relations in education			
EDLDR	536	Federal role in education			
EDLDR	597	Education policy seminar			

3. Resource Allocation					
EDLDR	540	Technology applications in EDLDR			
EDLDR	571	Educational facilities planning			
EDLDR	573	Public school finance			
EDLDR	579	Financial management in schools			
4. Politics, Community Relations, and Rural Ed Issues					
EDLDR	528	Educational politics in the US			
EDLDR	533	Politics of local school districts			
EDLDR	597	Sociology of rural schools & communities			
5. Ethics, Diversity, and Special Education					
EDLDR	530	Leadership for inclusive education			
EDLDR	531	Leadership and diversity			
EDLDR	575	Ethics in EDLDR			
6. Law and Personnel Management					
EDLDR	476	Teacher and the law			
EDLDR	565	Personnel management			
EDLDR	576	Law and education			
EDLDR	577	Law and ethics in education			

Colloquium/Doctoral Pro-Seminar in EDLDR		3		
Supporting Field (Individual Focus)		9		
Research Courses		12		
		(Qualitative)		
		(Quantitative)		
		(Advanced)		
		(Research Design)		
Other Coursework		varies		
Dissertation Research		varies		
EDLDR	600 ⁸			
EDLDR	601 ⁹			
EDLDR	610 ¹⁰			
EDLDR	611 ¹¹			

Note: The Ph.D. requires a minimum of 45 credits beyond the master's.
Individual student program to be approved by advisor.
Substitutions to suggested courses are permitted with approval of advisor.

⁸ Dissertation research credits (1-15 credits) on-campus

⁹ Full-time dissertation credits completed after successful oral defense of dissertation proposal

¹⁰ Off-campus dissertation research credits (1-15 credits) (can be completed before or after dissertation proposal defense)

¹¹ Part-time dissertation research credits (off-campus)