Welcome to the Educational Leadership (EDLDR) Program at Penn State. Our purpose is to prepare individuals for practice and scholarship in areas of educational leadership and policy. The Penn State Program in Educational Leadership prepares students for scholarship and/or practice in the arenas of educational administration, organizational theory, policy, law, finance, and innovation. Our key goal is to produce high quality graduates who are well-prepared to engage in and shape the direction of local, state, national, and global discourse on problems related to instruction, learning, and leadership to improve the educational opportunities for all students. Affiliated centers and programs focus on teacher leadership, rural education, American Indian leadership, educational evaluation, comparative & international education, educational ethics, and equity. Three separate graduate degrees are offered and explained in this handbook: Master’s (M.Ed.), Doctoral (D.Ed. and Ph.D.), and Master’s/Certification (Principal and Letter of Eligibility for Superintendent).

This Handbook describes the admission standards, requirements, and procedures for each degree and certification program in Educational Leadership. Students are responsible for knowing the program requirements and making sure 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. Students are responsible for fulfilling the requirements of the Graduate School as well as those in Educational Leadership. Students are advised to regularly consult the University Bulletin for specific details. See: (http://bulletins.psu.edu/bulletins/whitebook/)

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I. General Information for All Students

Faculty Advisors and Advising

Once admitted to a degree or certification program, you are assigned a faculty advisor from our program. Your advisor's role is to help you develop a program of study and to further clarify your interests. Examples may include recommending courses, suggesting research ideas, and helping you develop a plan to meet degree requirements. 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.

Advising relationships are based upon mutual consent. Students are free at any time to request a different advisor. This is not uncommon. Students are encouraged to become acquainted with all members of the faculty. As you progress in the program, and depending on mutual interests, you may decide to select a dissertation chairperson different from your originally assigned advisor.

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 accordingly, especially with regard to advancement to candidacy, comprehensive exams, master's papers and doctoral dissertations.

EDLDR Program and Graduate School Requirements and Regulations

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. 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.

Graduate and Research Assistantships in EDLDR

There are a very limited number of graduate and research assistantships available each year for doctoral students. For more information on assistantships, including assistantship applications, please contact the program administrative assistant and/or the acting chair of the EDLDR graduate assistantship committee. New students who hope to be considered for an assistantship, should be accepted into the EDLDR doctoral program by January 15.

Connecting with EDLDR and EPS Graduate Students

Be sure to become familiar with and participate in the various student organizations within the Education Policy Studies Department. These include the Educational Leadership Students Association (ELSA), and the Education Policy Studies Student Association (EPSSA), both of which are active in arranging various activities, programs and supports for new and continuing graduate students within the
connecting with the EDLDR Program

All new Ph.D. doctoral students are required to take the EDLDR proseminar, offered every fall. The EDLDR proseminar provides academic socialization into the program and to academic life more generally. D.Ed. and Master’s students are not required to take the proseminar, but are encouraged to enroll if they so desire. More information about the proseminar appears later in the Handbook.

Program faculty meetings occur several times each semester. EDLDR graduate students have an open invitation to attend all EDLDR faculty meetings, except during executive sessions. In particular, graduate student representatives of the Educational Leadership Student Association (ELSA) are encouraged to attend.

Joint Degree in Comparative and International Education

Students working toward the M.Ed. or Ph.D. degrees with an interest in comparative and international education may choose to also pursue a joint degree in the Comparative and International Education Program (CIED). Further information about the CIED program can be found on the website for Penn State’s Department of Education Policy Studies. Please discuss this with your advisor at an early stage of your studies. Ph.D. students choosing this option must do so before reaching their Candidacy stage.

Joint Degree in Law

At Penn State, students have the opportunity to combine legal study and graduate study in education. The number of openings in the joint degree J.D./M.Ed., M.S., D.Ed. or Ph.D. program will be limited to students with outstanding academic records who have successfully completed the first-year curriculum at the Penn State Dickinson School of Law. Students are eligible to start taking courses in the College of Education after successfully completing two semesters of law school work. Normally a maximum of twelve credits of Law School course work will be counted for credit for the minimum requirements for a master’s degree, subject to approval by the student’s advisory committee. Typically, a maximum of 30 credits from a master’s degree program will be counted for credit for the minimum requirements for a Ph.D. or D.Ed. degree. For more information see: https://www.ed.psu.edu/educ/eps/law-eps-joint-degrees/law-ed-lead-page.

Intent to Graduate

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.
Grievance Procedures

Grievance procedures have been established by the University. These procedures are published by the University and can be obtained from the Dean's Office of the College of Education in Chambers Building.
Degree Programs

Master of Education (M.Ed.)

EDLDR Master’s Program Admission Requirements:

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts</td>
<td>Two official transcripts from undergraduate and graduate institutions.</td>
</tr>
<tr>
<td>Current Letters of Recommendation</td>
<td>Three letters of recommendation from individuals who can objectively assess the candidate’s professional and academic abilities.</td>
</tr>
<tr>
<td>Professional Resume or Curriculum Vita</td>
<td>Students should provide a statement of purpose, no more than 1,000 words, detailing personal and professional motivations for pursuing a master’s degree in Educational Leadership.</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>The writing sample may 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.</td>
</tr>
</tbody>
</table>

EDLDR Master’s Program Graduation Requirements:

Educational Leadership offers a 30-credit M.Ed. program with two strands: General Educational Leadership and Teacher Leadership. All Master’s degree students are required to complete EDLDR 480. Students are also strongly encouraged to complete one (1) research or evaluation course. In addition, students must:

- achieve at least a 3.0 grade point average;
- complete a graduate major in Educational Leadership, including a minimum of 18 credit hours in or related to Educational Leadership;
- complete at least 6 hours of graduate coursework in an approved academic area outside of EDLDR;
- complete a minimum of 30 credits of graduate coursework (400-level or above) beyond the Baccalaureate degree, including a minimum 18 credits in 500-level course work;
- earn at least 21 of the 30 credits on the University Park campus and;
- submit a satisfactory Master’s paper as evidence of research and writing ability. The paper may be supervised by any EDLDR professor. While the specifics of the Master’s paper are negotiated between the student and EDLDR faculty member, Master’s papers typically take the form of a fully developed academic paper that synthesizes, discusses and critiques scholarship related to a key issue related to the field. It may also include original empirical research and data analysis. Students may take 3 credits of EDLDR 596 (Individual Studies) to complete the master’s paper.
Once the supervising faculty member approves the paper, two final copies are submitted with sturdy covers: one to the Program Staff Assistant and one to the supervising faculty member. One of these copies is placed in our department library for public access. Deadlines 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.

**Doctoral Candidates**

Two doctoral degrees are offered through the Educational Leadership Program: the D.Ed. and the Ph.D. In general, the D.Ed. emphasizes professional practice in educational leadership, while the Ph.D. emphasizes research and scholarly work. While many requirements are the same across both programs, there are criteria specific to each. Admissions requirements are the same across both programs.

**EDLDR Doctoral Program Admission Requirements:**

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Description</th>
<th>D.Ed./Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts</td>
<td>Two official transcripts from undergraduate and graduate institutions.</td>
<td>Required</td>
</tr>
<tr>
<td>GPA Minimum in Prior Graduate Coursework</td>
<td>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.</td>
<td>Required</td>
</tr>
<tr>
<td>Current Letters of Recommendation</td>
<td>Three letters of recommendation from individuals who can objectively assess the candidate’s professional and academic abilities.</td>
<td>Required</td>
</tr>
<tr>
<td>Professional Resume or Curriculum Vita</td>
<td>Students should provide a statement of purpose, no more than 1,000 words, detailing their reasons and motivations for pursuing a doctoral degree in Educational Leadership. The statement should discuss career ambitions, as well as personal and professional experiences, that have led to the decision to pursue a doctoral degree from this program.</td>
<td>Required</td>
</tr>
<tr>
<td>TOEFL for international students whose first language is not English</td>
<td>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. This requirement is waived for students who have previously obtained a degree from a university in the U.S. or other English speaking country. Students may be asked to complete an</td>
<td>Required</td>
</tr>
</tbody>
</table>
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.

| Test Scores | 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 may 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. | Required |
| 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 can be done on campus or, in cases where this is not possible, at some other set location. | Upon Request |
| Campus visit/interview | Visits, virtual visits, and interviews are available and optional for candidates seeking admission into doctoral programs. Under some circumstances, the Admissions Committee may request that an applicant participate in a visit, virtual visit, or interview. Contact an EDLDR faculty member or staff assistant for details. | Upon Request |

**EDLDR Proseminar**

The EDLDR proseminar, which is required for the Ph.D. degree, is offered annually in the fall semester. The primary purposes of this course are: to introduce new EDLDR graduate students to the field of educational research and to graduate studies at Penn State; to offer some preliminary discussions about the disciplinary and methodological traditions within educational research; to examine some educational topics, problems, or policies of current importance; to work on analytic skills through academic writing; to address essential issues in research ethics and to complete online training offered through the Collaborative Institutional Training Initiative (CITI) program; and to familiarize students with the EDLDR faculty members and their research. This course is designed to meet the University’s SARI requirements for first-year graduate students.

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1Please note that the EDLDR program has not established a minimum cutoff score for these tests.
EDLDR program staff assistant will automatically register incoming Ph.D. students for the course. Additionally, interested D.Ed. students and masters students should be informed about the course and with the consent of their adviser or the course instructor are welcome to join the course.

**Doctoral Course Sequences**

The EDLDR doctoral programs are flexible with regard to courses and course sequencing. That said, all full time incoming doctoral students may want to keep several things in mind when planning their course of study.

First, and as indicated above, all new Ph.D. doctoral students are required to take the EDLDR proseminar, offered every fall. Second, D.Ed. students are required to take a minimum of 9 research course credits, and a minimum of 12 credits for Ph.D. students. Third, a typical full-time semester course load is 9 credits (three courses), and students should be cautious about workloads with more than three courses per semester. Full-time students should expect to complete Research Design 585 during the first year of enrollment in the program. Part-time students should similarly complete Research Design 585 before or while enrolling in other research methods courses. Last, students should note that many research methods courses have prerequisites. Especially when looking to enroll in qualitative and/or quantitative methods courses, students should check to see if they have met the prerequisite course requirements before enrolling in these courses.

As a general guideline, full-time doctoral students are encouraged to consider the following course sequence for the initial two years of study and coursework in order to become oriented to and integrated into the doctoral program, and to meet the required number of research course credits. Students should consult their advisors for additional recommendations regarding coursework.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• EDLDR Proseminar</td>
<td>• Research Design (EPS 585)</td>
</tr>
<tr>
<td></td>
<td>• A qualitative and/or quantitative research methods course</td>
<td>• A qualitative and/or quantitative research methods course</td>
</tr>
<tr>
<td></td>
<td>• A course within the major or minor field</td>
<td>• A course within the major or minor field</td>
</tr>
<tr>
<td>Year Two</td>
<td>• A qualitative and/or quantitative research methods course</td>
<td>• Three courses within the major or minor field and/or an additional research course</td>
</tr>
<tr>
<td></td>
<td>• Two courses within the major or minor field</td>
<td></td>
</tr>
</tbody>
</table>

**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 579: Public School Business Administration
EDLDR 584: Evaluation in Educational Organizations
EDLDR 587: Education Policy and Politics
EDLDR 595: Internship for Principals

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

EDLDR 597: Educational Leadership Doctoral ProSeminar (offered each fall semester)
EDLDR 597: East Asian Education, School Leadership, and Reform
EDLDR 597: Policy Seminar in Educational Leadership
EDLDR 597: Sociology of Rural Schools and Communities
EDLDR 597: Superintendency
EDLDR 597: Using and Understanding Education Data
EDLDR 597: Current Topics in Education Leadership Research, Policy, and Evaluation
EPS 597: Foundations of Educational Research
EDLDR 597: Civil Rights and Education

Research Courses most often taken by EDLDR graduate students. Students are encouraged to explore other research courses that may not appear on this list.

EPS 585: Research Design
EPS 586: Introduction to Qualitative Methods
EPS 588: Advanced Qualitative Methods
EDPSY 406: Applied Statistical Inference for the Behavioral Sciences
EDPSY 505: Statistical Applications in Educational Research
EDTHP 523 Interpreting and Analyzing Quantitative Studies in Education Policy
RSOC 573: Methods of Survey Data Analysis
EDLDR 584: Evaluation in Educational Organizations (Note: Only D.Ed. students can count this course as a research course)
HIED 597: Data Analysis for Educational Policy
EDLDR 597: The Use of Mixed Methods in Social Scientific Research
Dissertation Preparation

Candidates should know Graduate School rules and deadlines concerning academic requirements and dissertation preparation (see: www.gradsch.psu.edu). 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.

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 strictly to its deadlines for the submission of dissertations.

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.

Doctor of Education (D.Ed.)

The D.Ed. in Educational Leadership is a professional degree program focused on concepts and issues of educational practice. It is appropriate for those who seek careers as educational leaders in schools and other education service organizations (e.g., superintendents, principals, educational specialists). This is a relatively structured program of study requiring a minimum of 90 credits of coursework (some of which may include previous Master’s-level work). The final dissertation, thesis, or project should demonstrate thoughtful application of theories and concepts to problems of practice in educational leadership.

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Major Field</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Studies/Minor</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Dissertation Research</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>

At least 30 of the required 90 credits must be earned at the University Park Campus.
Off Campus and Transfer Credit

From the Graduate Bulletin: *A maximum of 30 credits beyond the baccalaureate at an accredited school not granting the doctorate in the student’s major program may be accepted by the Graduate School in partial fulfillment of the requirement for a D.Ed. degree at Penn State.*

The accepted credits must be no more than five years old, appear on an official graduate transcript, be of at least B quality, and be deemed acceptable to the student’s academic advisor. Requests to transfer courses should be submitted and approved early in the student’s doctoral program. Additional restrictions may apply to transfer credit. For additional information, please see Graduate School documents at: http://www.gradsch.psu.edu/current/transfercredits.html.

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 the 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 thesis or project. The program plan form is included in the Appendix of this Handbook.

D.Ed. 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 in General Studies are taken in support of and to supplement the major field area courses. Graduate School policy states:

...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.

(See 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. 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:

1. Candidacy

   The purpose of candidacy is to evaluate a student’s capacity to satisfactorily complete the degree requirements. The candidacy process typically begins at or approaching the time when the student has completed 18 credits in the EDLDR program.

   Advancement to Candidacy decisions will only be made during the fall and spring semesters.

   The decision to admit a student to candidacy is made by the EDLDR graduate faculty. Particular attention is given to the student’s capacity to complete their doctoral project or thesis.

   For the D.Ed. degree, consideration is given to the student’s potential to develop and report new ideas, knowledge, or procedures related to practice.

   To demonstrate such capacity, students must submit a qualifying paper. This paper should thoughtfully, critically, and persuasively pose and explore a significant issue, question or problem related to the field. The paper may extend upon previous work submitted for course credit, but must
contain a substantial component of new work. Students should work to develop their paper ideas with their advisor or other faculty members. Candidacy papers are read by two faculty: the advisor, and another EDLDR faculty member chosen by the advisor in consultation with the student.

In addition to the qualifying paper, students will work with their advisor to complete a candidacy form (see Appendix).

The form includes the following:

a. A brief statement of research interests, goals for the program, and career goals.
b. A program plan listing courses already and those planned to be taken in the future.

Candidacy decisions are made during regularly scheduled faculty meetings. Students must have a grade for all 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 need 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 Education Policy Studies Department. The dissertation advisor serves as the chair of the committee.

3. Comprehensive Examination

The comprehensive examination for the D.Ed. emphasizes breadth of knowledge related to the required coursework. The exam contains written and oral components, is taken near the end of the candidate’s coursework, and the advisor’s approval is required to take the examination.

The written comprehensive examination consists of four questions related to D.Ed. coursework. *Students are therefore required to complete coursework directly relevant to the comprehensive exam questions before taking the comprehensive exam.* Students should confer with the Program administrative assistant to complete a degree audit to ensure that all necessary coursework has been completed before scheduling the comprehensive exam. See D.Ed. Program Plan in the Appendix.

The four questions that comprise the D.Ed. written comprehensive examination are taken in two parts. All are completed as take-home examination questions. Students are responsible for informing the Program Staff Assistant of their selections and have one week per question to complete their responses.

**Part 1:**

Each candidate will select two of the following areas for comprehensive examination 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

Part 2:

Questions come from the two areas listed below:

1. Administration, organization, and/or leadership
2. Education policy

Comprehensive examinations are typically offered only during the fall and spring semesters. Students wanting to take comprehensive examinations in the summer will need to make arrangements, if possible, with the appropriate professors. All questions must be completed within the same semester or term.

Comprehensive Examination essays are typically graded by two EDLDR faculty members: the faculty member who developed the question, and an additional EDLDR faculty member. At the discretion of faculty, exceptions may be made for specialized examination questions related to law and education finance. Each of the four questions on the comprehensive exam is graded between 1 and 5. A minimum score of 12 is considered a passing cumulative score for the D.Ed. comprehensive exam. These scores are rules set forth by the EDLDR program; there is no report to Graduate School on the results of the written comps. This applies to Ph.D. as well as D.Ed. written comps.

To pass the D.Ed. comprehensive examination, students are expected to complete written answers that are coherently argued, and demonstrate an appropriate familiarity and facility with relevant theory and empirical evidence related to the question. The student should demonstrate the ability to construct a convincing argument, marshaling appropriate evidence to support that argument.

Students whose responses to any of the questions are deemed unsatisfactory by the faculty evaluator will have the opportunity to demonstrate their competency in a manner determined by the faculty member responsible for that question. The student will have a one-time opportunity to retake an unsatisfactory comprehensive exam.

4. Oral Dissertation Proposal Exam

Working with his/her dissertation committee chair, D.Ed. candidates are responsible for developing a dissertation proposal. While the content and structure of proposals may vary depending on the scope, approach and goals of the thesis project, the dissertation proposal is typically 25-40 pages (double-spaced) and includes:

- A statement of the problem or research question;
- A focused review and discussion of relevant scholarship;
- A study design and research plan, including theoretical and/or conceptual framework, and plan for data collection;
- A plan for data analysis, and;

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ii Only the results of the dissertation proposal hearing and the final dissertation defense, are reported to the Graduate School. The form of and rules concerning the written comprehensive examinations (both Ph.D. and D.Ed.) is completely a program decision.
• A statement regarding the anticipated theoretical and/or practical contributions of the completed thesis.

Students are advised to consult with all committee members during the writing of the proposal. Proposals may go through several drafts before the dissertation committee chair and candidate decide the proposal is ready to be presented to the full dissertation committee. Completed proposals should be distributed to committee members for review at least two weeks in advance of the oral defense.

The presentation of the dissertation proposal to the full committee typically occurs in the form of the oral proposal hearing. Though the hearing mostly focuses on the proposal, committee members may also ask questions related to other areas of the candidate’s study.

At the end of the proposal hearing, students will receive either a pass or “no-pass” result. In addition, the committee may ask for written revisions or clarifications. 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.

If a student does not pass, the student will have one additional opportunity to pass the exam. Failure to pass the second examination will result in the student being required to take additional coursework to address weaknesses in the examination. After completion of the additional courses, a student will have a third, and final, opportunity to pass the examination. Failure to pass on the third attempt will terminate the student’s enrollment in the program.

5. Residency
A minimum of 90 credits, of which at least 30 credits must be earned in residence at University Park campus, or Penn State Harrisburg if the degree is offered at that location, is required for the D.Ed. degree. The D.Ed. candidate may meet the requirements by attending summer sessions unless the major department requires a period of registration during the regular academic year.

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.)

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. Students are required, however, to complete at least 18 credits in EDLDR courses (credits in EDLDR 600 or 601 do not apply to this requirement). Specific EDLDR coursework is selected under the guidance of the advisor and in relation to the candidate’s area of research interest. 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 (currently listed as EDLDR 597) is required as part of the overall EDLDR credit hour requirement. The colloquium typically meets during the fall semester. It serves as an orientation to the program and an introduction to program faculty and their different research, teaching, and service activities. Ph.D. students should enroll in the colloquium at their earliest opportunity. 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 (includes proseminar)**  Minimum of 18 credit hours  
**Research**  Minimum of 12 credit hours  
**Supporting Field**  Minimum of 9 credit hours. (Note: Students may substitute research courses for Supporting Field courses)  
**Dissertation Research**  As needed (typically a minimum of 6 hours)

**Program Plan**

Ph.D. students, with guidance from their academic advisors, are expected to identify and design a program plan for degree completion around a particular research concentration. The program plan identifies the area of concentration and indicates an appropriate course of study.

**Ph.D. Core Requirements**

**EDLDR Proseminar**—3 Hours  
**EDLDR Coursework** – 15 hours selected in conjunction with student’s academic advisor

**Area of Concentration**

The following are examples of concentration areas in the EDLDR program. Students are encouraged to complete at least one 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 Course Requirements** (Minimum of 12 credit hours)

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

1. A 3-credit course with statistical focus up to multivariate inference  
2. A 3-credit course with focus on qualitative research methods
3. A 3-credit advanced course in either of the above areas (including course work in Mixed Methods)
4. A 3-credit course focusing on research design

**Supporting Field** (Minimum of 9 credit hours)

These courses are selected from outside of the EDLDR Program. They may include other College of Education courses, and courses outside the College are 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. As noted above, a student may choose to have research as a supporting field and substitute additional research courses to fulfill this requirement.

**Dissertation Research** – credit hours will vary (typically a minimum of 6 credit hours)

In addition to coursework, six stages are required for completion of the program. Students must be registered and tuition paid at the time of each stage.

1. **Candidacy**

   The purpose of candidacy is to evaluate a student’s capacity to satisfactorily complete the degree requirements. The candidacy process typically begins at or approaching the time when the student has completed 18 credits in the EDLDR program.

   The decision to admit a student to candidacy is made by the EDLDR graduate faculty. Particular attention is given to the student’s capacity to complete their doctoral project or thesis.

   For the Ph.D. degree, the faculty will consider the student’s capacity to conduct and effectively communicate research leading to new theoretical and/or practical knowledge and understanding of issues significant to the field.

   To demonstrate such capacity, students must submit a qualifying paper. This paper should thoughtfully, critically, and persuasively pose and explore a significant issue, question or problem related to the field. The paper may extend upon previous work submitted for course credit, but must contain a substantial component of new work. Students should work to develop their paper ideas with their advisor or other faculty members. Candidacy papers are read by two faculty: the advisor, and another EDLDR faculty member chosen by the advisor in consultation with the student.

   In addition to the qualifying paper, students will work with their advisor to complete a candidacy form (see Appendix).

   The form includes the following:

   a. A brief statement of research interests, goals for the program, and career goals.
   b. A program plan listing courses already and those planned to be taken in the future.

   Candidacy decisions are made during regularly scheduled faculty meetings which occur only in the fall and spring semesters. Students must have a grade for all courses when going up for candidacy.
2. Dissertation Advisor and Committee

After attaining candidacy, students shall secure a dissertation chair to supervise his/her progress toward the completion and acceptance of the dissertation. The chair is a faculty member from the EDLDR program. It is advisable that this person’s research interests match those of the candidate’s intended dissertation research. The dissertation chair need not be the student’s academic advisor.

The student and chair select a dissertation committee. The dissertation committee consists of three or more graduate faculty, at least two of whom are faculty members in the major field (EDLDR), and one member from outside the major field. The outside member must be in a department different from that of the dissertation chair (i.e., outside the Department of Education Policy Studies).

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 Ph.D. comprehensive examination is a formal process required for all students seeking a doctoral degree at Penn State. The process has both written and oral components and typically begins near the point when the candidate has finished coursework and is beginning to develop a researchable dissertation question. Students should confer with the Program administrative assistant to complete a degree audit to ensure that all necessary coursework has been completed before scheduling the comprehensive exam. See Ph.D. Program Plan in the Appendix.

Although the Ph.D. comprehensive examination process often runs parallel to the dissertation proposal approval process (see below), the two processes are not necessarily synonymous. In other words, it is possible for a student to pass his/her comprehensive exam without having a dissertation proposal approved. It is possible, however, for the two goals to be attained simultaneously.

The Ph.D. comprehensive exam process is individualized for each student and can begin or be completed any time during the academic year. Under the guidance of the student’s advisor (or “committee chair”) a comprehensive exam committee is established of a faculty committee who propose take-home questions and determine the timeline for their completion by the student. To the extent possible, the questions are designed to help students develop a dissertation proposal. Once completed and submitted, student response are evaluated by his/her committee. This constitutes the written comprehensive exam.

To facilitate a successful oral comprehensive exam, it is typical for students to develop their dissertation proposal concurrently to their written exam. The oral exam is thus typically scheduled once the student (with his/her chair’s guidance) has completed a dissertation proposal draft. It is typical (but not required—see below) for a student to present and defend their proposal at the oral exam. Note, however, that the examination may include questions not directly related to the student’s proposal.

It is also important to note that committee decisions to pass a student on his/her oral exam or to approve his/her proposal are separate and distinct. The committee’s determination regarding the former is formally passed on to the Penn State Graduate School. The determination regarding the student’s proposal may occur at the oral exam or may be deferred until a later date. In other words, it is possible for a student to pass the oral exam with or without having their dissertation proposal approved. In fact, a student and his/her chair may choose to schedule an oral exam before the
A dissertation proposal has been completed. In such cases, an oral exam may result in passage, but with the committee deferring proposal approval for a later date.

Comprehensive exams must typically be scheduled during the fall or spring semesters. Professors may not be available for comprehensive examinations in the summer. Students wanting to take comprehensive examinations in the summer must seek approval from all members of her/his committee.

4. Dissertation Proposal

Working with his/her dissertation committee chair, Ph.D. candidates are responsible for developing a dissertation proposal. While the content and structure of proposals may vary depending on the scope, approach and goals of the thesis project, the dissertation proposal is typically 25-40 pages (double-spaced) and includes:

- A statement of the problem or research question;
- A focused review and discussion of relevant scholarship;
- A study design and research plan, including theoretical and/or conceptual framework, and plan for data collection;
- A plan for data analysis, and;
- A statement regarding the anticipated theoretical and/or practical contributions of the completed thesis.

Students are advised to consult with all committee members during the writing of the proposal. Proposals may go through several drafts before the dissertation committee chair and candidate decide the proposal is ready to be presented to the full dissertation committee. Completed proposals should be distributed to committee members for review at least two weeks in advance of the oral defense.

The presentation of the dissertation proposal to the full committee typically occurs in the form of the oral comprehensive exam. Though the exam mostly focuses on the proposal, committee members may also ask questions related to other areas of the candidate’s study. At the end of the exam, students will receive either a pass or “no-pass” result.

If a student does not pass, the student will have one additional opportunity to pass the exam. Failure to pass the second examination will result in the student being required to take additional coursework to address weaknesses in the examination. After completion of the additional courses, a student will have a third, and final, opportunity to pass the examination. Failure to pass on the third attempt will terminate the student’s enrollment in the program.

In addition, the committee may approve the candidate’s research proposal or ask for written revisions or clarifications. 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.

Once the proposal is approved by the committee, the candidate is authorized to proceed with the dissertation research and 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** – The Graduate School requires Ph.D. students to spend at least two semesters as a registered full-time student at the University Park campus, The Milton S. Hershey Medical Center, or Penn State Harrisburg. Summer sessions do not count toward this requirement.

Full-time University employees may meet Ph.D. degree residence requirements by registering for 6 credits per semester or 4 credits per eight-week summer session and by obtaining certification from the department head as being principally engaged in activities directly relating to their degree objectives. A post-comprehensive full-time University employee may not register for SUBJ 601 (i.e., full-time thesis preparation), but may register for SUBJ 611 (part-time thesis preparation). See: [http://bulletins.psu.edu/graduate/academicprocedures/procedures5](http://bulletins.psu.edu/graduate/academicprocedures/procedures5).

6. Final Oral Examination

After completing a final draft of the dissertation, and under the supervision of the dissertation chair, the candidate may schedule the final oral exam (the “dissertation defense”). The Graduate School and full dissertation committee should be given two weeks prior notice for the defense. Completed drafts should be distributed to committee members for review at least two weeks in advance of the defense. At the defense, the candidate presents the dissertation research and written dissertation draft to the full dissertation committee, who then question, discuss, and evaluate the dissertation and presentation. The doctoral process concludes when the committee formally accepts the dissertation.

II. 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 3.00 or greater in last two years of undergraduate coursework or 3.25 or greater in prior graduate work 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 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 his or her assistant. 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 two locations: University Park, Harrisburg. 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 six specific courses (see Table 1) consistent across the University Park, and Harrisburg 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 online. (Please see the attached program course plan.) Several of the core courses are offered annually at Harrisburg.

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLDR 559</td>
<td>School Improvement</td>
</tr>
<tr>
<td>EDLDR 560</td>
<td>Principles of Instructional Supervision</td>
</tr>
<tr>
<td>EDLDR 568</td>
<td>Principalship</td>
</tr>
<tr>
<td>EDLDR 576</td>
<td>The Law and Education</td>
</tr>
<tr>
<td>EDLDR 579</td>
<td>Financial Management in Schools</td>
</tr>
<tr>
<td>EDLDR 595A</td>
<td>Internship for Principals</td>
</tr>
</tbody>
</table>

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 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

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

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 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 595B 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 595B 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.iii. 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.

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.

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**iii** The eight (8) year period was selected because this is the number of years the Graduate School allows for completion of the M.Ed.
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** (three 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 ($125).** (Credit cards and personal checks will not be accepted).

- **Copy of current professional certificate.**

- **Completed PDE-338 C (Pennsylvania College/University Verification Form for PA Graduates), PDE 338G (General Application for PA Certificate), PDE 338V (Verification of Experience Performed Outside of PA), 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/](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.
III. Educational Leadership Graduate Faculty

LARRY BOGGESS, Ph.D. Penn State University. Assistant Professor of Education. Education theory and policy, urban school districts, school turnarounds, private and public partnerships, alternative urban teacher preparation, leadership of digital districts, and teacher leadership.

ERICA FRANKENBERG, Ed.D. Harvard University. Assistant Professor of Education. Educational policy relating to school desegregation; racial inequality in urban and suburban areas; benefits of integrated schools; improving outcomes of racially diverse schools; the relationship of school segregation to other forms of segregation.

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.


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 and Letter of Eligibility Certifications, Inclusive Leadership, School and Teacher 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 of Education with affiliate faculty status in Rural Sociology. Director of the Center for Rural Education and Communities. Development Sociology and Rural Education.

DEBORAH SCHUSSLER, Ed.D. Vanderbilt University. Teacher Education and Teacher Leadership, Educational Leadership.

ROGER C. SHOUSE, Ph.D. University of Chicago. Associate Professor of Education. Organizational Change, Educational Policy and School Improvement, Principal Internship Supervisor.

JACQUELINE STEFKOVICH, Ed.D., J.D. Harvard University, University of Pennsylvania Law School. Professor of Education. Law and Education, Ethics in Educational Leadership.

JOHN ROBERTS, Ed.D. Harvard University. Assistant Professor of Educational Leadership. Principal Development and Leadership.
IV. Description of Forms Associated with Educational Leadership Graduate Study


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 or B.

**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
### Major Field Areas

(Complete at least one course from each of the following areas. Courses below are suggested but do not constitute an exhaustive list.)

<table>
<thead>
<tr>
<th>Major Field Areas</th>
<th>Credits</th>
<th>Semester/Yr.</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration, Organization, and Leadership</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLDR 409 Leadership studies in popular film</td>
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<td>EDLDR 480 Introduction to educational leadership</td>
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<td>EDLDR 560 Principles of instructional supervision</td>
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<td>EDLDR 567 Organizational supervision</td>
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<td>EDLDR 568 Principalship</td>
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<td>EDLDR 569 Decision making</td>
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<td>EDLDR 578 Schools as organizations</td>
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<tr>
<td>2. Educational Policy</td>
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<tr>
<td>EDLDR 535 Interagency relations in education</td>
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<td>EDLDR 536 Federal role in education</td>
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<tr>
<td>EDLDR 587 Education policy and politics</td>
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<tr>
<td>EDLDR 597 Education policy seminar</td>
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<td>EDLDR 597 Civil rights and education</td>
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### 3. Resource Allocation

<table>
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<tr>
<th>EDLDR</th>
<th>540</th>
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<tr>
<td>EDLDR</td>
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<td>Principles of instructional supervision</td>
</tr>
<tr>
<td>EDLDR</td>
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### 4. Politics, Community Relations, and Rural Ed Issues

<table>
<thead>
<tr>
<th>EDLDR</th>
<th>528</th>
<th>Educational politics in the US</th>
</tr>
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<tbody>
<tr>
<td>EDLDR</td>
<td>533</td>
<td>Politics of local school districts</td>
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<tr>
<td>EDLDR</td>
<td>597</td>
<td>Sociology of rural schools &amp; communities</td>
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### 5. Ethics, Diversity, and Special Education

<table>
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<tr>
<th>EDLDR</th>
<th>530</th>
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<tr>
<td>EDLDR</td>
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<td>Leadership and diversity</td>
</tr>
<tr>
<td>EDLDR</td>
<td>575</td>
<td>Ethics in EDLDR</td>
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</table>
Students are encouraged to complete at least one course from each of the following areas. A minimum of 15 credits in EDLDR is required. (Courses below are suggested but do not constitute an exhaustive list.):

<table>
<thead>
<tr>
<th>Credits</th>
<th>Semester/Yr.</th>
<th>Institution</th>
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### 6. Administration, Organization, and Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDLDR 409</td>
<td>Leadership studies in popular film</td>
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<td>EDLDR 480</td>
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<td>Organizational supervision</td>
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<td>EDLDR 568</td>
<td>Principalship</td>
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<td>EDLDR 569</td>
<td>Decision making</td>
</tr>
<tr>
<td>EDLDR 578</td>
<td>Schools as organizations</td>
</tr>
<tr>
<td>EDLDR 597</td>
<td>Superintendency</td>
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### 7. Educational Policy

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDLDR 536</td>
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</tr>
<tr>
<td>EDLDR 597</td>
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<td>Education policy and politics</td>
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<td>Civil rights and education</td>
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<td>8. Resource Allocation</td>
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<td>EDLDR 540 Technology applications in EDLDR</td>
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<td>EDLDR 571 Educational facilities planning</td>
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<th>9. Politics, Community Relations, and Rural Ed Issues</th>
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<tr>
<td>EDLDR 528 Educational politics in the US</td>
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<tr>
<td>EDLDR 533 Politics of local school districts</td>
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<tr>
<td>EDLDR 597 Sociology of rural schools &amp; communities</td>
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<table>
<thead>
<tr>
<th>10. Ethics, Diversity, and Special Education</th>
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<tbody>
<tr>
<td>EDLDR 530 Leadership for inclusive education</td>
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<td>EDLDR 531 Leadership and diversity</td>
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<td>EDLDR 575 Ethics in EDLDR</td>
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<th>11. Law and Personnel Management</th>
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<tr>
<td>EDLDR 476 Teacher and the law</td>
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<tr>
<td>EDLDR 565 Personnel management</td>
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<tr>
<td>EDLDR 576 Law and education</td>
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<td>EDLDR 577 Law and ethics in education</td>
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<thead>
<tr>
<th>Colloquium/Doctoral Pro-Seminar in EDLDR</th>
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<td>General Studies (Individual Focus)/Minor</td>
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<tr>
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<td>(Research Design)</td>
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<th>Other Coursework</th>
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<th>Dissertation Research</th>
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<td>EDLDR 601</td>
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**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.