DOCTORAL STUDENT HANDBOOK

Ed.D. Program in
Educational Leadership

2014
700 East Butler Avenue
Doylestown, PA 18901

GRADUATE AND CONTINUING EDUCATION PERSONNEL

Dr. James Moryan, Interim Dean, School of Graduate and Professional Studies
215-489-4889, james.moryan@delval.edu

Ms. Lynn Murphy, Administrative Assistant to the Dean, School of Graduate and Professional Studies
215-489-2401, lynn.murphy@delval.edu

Dr N. Robert Laws, Presidential scholar, Director of EdD program 215-489-4123, robert.laws@delval.edu

Ms. Pamela Heffner, Recruiter, Graduate and Continuing Education 215-489-4469, pamela.heffner@delval.edu

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<thead>
<tr>
<th>Service</th>
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<tr>
<td>College's Main Number</td>
<td>215-345-1500</td>
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<tr>
<td>Office of the President</td>
<td>215-489-2203</td>
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<tr>
<td>Academic Affairs Office</td>
<td>215-489-2910</td>
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<td>Registrar's Office</td>
<td>215-489-2973</td>
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<td>Bursar's Office</td>
<td>215-489-2376</td>
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<td>Financial Aid</td>
<td>215-489-2272</td>
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<tr>
<td>Bookstore</td>
<td>215-489-2259</td>
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<td>Library</td>
<td>215-489-2953</td>
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<tr>
<td>Campus Public Safety</td>
<td>215-489-2315</td>
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**Mission**

The mission of the College states: “We are inspired by the ideals of our founder, who in 1896, emphasized respect for all people and ideas, who honored knowledge with practice, progress and the common good. Our historical commitment to experiential learning integrates theory and practice and prepares undergraduate and graduate students to meet the challenges of a complex global environment and to engage in lifelong learning. We provide students with the requisite skills and a spirit of inquiry that enrich and inform their lives, prepare them to pursue meaningful careers, and fulfill societal, community and family responsibilities.”

**Mission of Graduate Education**

The College prepares students for meaningful personal and professional lives and leadership roles by emphasizing scholarship with good citizenship, and appreciation of our cultural heritage and the importance and necessity of lifelong learning. Students are selected without regard to race, color, creed, ethnic origin, gender, age, disability, or economic status.

Similarly, the Educational Leadership Program is committed to addressing the needs of professional educators who want to assume a leadership role in education. The program focuses on applied and professional studies and offers students the opportunity to expand their career options by pursuing advanced studies in the area of educational leadership. By blending
knowledge with experience, the program prepares students to function as informed, inquiring, and skilled leaders in the field of education.

The doctoral program is designed to prepare accomplished practicing school leaders to assume leadership positions in K-12 schools/districts, colleges, and universities. The core mission of the program is to prepare its students to guide organizations in a rapidly changing world and to do so through a practice-based approach. Hence the program will offer a rich intellectual and theoretical background combined with many applied experiences. Students will be engaged in contemporary educational issues mentored by some of southeastern Pennsylvania’s most successful practitioners as well as national and regional guest lecturers. Students will be encouraged to identify their own interests and related job experiences to build a research agenda.

**Vision Statement**

Delaware Valley College will be an exemplary small, private, teaching college.

We will have an uncompromising commitment to the education of our students.

We will provide intellectual leadership and be an ethical example.

We will be champions of interdisciplinary inquiry and the art and science of personal teaching.

We will imbue all of our educational programs with the practical application of knowledge through experiential learning, fully utilizing our unique campus, including its distinctive facilities and location.

Our faculty, staff and administration will be committed to innovation and empowered to distinguish themselves through creative collaboration and excellence.

We will deploy state-of-the-art technologies and processes to continuously improve and renew ourselves.

As stewards, we will secure the financial resources that are the investments in our future that will excite and inspire.
In our design and delivery of compelling educational models, we will be uncompromisingly attentive to the issue of affordability, which reflects our genuine commitment to our students and their families.

While assiduously attending to the quality of the education provided students, we will be outward-focused and build relationships with alumni, the community, and partners to garner the broadest possible engagement in our mission and to have an impact on the wider world.

**GOALS**

Delaware Valley College staff and faculty realize that a college education is an investment in the future. Delaware Valley has created a set of goals that we apply every day to help our students succeed academically, professionally, and personally.

Delaware Valley College strives:

- To develop a high level of competence for a career that is productive and fulfilling by balancing theoretical knowledge with rigorous application in professional practice
- To communicate effectively in written and spoken language
- To encourage all students to think critically
- To provide a background in the liberal arts that will foster an appreciation of our cultural heritage
- To provide an intellectual atmosphere that will stimulate the examination and formulation of values
- To develop the capacity to formulate new and creative solutions to technical and social problems
- To develop aesthetic appreciation through the study of the work of major artists and through opportunities to participate in creative activities
- To approach the natural world with respect, learn to manage it with skill, and value it as our environment
- To ignite an enthusiasm for lifelong learning
- To provide preparation and motivation for advanced studies
- To broaden and enrich social experiences through full participation in the life of the campus community
- To instill respect for, and understanding of, other cultures through study and social interaction
- To prepare for participation and leadership in professional and civic life

**The Ed.D. Program in Educational Leadership is designed to:**
Enhance the daily performance of career administrators in K-12 and higher education institutions by balancing theoretical knowledge with the application skills necessary to lead and manage dynamic organizations.

Prepare students to be instructional leaders and to assume roles in K-12 and higher education institutions as vacancies become available in the future.

Be in alignment with the PA Core and Corollary leadership standards.

Incorporate a coherently sequenced and comprehensive curriculum leading to the PA superintendent certification.

Partner with nearby K-12 institutions.

Focus on school improvement and the role of leaders as an agent of reform.

Have an extensive (3 semester) field based practicum with well guided internship requirements.

Maximize the incorporation of practitioners as adjunct faculty in order to emphasize the real-life application of theory and practice.

**ACCREDITATION**

The Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools accredits Delaware Valley College.

Middles States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
Phone: 267-284-5000  
Email: info@msche.org

**Admission/Student Services**

The admission requirements for students wishing to enroll in the Ed.D. program in Educational Leadership include the following:

A master's degree from a regionally accredited institution in the United States or proof of equivalent preparation from a foreign college or university with a minimum 3.25 cumulative average (4 point scale).
(Applicants with lower grade point averages may be considered for admission on a case by case basis. Applicants who fall below the grade point average may be required to take the Graduate Record Examination (GRE) offered by Educational Testing Services.)

A completed Application for Admission form with non-refundable application fee of $50.00.

A comprehensive, up-to-date professional resume.

A 500 word essay on why the candidate is undertaking this graduate program at this stage in their professional career and how they envision the degree to advance their career.

Three completed Professional Reference Forms appraising the candidate's potential and capacity for graduate study.

Official transcripts of all coursework for graduate and undergraduate institutions attended.

Students from countries in which English is not the native language must submit the results of the Test of English as a Foreign Language (TOEFL) with the application.

Complete an interview with representatives of the Doctoral Admissions Program.

Up to twelve graduate credits may be transferable into the Ed.D. Program upon approval of the Dean. Eligible transfer courses must have been completed at a regionally accredited graduate institution with a grade of "B" or higher within the last five years. Expiration dates of potentially eligible transfer credits may vary depending on the time-sensitive nature of the course content. Official transcripts must be submitted for the transfer to be completed.

**Facilities**

The Ed.D. program in Educational Leadership will reside in the Life Sciences Building. The facility is approximately 30,000 square feet housing 8 classrooms, 4 laboratories, one conference room, a 450 seat auditorium, and 7,000 square feet hardscape with an amphitheater. The facility is equipped with state of the art technology including HD projectors, smart podiums, and multimedia lecterns.

The Ed.D. program will take place on Friday evenings and all day Saturday so the facility will be available for the varying needs of the program. The Life Sciences building is located at the center of the campus allowing easy access.
The library maintains a current, focused collection of books and journals pertinent to the graduate and undergraduate programs offered at the College. The collection includes approximately 48,000 print and electronic books, 31,000 electronic serial titles, 3,700 bound serial volumes, and 150 current print journal subscriptions. The following chart offers an overview of the library’s specialized resources for each area of graduate studies:

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<tr>
<th>Resource Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Academic Search Complete</td>
<td>A comprehensive, multidisciplinary database with full-text access to peer-reviewed articles, technical reports, and e-books in all subject areas.</td>
</tr>
<tr>
<td>Discovery</td>
<td>A customizable online tool that searches many of the library’s databases and e-book collections at once.</td>
</tr>
<tr>
<td>EBSCO E-Books</td>
<td>A database with full-text access to hundreds of ebooks relating to educational leadership. Topics include community relations, curriculum design, finance, human resources administration, instructional technology, law, learning theories, and special education.</td>
</tr>
<tr>
<td>Education Source</td>
<td>A database with full-text access to more than 2,200 journals, conference papers, and e-books. Content coverage spans all levels of education.</td>
</tr>
<tr>
<td>Gale E-Book Reference Collection</td>
<td>A database with full-text access to more than 100 reference e-books in the areas of business, education, environmental ethics, history, law, psychology, and sociology.</td>
</tr>
<tr>
<td>JSTOR</td>
<td>A multidisciplinary database with full-text access to peer-reviewed articles in all subject areas. Content focus includes history, the humanities, and the social sciences.</td>
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<tr>
<td>PsycARTICLES</td>
<td>A database with full-text access to more than eighty behavioral-science journals published by the American Psychological Association (APA).</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>An APA database with more than three million records for peer-reviewed journals, books, and dissertations.</td>
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As online access to library resources is now an established norm, the librarians will continue to select and subscribe to appropriate, relevant resources with online access options whenever...
possible. The librarians also welcome book, journal, and database recommendations and are eager to work with the graduate faculty to ensure that the library’s collections satisfy each program’s curriculum and research needs.

The College’s Distance Learning/Graduate Studies Librarian works directly with graduate students and faculty to address their information and access needs. The responsibilities of the position include:

• maintaining the library’s web presence
• serving as a liaison to campus units involved with graduate education

• providing research assistance to graduate students and faculty
• coordinating activities of library staff in their work associated with graduate education
collaborating with faculty and library staff to develop electronic collections, instructional material and services to support all graduate programs

The Distance Learning/Graduate Studies Librarian is one of four full-time faculty librarians who hold Masters degrees in Library Science from institutions accredited by the American Library Association. The support staff includes two full-time and two part-time employees. Approximately twenty student assistants also work in the library during the academic year.

A librarian or staff member is always available to answer questions during the library’s hours of operation. Graduate students and faculty are encouraged to call, email, text, or visit the library for research help and assistance. Computers, quiet study spaces, and group work areas are available within the library’s physical building.

The library’s website (http://www.delval.edu/library) provides on- and off-campus access to the databases, the book catalog, the A-to-Z journal list, and a growing number of graduatelevel LibGuides. LibGuides are online research guides with course-specific resource recommendations, search strategies, and direct links to relevant databases and websites.

The library encourages the graduate faculty to promote the library’s services and to provide bibliographic instructional to their students. Each faculty member may also invite a librarian into the classroom to give an instruction presentation or to run a hands-on research workshop. For those teaching online or at off-campus locations, WebEx is accessible via the College’s portal for virtual presentations and research consultations.

Interlibrary loan services are available for items that the library does not own. The library uses OCLC’s WorldShare Interlibrary Loan platform and maintains reciprocal lending and borrowing relationships with more than 3,000 college, university, and public libraries across the United States. The library also belongs to the Tri-State Library Cooperative (TCLC), and graduate students and faculty may borrow materials from any TCLC-member libraries. The following institutions belong to TCLC:

- The American College
- Arcadia University
- Art Institute of Philadelphia
- Biblical Theological Seminary
- Bryn Athyn College
- Bucks County Community College
- Cabrini College
- Cairn University
- Chestnut Hill College
- Cheyney University
- Community College of Philadelphia
- Delaware County Community College
- Delaware State University
Student Learning Outcomes/Program Goals

The Student Learning Outcomes/Program Goals below set forth the expected competencies for doctoral students in the educational leadership program and are directly correlated with the Pennsylvania Core and Corollary Leadership Standards required for earning certification as a superintendent. The Standards appear on page 23 of this document. The matrix listing the standards incorporated into each course appear on pages 25-57. Each course syllabus outlines the core/corollary standards, the learning objectives, and the assessment measures used to document student mastery.

Students will:
Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in education and the understanding of basic research methods.  
\textit{CS I – A,E} \quad \textit{CS 2 – A,B,C,D}

- Observe, participate in, and lead teams to solve school-based problems.  \textit{CS I – D,E}
- Make data driven decisions and create plans to improve school performance through collaborative bottom up approaches.  \textit{CS III – A,B,C,D} \quad \textit{CS – A,B,C,D} \quad \textit{SP ED}
- Design curriculum and assessment plans to improve student performance through a lens of rigor, relevance and reflection.  \textit{CS II – A,B,C}
- Discuss methodologies to establish a culture of teaching and learning with an emphasis on improved student achievement.  \textit{CS I – A} \quad \textit{SP ED}
- Demonstrate fundamentals of management including accountability measures and managing with data through action research.  \textit{CS 2 – A,B,C,D,E,G} \quad \textit{SP ED}
- Study standards based system theory and develop corrective action plans using standard based reform initiatives.  \textit{CS II – A,B,C,D}
- Develop plans and actions that support personal growth of self and others.  \textit{CS 6 – A,B,C,D}
- Employ professional integrity and high expectations for self and others.  \textit{CS 3 – A,B,D}
- Role play simulations of labor negotiations, conflict resolution, talent recruitment and selection.  \textit{CS I – 7} \quad \textit{CS 2 – A,B,C,D,E}
- Learn and demonstrate effective methodologies in educational research and the practical application of same.  \textit{CS 6 – A,B,C,D,E} \quad \textit{CS III - 3}
- Prepare in-depth studies of current educational trends and issues and consider diverse views regarding educational and organizational decision making.  \textit{CS III – A,B} \quad \textit{SP ED}
- Examine theoretical premises of leadership, management, communication, decision making, conflict management and learning.  \textit{CS I – 7} \quad \textit{CS 4 – A,B,C,D}
- Simulate the preparation, presentation and administration of school budgets consistent with statutory and code regulations.  \textit{CS 2 – A,B,C,D,E,7,G}
- Develop awareness of legal and environmental guidelines for school facilities and demonstrate the ability to utilize facilities to enhance the education of children.  \textit{CS 2 – D} \quad \textit{CS 2 - 7}
- Plan and engage in constructive efforts to improve and influence the education profession, teaching and classroom environment, and human development.  \textit{CS 3 – D,E} \quad \textit{CS 5 – A,B,C,D,E}
- Apply scholarly research that addresses solutions to practical educational problems existing in schools.  \textit{CS III – D} \quad \textit{CS I – A} \quad \textit{CS 4 – C}

\textit{Guide:}
\textit{Core Standard} = \textit{CS I,II,III,IV,V}
\textit{Corollary Standard} = \textit{CS 1,2,3,4,5,6}

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\begin{tabular}{|c|c|}
\hline
\textbf{Goals} & \textbf{Learning Outcomes} \\
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| Depth and Application of Knowledge | 1. Use appropriate technology to support assessment, communication, information access and decision-making  
2. Apply theoretical, conceptual, and practical knowledge to improve situations in the work setting  
3. Function as leaders in the field of education and related disciplines  
4. Interpret the complex relationship of education to the community, the nation, and the world  
5. Describe historical highlights and contemporary issues in their... |
<table>
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<tr>
<th>professional field</th>
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<tr>
<td>6. Demonstrate a multi-disciplinary perspective along with more focused specialty knowledge</td>
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<tr>
<td>7. Apply knowledge and theory to practice with competence in a specific discipline</td>
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<td>8. Apply basic principles of practice to specific cases</td>
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<tr>
<th>Inquiry</th>
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<tbody>
<tr>
<td>1. Conduct scholarly research</td>
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<tr>
<td>2. Locate, attend to, consider, and question information and arguments from a variety of sources including teachers, peer-reviewed literature, the internet, media, and raw data</td>
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<tr>
<td>3. Evaluate the validity of all sources of information</td>
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<tr>
<td>4. Create cohesive, persuasive arguments relative to their discipline by evaluating, apply, or integrating appropriate information from various sources</td>
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<th>Problem-Solving</th>
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<tr>
<td>1. Identify and analyze a problem and its constituent parts</td>
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<td>2. Synthesize information from appropriate sources to form a deeper understanding of a problem and its relation to issues in their field</td>
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<tr>
<td>3. Evaluate multiple perspectives and potential solutions</td>
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<td>4. Propose and justify the most appropriate solution to a given problem</td>
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<th>Communication</th>
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<tr>
<td>1. Communicate effectively in writing using field-specific terminology and conventions in a variety of forms for appropriate professional audiences</td>
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<td>2. Use appropriate technology to communicate effectively to the visual, aural, and other senses</td>
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<td>3. Demonstrate appropriate interpersonal communication skills in professional settings</td>
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<tr>
<td>4. Incorporate and draw upon multiple cultural perspectives in written, oral, and interpersonal communications</td>
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<th>Professional Development</th>
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<tr>
<td>1. Describe the various components of leadership capacity, philosophy, approaches, and styles</td>
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<td>2. Analyze and discuss the motivating forces of one’s own behavior and perceptions</td>
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<td>3. Practice systematic self-assessment and reflection</td>
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<td>4. Identify the limitation of one’s own knowledge base and the social, historical, and cultural factors that influence one’s knowledge</td>
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<td>5. Conduct oneself according to professional and ethical standards</td>
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<td>6. Demonstrate commitment to lifelong learning</td>
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<td>7. Develop an appropriate career path</td>
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**Student Assessments**

- Assessment will include performance based ongoing projects designed to measure and document knowledge, skills, and dispositions and are specified in the various course syllabi.
• More specifically, the assessment/measurement process will include the following:

  Reaction papers to articles, papers, opinions
  Case study reviews and written reactions
  Tests, quizzes
  Reflective journals
  Open discussions and oral presentations
  Action based research projects to demonstrate:
    ✓ Improve student enrichment
    ✓ Performance based teacher evaluation
    ✓ Scheduling, budgeting
    ✓ Integration of student data
    ✓ Plans for collaborating and communicating for stakeholders

  * Culminating research in the form of a dissertation

Program Outline Required CORE Courses

• Educational Leadership and Change Theory
• Using and Integrating Learning Technologies
• Planning and Managing Financial Resources
• Introduction to Educational Research
• Legal and Ethical Leadership
• Qualitative or Quantitative Research Methods
• Leadership, Diversity and Societal Change
• Superintendent/Higher Ed Practicum & Field Experience I & II
• Dissertation Preparation
• Dissertation Design I & II
• Dissertation Data Analysis

Required Courses for K-12 Superintendent Certification

• Professional Development and Supervision
• School and Community Partnerships and Public Relations
• Program Design, Evaluation and Assessment
• Leading Comprehensive Student Support Services
• Negotiations and Conflict Resolution


• Educational Policy and Current Issues

Required Courses for Higher Education

• Economic Development of Higher Ed Organizations
• Philanthropy and Resource Development in Higher Education
• Innovation and Entrepreneurship in Higher Education
• Student Services and Co-Curricular Activities in Higher Education
• Faculty and Academic Governance in Higher Education
• Policy Development and Analysis in Higher Education

Delaware Valley College

Course Descriptions: Ed.D. Program

Year One

Fall
1. Educational Leadership and Change Theory
2. Using and Integrating Learning Technologies

Spring
1. Professional Development and Supervision
2. Introduction to Educational Research

Summer
1. Planning and Managing Financial Resources
2. School Community Partnerships and Public Relations

Year Two

Fall
1. Program Design Evaluation and Assessment
2. Dissertation Preparation [topic development]

Spring
1. Leading Comprehensive Student Support Services
2. Qualitative Research Methods or Quantitative Research Methods

Summer
1. Negotiations and Conflict Resolution
2. Dissertation Design [review of literature]
3. Dissertation Design [ch 1&3]

**Year Three**

**Fall**
1. Superintendent/Higher Education Practicum and Field Experience I
2. Legal and Ethical Leadership

**Spring**
1. Educational Policy, Politics and Current Issues
2. Superintendent/Higher Education Practicum and Field Experience II

**Summer**
1. Leadership, Diversity, and Societal Change
2. Dissertation Data Analysis
3. Superintendent/Higher Education Practicum and Field Experience III

**Course Descriptions: Educational PreK – 12 Leadership**

**Educational Leadership and Change Theory**
This course focuses on organizational and leadership theories as they relate to K-12 and higher education institutions. The course will also reference the impact of diversity, culture, and change on educational institutions. Through linking theory to practice, future leaders will be empowered to make decisions utilizing data, plan strategically, and engage stakeholders in comprehensive strategic planning.

**Using and Integrating Learning Technologies**
This course is designed to ensure that future educational leaders will have strong knowledge and use of current and emerging technologies to assist with the teaching and learning process and to facilitate the management of complex organizations. Students will demonstrate strategies for using and implementing multimedia, hypermedia, and electronic networking to implement in their own school settings.

**Leadership, Diversity and Societal Change**
This course studies the impact of diversity, culture, ethnic origin and societal change on educational institutions and the emerging leadership styles resulting from these factors. Leaders will be prepared to meet the challenges of cultural diversity and rapid societal change in organizations. There is a focus on how language, gender, race, tradition, education, economic structure and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of all of these factors on leader’s behavior will be studied.
Professional Development and Supervision
This course examines the components of educational leadership that relate to the supervising process and professional growth. Both theory and practice are emphasized. The clinical supervision model is highlighted along with the model of supervision as mandated by ACT82. Best practices in staff development are discussed and students will engage in ways to design, implement and evaluate staff development programs, manage resources and create a culture of teaching and learning with an emphasis on learning.

Planning and Managing Financial Resources
This course is designed to prepare educational leaders to understand and prepare a system-wide budget plan that allocates resources aligned with the system’s needs. Topics include budget planning related to facilities management, curriculum, and personnel as well as school finance issues related to capital projects, borrowing, and debt. Additional topics include strategic planning approaches, building assessment, energy, and community development.

Introduction to Educational Research
This course focuses on major methods and techniques of educational research and provides students with the knowledge and skills for the critical evaluation of research. Students will become familiar with the dissertation format and begin the process to outline possible research topics and design methodologies.

School Community Partnerships and Public Relations
This course is designed to assist future leaders with communication skills in the context of large, complex systems and personal one-on-one or small groups, successful strategies for responding to the politics associated with schools and navigating the waters of elected boards are discussed and simulated through role play and case studies. Students will study concepts of public relations and develop a site-based plan to promote and event, activity, or concept and solicit feedback for evaluation.

Program Design Evaluation and Development
This course is designed to assist practicing school leaders to implement, analyze and monitor the various processes and components of a comprehensive curriculum, instruction and assessment system in a school district. Current methods of curriculum and program design, development, and evaluation will be studied. Implications for supporting and sustaining high quality instruction and learning will be addressed through the relationships and importance of coherence among curriculum, instruction, and assessment. This course will introduce students to the tools and resources available to fully analyze and utilize data-driven decision-making. The role of structures for school improvement will be examined, including standards-based reform, professional learning communities, supervision and professional development and communication. Students will develop and submit an applied research project in the form of an Action Plan for School Improvement based on the current research and evidence of best practices.
Legal and Ethical Leadership
This course focuses on the most current laws at both the state and federal levels and their impact on the operation of educational institutions for leaders. Both state and federal statutes will be examined with a focus on accurate analysis and interpretation of the law through case reviews. Law, legislation, and court decisions that may impact the rights and responsibilities of faculty, students, and parents will be studied and analyzed. The course is structured to assist educational leaders in acquiring the knowledge and skills necessary to ensure that the management of their educational institution through adherence to the law produces a safe, efficient and effective learning environment for all students, while consistently advocating for children and maintaining professional integrity.

Leading Comprehensive Student Support Services
This course prepares students for district-wide responsibilities related to the coordination of the various functions included in pupil personnel services. Emphasis is placed on the management and supervision of school counseling, child accounting, health services, school psychology and special education within a school district. The responsibilities for coordinating student services within a school district are outlined and studied, including, but not limited to, overrepresentation of diverse learning in special education, prevention and early intervention, and effective instructional strategies for students with disabilities in inclusive settings. Program and staff development functions as well as curricular and administrative duties of the student services department are highlighted. Policies and procedures related to the delivery of pupil services as related to community, state, federal and local social agencies are examined.

Qualitative Research Methods
This course focuses on the major methods and techniques of educational research and provides the skills for the critical evaluation of educational research. There is an emphasis on qualitative research focusing on designs and methodologies, theoretical and interpretive frameworks, ethical considerations, standards of validation, and introductory data collection, analysis, and reporting. Students will design a sample project incorporating qualitative research methodologies.

Negotiations and Conflict Resolution
This course explores theories, policies and approaches for conducting purposeful negotiations and resolving conflicts in the educational arena. The context includes legislation, legal issues, and alternatives to litigation. Students will learn about the use of resource management, including labor laws, labor negotiation protocols, recruitment, personnel assistance and development, and evaluation procedures. Current research findings are integrated with support for various approaches in conflict resolution.

Quantitative Research Methods
This course will study educational research methodology from the more quantitative viewpoint with an emphasis on univariate and multivariate analyses, correlational studies, multiple regression analysis, analysis of covariance and various factorial analysis designs. Focus will be placed on understanding these approaches and how to implement them for individual research
questions. Students will design a sample project incorporating quantitative research methodologies.

Dissertation Preparation (Topic development)
This seminar will provide doctoral students with information on the dissertation process and proposal format and enable them to develop and refine ideas for potential research. This course will assist students with topic development and offer consideration for qualitative/quantitative methodologies.

Educational Policy, Politics, and Current Issues
This course will examine the current issues in education policy. Students explore the role of participants and the procedures used in the development of public policies effecting educational organizations. The content focuses on the complex political, societal, economic, and global issues that impact schools and districts. Students will study issues including diversity, federal accountability, legislation, inclusion, unions, gender equity, social justice, and equal opportunity.

Superintendent/Higher Education Practicum and Field Experience I, II, & III
This course will prepare future school district leaders and leaders in higher education for complex situations and specialized functions that are performed as part of system-wide oversight in the administrative offices office. Students will explore the political forces that influence and shape decision-making processes, reform efforts, and community relations. This course requires a student to complete an internship with a minimum of 360 hours as a superintendent/higher education intern supervised by a certified school superintendent or the equivalent in higher education. The student will complete and present a leadership portfolio that show evidence of strategic planning, use of data to inform decision-making, and the potential for substantial improvement in teaching and learning. This course will span three semesters in order to give students a full perspective of the calendar year.

Dissertation Design (Ch. 1 and 3) Seminar
This seminar will provide doctoral students with information and guidance on the dissertation process and proposal format in order to guide the development of chapters one and three of the dissertation.

Dissertation Design (Ch. 2)
This seminar will provide doctoral students with information and guidance on the dissertation process and proposal format in order to guide the development of chapter two of the dissertation.

Dissertation Data Analysis Seminar
This seminar will provide doctoral students with information and guidance required to analyze, interpret and format research data as part of the dissertation process.

Dissertation Maintenance Seminar (1 credits)
Students requiring additional time to complete the dissertation may register for billable/zero credit seminars as necessary.
Independent Study (1-6 credits)
Students may enroll in certain courses through independent study or may design action research as a course substitution with permission of their advisor and Dean of the School of Graduate Education.

Dissertation Defense (0 credits)
Students are to register for this non credit course at the time they believe they will be defending their dissertation.

Course Descriptions: Ed.D. Higher Ed track

1) Economic Development of Higher Ed Organizations
This course explores the application of economic principles to the study of policy and to the solution of economic problems in complex organizations. Included are discussions of major economic theories and their relationship to leadership decision making in the corporate, not for profit, and public policy arenas. This course is designed to identify and analyze factors that contribute to the successful economic development of organizations. Topics will include risk assessment and management, leadership skills, sources of funding and successful economic policies. Case studies of both successful and unsuccessful economic development will be analyzed. (substitution for Professional Development and Supervision)

2) Philanthropy and Resource Development in Higher Education
This course will study the historical, economic, political, social, and psychological foundations of philanthropy in our society as well as the ethical, legal, and financial aspects of organizational resource development. The role of leadership strategies for acquisition, maintenance, and stewardship of resources will be explored. Students will review successful fund raising campaigns and develop a prototype fund raising campaign. (substitution for School Community Partnerships and PR)
3) **Innovation and Entrepreneurship in Higher Education**

This course will introduce students to the role institutions of higher education play in fostering innovative discoveries. A focus will be applied to financial, budgetary and entrepreneurial development practices as they pertain to institutions of higher education. Students will develop skills and knowledge to recognize effective leadership in a dynamic, ever-changing higher education environment. (substitution for Program Design Evaluation and Assessment)

4) **Student Services and Co-Curricular Activities in Higher Education**

This course examines the comprehensive nature of student issues as a vital component in the evolving learner-centered environments of higher education. Theory and practice are used to guide the discussion, investigate the issues, and generate solutions. Students investigate and seek potential solutions to authentic problems facing leaders in student affairs such as enrollment management, diversity, safety, student induction, advising and counseling, placement testing, career development, residential life, health services, student activities, etc. (substitution for Leading Comprehensive Student Support Services)

5) **Faculty and Academic Governance in Higher Education**

The purpose of this course is to provide an intensive introduction to the organization and governance of colleges and universities. It is designed to familiarize students with the faculty, academic and administrative contexts and organizational cultures within which they may be employed. Theoretical underpinnings of organizational behavior relating to individuals and groups and organizational theory relating to the organization itself will be studied. (substitution for Negotiations and Conflict Resolution)

6) **Policy Development and Analysis in Higher Education**

This course will examine current issues of higher education and analyze future trends. Various approaches to policy development and their applications are studied from institutional, state, federal, legislative, and international perspectives. Students will refine their knowledge and skills needed to plan and execute sound and innovative approaches to advance the institution’s mission to key publics. (substitution for Educational Policy, Politics, and Current Issues)

The Pennsylvania Department of Education sets forth a required framework of standards to be accomplished in the Superintendent Preparation program. All of the courses incorporate one or more of the standards (see matrix). They appear below:

**PA Core Leadership Standards**

I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader’s job as an architect of standards based reform in the school.

III. The ability to access and use appropriate data to inform decision-making at all levels of the system.

**PA Corollary Leadership Standards**

I. Creating a culture of teaching and learning with an emphasis on learning.
II. Managing resources for effective results.
III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
IV. Operating in a fair and equitable manner with personal and professional integrity.
V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.
VI. Supporting professional growth of self and others through practice and inquiry.
Course Matrix for Core and Corollary Standards
<table>
<thead>
<tr>
<th>Performance / End Result</th>
<th>Knowledge / Skill</th>
<th>Competence</th>
<th>Core Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core standard details</td>
<td>Core standard details</td>
<td>Core standard details</td>
<td>Core standard details</td>
</tr>
</tbody>
</table>

**Vision:** Educators and students can explore new understandings of themselves, others, and the world through critical thinking, collaboration, and creativity.

**Core Standards:**
- Knowledge / Skill: Students develop understanding of the world through critical thinking, collaboration, and creativity.
- Competence: Educators facilitate learning environments that support critical thinking, collaboration, and creativity.
- Performance / End Result: Students demonstrate critical thinking, collaboration, and creativity in their learning and in their interactions with others.
<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>PERFORMANCE</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual demonstrates the ability to lead and manage change in educational organizations.</td>
<td>The individual effectively implements change initiatives in educational settings.</td>
<td>The individual's impact on change initiatives is measured through outcomes and feedback.</td>
</tr>
<tr>
<td>The individual exhibits strong communication skills.</td>
<td>The individual communicates change initiatives effectively to stakeholders.</td>
<td>The individual's communication skills are assessed through peer and self-evaluation.</td>
</tr>
<tr>
<td>The individual demonstrates leadership in decision-making processes.</td>
<td>The individual leads decision-making processes in educational organizations.</td>
<td>The individual's role in decision-making is evaluated through outcomes and feedback.</td>
</tr>
</tbody>
</table>

**Note:** The table above is a simplified representation of the competencies, performance, and measurement criteria related to ED Leadership and Change Theory.
<table>
<thead>
<tr>
<th>Section of the Primary Pedagogical Framework</th>
<th>Description of the Objective</th>
<th>Methods, Activities, and Tools</th>
<th>Evaluation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>To understand the primary pedagogical framework</td>
<td>Use of interactive software, group discussions</td>
<td>Quiz, peer evaluation</td>
</tr>
<tr>
<td>Reasoning &amp; Problem Solving</td>
<td>To develop critical thinking skills</td>
<td>Problem-solving exercises, case studies</td>
<td>Rubric, self-assessment</td>
</tr>
<tr>
<td>Communication</td>
<td>To improve oral and written communication</td>
<td>Role-playing, debate</td>
<td>Peer feedback, writing samples</td>
</tr>
<tr>
<td>Collaboration</td>
<td>To work effectively in teams</td>
<td>Team-building activities, collaborative projects</td>
<td>Team evaluation, checklists</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>To think analytically and creatively</td>
<td>Mind mapping, brainstorming</td>
<td>Reflection journals, presentations</td>
</tr>
<tr>
<td>Creativity</td>
<td>To generate creative ideas</td>
<td>Art projects, design challenges</td>
<td>Self-assessment, peer review</td>
</tr>
<tr>
<td>Engagement</td>
<td>To participate actively</td>
<td>Group discussions, feedback sessions</td>
<td>Attendance, participation tracking</td>
</tr>
<tr>
<td>Performance &amp; Skills</td>
<td>To develop skills in specific areas</td>
<td>Skills-based workshops, practice sessions</td>
<td>Skills assessment, feedback</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>To reinforce learning objectives</td>
<td>Review sessions, practice tests</td>
<td>Quiz, self-assessment</td>
</tr>
<tr>
<td>Reasoning &amp; Problem Solving</td>
<td>To apply learned skills to new situations</td>
<td>Simulation exercises, case studies</td>
<td>Rubric, self-assessment</td>
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<tr>
<td>Communication</td>
<td>To communicate effectively in different contexts</td>
<td>Cross-cultural communication workshops</td>
<td>Peer feedback, written assignments</td>
</tr>
<tr>
<td>Collaboration</td>
<td>To collaborate effectively</td>
<td>Team projects, peer coaching</td>
<td>Team evaluation, checklists</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>To think critically about new information</td>
<td>Reflection exercises, debate</td>
<td>Reflection journals, presentations</td>
</tr>
<tr>
<td>Creativity</td>
<td>To demonstrate creativity in different forms</td>
<td>Art projects, design challenges</td>
<td>Self-assessment, peer review</td>
</tr>
<tr>
<td>Engagement</td>
<td>To engage actively in all educational activities</td>
<td>Group discussions, feedback sessions</td>
<td>Attendance, participation tracking</td>
</tr>
<tr>
<td>Performance &amp; Skills</td>
<td>To meet or exceed performance standards</td>
<td>Skills-based workshops, practice sessions</td>
<td>Skills assessment, feedback</td>
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Note: This table outlines the primary pedagogical framework and its objectives, methods, and assessment techniques.
<table>
<thead>
<tr>
<th>PERFORMANCE / FINANCE / MANAGEMENT</th>
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<th>COMPETENCE</th>
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<th>KNOWLEDGE / SKILLS</th>
<th>COMPETENCE</th>
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**Supports Professional Growth of Self and Team**
<table>
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<tr>
<th>Category</th>
<th>Description</th>
<th>Measurement</th>
<th>Performance / MDG</th>
<th>Knowledge / Skill</th>
<th>Core Standards</th>
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<td>Project Planning and Execution</td>
<td>Schedule and Budget</td>
<td>Timeliness</td>
<td>Accountability</td>
<td>Best Practices</td>
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<td>Leadership Skills</td>
<td>Decision Making</td>
<td>Strategic Thinking</td>
<td>Impact</td>
<td>Innovation</td>
<td>Leadership Development</td>
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<td>Interpersonal Skills</td>
<td>Listening</td>
<td>Comprehension</td>
<td>Persuasion</td>
<td>Leadership Communication</td>
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<td>Conflict Resolution</td>
<td>Mediation</td>
<td>Resolution</td>
<td>Collaboration</td>
<td>Team Dynamics</td>
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<td>Core Competencies</td>
<td>Technical Skills</td>
<td>Software Development</td>
<td>Proficiency</td>
<td>Efficiency</td>
<td>Technical Expertise</td>
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<td>Vision / Mission</td>
<td>Strategic Planning</td>
<td>Objectives Setting</td>
<td>Clarity</td>
<td>Alignment</td>
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<td>Mission Statement</td>
<td>Mission Alignment</td>
<td>Program Impact</td>
<td>Measurability</td>
<td>Outcome Orientation</td>
<td>Mission Alignment</td>
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</tbody>
</table>

Notes: This table outlines the core standards and metrics for program management, leadership, and team dynamics. It includes sections for program planning, leadership skills, communication, teamwork, core competencies, vision/mission, and mission statement. Each category includes specific skills and competencies that are measured against performance and knowledge/skill levels.
<table>
<thead>
<tr>
<th>INTRODUCTION TO EDUCATIONAL RESEARCH</th>
<th>PERFORMANCE / DATA</th>
<th>KNOWLEDGE / SKILLS</th>
<th>CONTENT</th>
<th>MEASUREMENT</th>
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<tbody>
<tr>
<td><strong>ECONOMIC, LEGAL, AND CULTURAL CONTEXT</strong></td>
<td>Advocacy for Children and Public Policy</td>
<td>Education in the Modern Political System</td>
<td>School, economic, and cultural context and how they interact</td>
<td>Understanding the context</td>
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<td>Conceptual frameworks for educational development</td>
<td>Local educational decisions</td>
<td>Educational options explored</td>
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<td><strong>RESEARCH METHODS</strong></td>
<td>Research methods in educational development</td>
<td>Research methods in practice</td>
<td>Experiments and case studies</td>
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<td>Data analysis in educational development</td>
<td>Data analysis in practice</td>
<td>Data interpretation and reporting</td>
<td>Interpreting data</td>
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<td>Evaluation in educational development</td>
<td>Evaluation in practice</td>
<td>Evaluation for policy and practice</td>
<td>Evaluating impact</td>
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<td>Introduction to practice</td>
<td>Introduction to research and practice</td>
<td>Introducing the field</td>
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<td>Technological challenges in educational development</td>
<td>Technological challenges in practice</td>
<td>Technology integration and sustainability</td>
<td>Understanding technology</td>
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<td><strong>ETHICAL CONSIDERATIONS</strong></td>
<td>Ethical considerations in educational development</td>
<td>Ethical considerations in practice</td>
<td>Ethical issues in research and practice</td>
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<td><strong>IMPACT AND OUTCOMES</strong></td>
<td>Impact and outcomes of educational development</td>
<td>Impact and outcomes in practice</td>
<td>Impact and outcomes for policy and practice</td>
<td>Measuring impact</td>
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<td>Performance Indicators</td>
<td>Cognitive Skills</td>
<td>Knowledge and Skills</td>
<td>Performance Criteria</td>
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School Community Partnerships and Public Relations
<table>
<thead>
<tr>
<th>Configuration</th>
<th>Description</th>
<th>Constraints / Parameters</th>
<th>Performance / Output</th>
<th>Environment / Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>Constraint A</td>
<td>Outcome A</td>
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**SCHOOL COMMUNITY PARTNERSHIPS AND PUBLIC RELATIONS**
<table>
<thead>
<tr>
<th>Core Standard</th>
<th>Performance/Goal</th>
<th>Evidence</th>
<th>Content Area</th>
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| Program Design, Evaluation, and Assessment | Directorate of Research | School of Education | Department of Education | Meridian School District | OTHERS THROUGH PRACTICAL APPLICATIONS | W |}

<p>| Performance / CMO Measurement | N/A | N/A | N/A | N/A | N/A | N/A |</p>
<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Economic, Legal, and Cultural Context</td>
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<td>Advocacy for International Relations</td>
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<td>Community Engagement and Cooperation</td>
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<td>Professional and Academic Integrity</td>
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<td>Learning</td>
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<td>Communication Services and Organization</td>
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<td>Financial Management and Accountability</td>
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**Qualitative and Quantitative Research Methods**

- Economic, legal, and cultural context
- Organizational and professional integrity
- Local, national, and international standards
<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance/Outcome</th>
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<th>Competency</th>
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<tbody>
<tr>
<td>1</td>
<td>Core Standard</td>
<td>Vision and Mission for Student Success</td>
<td>Leadership, Diversity, and Social Change</td>
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<td>Core Standard</td>
<td>Vision and Mission for Student Success</td>
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<td>Leadership, Diversity, and Social Change</td>
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</table>

**NOTE TO INSTRUCTORS:** This is a draft template for the content. Please review and make any necessary adjustments.
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**Regulation and Conflict Resolution**
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<th>Category</th>
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<th>Action</th>
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<td>Knowledge and skills</td>
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<tr>
<td>Performance and demo</td>
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</tbody>
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ECONOMIC, LEGAL, AND CULTURAL CONTEXT

- Advocates for Children
- Public policy
- Economic policies
- Social policies
- Political policies
- Legal policies
<table>
<thead>
<tr>
<th>Dissertations as a Seminar (1)</th>
<th>Dissertations as a Seminar (2)</th>
<th>Dissertations as a Seminar (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapters</strong></td>
<td><strong>Chapters</strong></td>
<td><strong>Chapters</strong></td>
</tr>
<tr>
<td>1. Literature Review</td>
<td>2. Methodology</td>
<td>3. Results and Discussion</td>
</tr>
<tr>
<td>2. Data Analysis</td>
<td>3. Results and Discussion</td>
<td>4. Conclusion</td>
</tr>
<tr>
<td>3. Analysis of Data</td>
<td>4. Conclusion</td>
<td></td>
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<tr>
<td>4. Conclusion</td>
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</tbody>
</table>

**Notes:**
- Chapters 1-4 are mandatory for all seminars.
- Chapters 5 and 6 are optional but highly recommended.
- Students are required to submit their final reports by the deadline.
**ACADEMIC POLICIES**

**Grading System**

The grading system employed by the college is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>*70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>*67-69</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>*63-66</td>
<td>0</td>
</tr>
<tr>
<td>D-</td>
<td>*60-62</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>*Failure, below 60</td>
<td>0</td>
</tr>
<tr>
<td>FA</td>
<td>Failure due to excessive absence</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td><strong>Incomplete</strong></td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>***In Progress</td>
<td>0</td>
</tr>
<tr>
<td>NG</td>
<td>***No Grade reported</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No pass</td>
<td>0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>PC</td>
<td>Pass Credit</td>
<td>0</td>
</tr>
<tr>
<td>CC</td>
<td>Course Challenge</td>
<td>0</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer</td>
<td>0</td>
</tr>
</tbody>
</table>

**Final Grades**

All grade challenges must be completed within one year from the time the final grade is issued.

A final grade of C-, D+, D, D- or F will not satisfy a graduate-level course requirement. Only courses with final grades of a C or better will count toward the graduation requirements.
Incomplete Grades

The instructor may assign the Incomplete grade if work in a course has been of passing quality but is incomplete for reasons beyond the student’s control. The “I” grade indicates that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester. The “I” grade is applied only in cases where the student is unable to complete the course during the term of enrollment due to serious illness or other extreme factors beyond the student’s control. An Incomplete Contract specifying the work to be completed and the due date for a final grade is required and must be signed by the instructor and the student and approved by the program director. The grade of “I” is recorded on the transcript and is not calculated in the cumulative grade point average. Undergraduate students who receive the “I” grade will not be placed on the Dean’s List for that semester.

The grade of “I” must be resolved by the end of the add/drop period of the next semester (an Incomplete in the fall semester must be resolved by the end of the add/drop period in the following spring semester; an Incomplete for the spring or summer must be resolved by the end of the add/drop period in the following fall semester). An extension beyond this timeline may be requested by the faculty member and must be approved by the appropriate Divisional Director and submitted to the Registrar. When the course is completed, the final grade will be entered for that course and used to calculate the cumulative average. Unresolved “I” grades are converted to “F” grades.

***The IP (In Progress) and NG (No Grade) grades are used at the discretion of the faculty member for such things as research, independent study, etc. and are not included in the calculation of the academic average.

A. Student Course Evaluation Process

All courses taught by Delaware Valley College faculty will be evaluated each term through Student Course Evaluations. The Divisional Administrative Assistant will provide evaluation forms to the instructor. The instructor then presents the sealed envelope of evaluations to one student in the class. The instructor leaves the room during which time the students complete the evaluation. Forms are returned to the student and placed in the envelope and resealed. The envelope is sent to the Divisional Administrative Assistant
via the instructor or mail, depending on the location of the course. Evaluations must be administered prior to the final class.

**B. Add/Drop/Withdrawal Policies**

After the initial registration, students may add/drop through WebAdvisor without the Divisional Director’s signature. Courses dropped during this period are not recorded on the student’s transcript and courses may not be added to the student’s schedule beyond this period. After the add/drop period students withdrawing from a course who do not complete the official withdrawal process outlined above will receive a grade of “FA” (Failure to excessive absence). The “FA” grade affects the grade point average and remains on the student’s transcript. If the course is repeated and a passing grade is received, the new grade is used for calculation of the GPA.

**C. Academic Grievance Procedure**

Students have the right to present a grievance free from interference, coercion, discrimination, or reprisal. The following steps must be followed in the event of an academic grievance:

1. Student confers with faculty in an effort to resolve the disputed issue.
2. If the issue cannot be resolved at this level, the matter may be brought to the attention of the Divisional Director. If the faculty involved, is the Director, the matter may be directed to the appropriate Dean. The grievance or dispute must be thoroughly documented in writing when being brought to the adjunct member’s supervisor.
3. If the Divisional Director or Dean is unable to resolve the matter, a written complaint may be presented to the Graduate Council. The chairperson of the Council will appoint a panel to investigate the grievance and make a recommendation within 30 days.
4. The recommendation will be reviewed by the full Graduate Council and then forwarded to the Vice President of Academic Affairs. The VPAA may accept the Graduate Council’s recommendation or pursue the matter further with the parties involved. The decision of the VPAA is final.

**Bookstore**

The College Bookstore is located in the lower level Student Center and strives to meet all academic and collegiate needs. Textbooks (new, used, and rental),
College shirts, jackets and various supplies are available to both faculty and students.

**Bookstore Hours**
Monday - Thursday 8:00 a.m. – 6:00 p.m.
Friday 8:00 a.m. – 4:30 p.m.
Saturday and Sunday - Times vary

To contact, please call 215-489-6365 or via the website.

**Library Hours**

The library is open during the following hours:

**Fall and Spring Semester Hours Monday – Thursday** 8:00 a.m. – 11:45 p.m.
**Friday** 8:00 a.m. – 5:30 p.m.
**Saturday** 10:00 a.m. – 5:30 p.m. **Sunday**
1:00 p.m. - 11:00 p.m.

**Summer Session Hours**
**Monday - Thursday** 8:30 a.m. – 6:00 p.m.
**Friday** 8:30 a.m. - noon in June through July (August closing time 4:30)
**Saturday** 10:30 a.m. - 4:30 p.m.
**Sunday** Closed

**Emergency Closing of the College**

If Delaware Valley College deems the circumstances necessary to close early or delay opening of the College due to a weather emergency, the announcement will be made via the radio, television, DelVal website, e2Campus and the DelVal Student Life network. E2Campus is a digital alert system that notifies individuals in the event of a disaster. In the event of an emergency, a message is sent to any registered cell phone and email address and students are alerted immediately of any threat or condition on campus, including inclement weather.

Students, faculty and staff may also find out about closings and delays by calling the college's main telephone number at 215-345-1500. The main greeting will tell you if the college is closed or classes delayed. For the safety and security of the college community, we ask that callers refrain from contacting Campus Safety concerning inclement weather closings.

Students, faculty and staff may listen to or watch one of the stations listed below for school closings:
- KYW (1060 AM radio or http://www.KYW1060.com)
- KYW-3 television
  - Note: KYW radio and their website use a school closing number; Delaware Valley College’s school closing code is 770.
- WCAU Philadelphia (or http://www.NBC10.com)
- NBC 10 television
  - Note: WCAU television will use “Delaware Valley College” in their announcement.
- WTXF-TV Fox 29 Television
  - Note: WTXF television will use “Delaware Valley College” in their
announcement.

Special considerations for evening and off-site locations are as follows:

- **Doylestown Campus.** Evening and Saturday classes for graduate and continuing education students may be cancelled due to weather at the decision of the Vice President for Academic Affairs. In the case of a lateday weather event, evening classes may be cancelled even when day classes were held. If evening classes are cancelled, there will be an announcement on the website by 3:00p.m.

**COLLEGE POLICIES**

**Student Record Policy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. A College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the College official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request an amendment of your education record if the student believes it is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student seeking an amendment to their educational record should write the College official responsible for the record in question. The written request must identify the portion for which they are seeking an amendment clearly specifying why the record should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The College may disclose information to College officials with a legitimate educational interest under FERPA without the student's prior written consent. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health center staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

There is an exception to the non-disclosure of private, confidential information from a student's educational record referred to as directory information. Directory information is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Questions regarding preventing the disclosure of directory information should be referred to the Registrar’s Office. The College considers the following directory information:

- Students' names
- Students' telephone listing
- Students' electronic mail addresses Place
- Dates of birth
- Dates of attendance
- Enrollment status (Undergraduate, graduate, full or part-time) Students’
- class and academic majors
- Degrees, honors, and awards received
- Participation in officially recognized activities

There is a right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

**Intellectual Property and Software Use Policy**
This policy applies to all users including faculty, staff, students, and guest users of Delaware Valley College’s computer networks, equipment, or connecting resources.

**College Inspection of Personal Electronic Information**

Electronic information on College networks or equipment, including, but not limited to, electronic mail and personal information, is subject to examination by the College where:

1. It is necessary to maintain or improve the functioning of College computing resources;

2. There is a suspicion of misconduct under College policies, or suspicion of violation of Federal or State laws; or

3. It is necessary to comply with or verify compliance with Federal or State law.

**Responsibilities of Users of College Computer Resources**

1. Compliance with all applicable laws, regulations, and University policies.

2. Adhere to data access policies of the College or those established by law.

3. Respect for the rights and property of others, including intellectual property rights.

4. Protect user ID, password, and system from unauthorized use.

5. Adhere to the terms of software licenses and other contracts. Persons loading software on any College computer must adhere to all licensing requirements for the software. Except where allowed by College site licenses, copying software licensed for College use for personal use is a violation of this policy.

6. Truthfulness and honesty in personal and computer identification.

7. Use College computer resources in a manner that is compliant with College policies and State and Federal law.

**Prohibited Uses of College Computer Resources**

1. Unauthorized or excessive personal use. Use may be excessive if it overburdens a network, results in substantial use of system capacity, or otherwise subjects the institution to increased costs or risks (employees additionally may be subject to discipline for unauthorized or excessive personal use of computer resources.)

2. Uses that interfere with the proper functioning of the College’s information technology resources.
3. Uses that unreasonably interfere with the ability of others to make use of College computer resources.
4. Attempting to gain or gaining unauthorized access to the computer system, or files of another.
5. Use of College resources to violate copyright laws and infringe on the intellectual property rights of others.
6. Use of College computing equipment to view inappropriate materials. This includes pornography and other materials that would be deemed inappropriate in an office or public setting. Using personal computing equipment in public areas to view inappropriate materials is also prohibited.
7. Use of College computer resources for personal profit.

Email Specific Responsibilities of Users

1. Users should maintain their email boxes in a responsible manner. This includes deleting unwanted messages and keeping stored messages to a minimum.
2. Be professional and careful about what you say regarding other persons.
3. Use discretion when forwarding mail to group addresses or distribution lists.

Prohibited Uses of College Email

1. Knowingly sending or forwarding of chain letters or emails that contain viruses or other malicious content is strictly prohibited.
2. Sending harassing or other inappropriate emails.

Enforcement and Penalties for Violation

Any person who violates any provision of this policy, of other relevant College policies, or of applicable City, State, or Federal laws or regulations may face sanctions up to and including expulsion. Depending on the nature and severity of the offense, violations can be subject to disciplinary action through the Student Disciplinary System or disciplinary procedures applicable to faculty and staff. Offenders may also be subject to criminal prosecution under federal or state law, and should expect the College to pursue such action.

It may at times be necessary for authorized systems administrators to suspend someone’s access to College computing resources immediately for violations of this policy, pending interim resolution of the situation (for example by securing a possibly compromised account and/or making the owner of an account aware in person that an activity constitutes a violation). In the case of egregious and
Sexual Harassment Policy

Delaware Valley College is committed to maintaining an environment in which the dignity and value of each individual within our community is respected. It is the responsibility of each person to respect the personal dignity of others and to demonstrate a basic collegiality that precludes expressions of bigotry and discrimination.

The College prohibits sexual harassment in any context. We will not tolerate it. Those engaging in sexual harassment in any form are subject to the full range of college disciplinary actions, up to and including separation. The College is dedicated to an academic community in which students, faculty, and staff thrive in relationships of mutual trust and confidence.

Sexual Harassment Policy

Purpose

Sexual harassment in any context is reprehensible and is a matter of particular concern in an academic community in which students, faculty and staff must rely on strong bonds of intellectual trust and dependence. As an employer and as an educational institution, we are committed to eradicating sexual harassment.

A romantic or consensual sexual relationship between a faculty member and a student currently enrolled in his/her class is not permitted. If such a relationship does develop, it is a conflict of interest; therefore, alternative student/teacher arrangements must be made.

Definition

Sexual harassment is defined as any unwanted sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational advancement, or evaluation, or

Submission to or rejection of such conduct is used as the basis for employment or educational advancement, or evaluation decisions affecting that individual, or
Such conduct has the purpose or effect of interfering with an individual’s work performance or educational experience; creates an intimidating, hostile, or offensive work/educational environment.

The College regards such behavior as a violation of our code of conduct. Accordingly, those inflicting such behavior on others are subject to the full range of internal institutional disciplinary actions, including separation.

**Complaint Procedures**

All complaints are to be taken seriously and investigated promptly.

Any student, staff, faculty member, independent contractor, consultant or leased employee may institute a complaint through one of the following processes.

A. **Informal Mechanisms for Mediation and Resolution**

Department chairs, deans, cabinet members and the Equal Employment Opportunity Officer (Director of Human Resources) are available to assist in the informal resolution of complaints. These individuals must inform the EEO Officer of any sexual harassment complaints brought to their attention.

B. When informal resolution is not chosen or is unsatisfactory, complainants, depending on classification, should use one of the appropriate formal mechanisms described below.

1. Complaints of sexual harassment against a faculty member, instructor or any College member of the American Association of University Professors may be brought by a student, staff, independent contractor, consultant, leased employee or faculty member to the department chair or dean of the faculty member. The person receiving the complaint is charged with contacting the Equal Employment Opportunity Officer (Director of Human Resources) at 215.489.2346. Together they will determine the best course of action for investigating and resolving the matter as quickly as possible. If an investigation indicates that sanctions are warranted against a faculty member, the EEO Officer and the department chair or dean consults with the Vice President for Academic Affairs and counsel to develop an appropriate course of action.

2. Complaints of sexual harassment against a staff member may be brought by a student, staff member, independent contractor, consultant, leased employee or faculty member to either the immediate supervisor of the person complained against, the Division Head, or the EEO officer at 215-489-2346 (Director of Human Resources). The immediate supervisor or Division
Head must contact the EEO officer who will pursue and resolve the matter. If the results of the investigation indicate that sanctions are warranted, the EEO officer will consult with appropriate management and counsel to recommend a course of action.

Upon notification of a complaint, the EEO officer has the right and responsibility to conduct an investigation if he/she determines it necessary and to attempt resolution of the matter.

3. Complaints by students of sexual harassment should be made to the Vice President for Student Affairs who will report the matter to the EEO officer as soon as possible. Together they will pursue and resolve the matter. If the results of an investigation indicate that sanctions are warranted against a faculty member, the Vice President for Student Affairs and the EEO Officer will consult with the Vice President for Academic Affairs and counsel to develop an appropriate course of action. If the results of the investigation indicate that sanctions are warranted against a staff member, the EEO officer will consult with appropriate management and counsel to recommend a course of action.
   If the issue is between students, the student judicial process as outlined in the Student Handbook would apply.

**Appeal**

If either the complainant or the respondent is not satisfied with the resolution of the claim, he/she may file an appeal. Appeals must be submitted in writing to the President within ten (10) business days of receipt of the final written response. The President’s decision is final.

The President will be required to provide a quarterly report to the Board of Directors of all appeals regarding sexual harassment as well as any incidents that required sanctions.

**Education and Prevention**

1. Deans, department and division heads are encouraged to discuss this policy annually at faculty and staff meetings.

2. All faculty, including adjuncts, staff and administrators are required to complete the College’s Sexual Harassment Prevention/Civility at Work training and to submit a certification of completion to Human Resources.
3. If an individual is unable to attend the above training, he/she is required to complete the online course offered at Delaware Valley College on Preventing Sexual Harassment in the workplace.

4. It is the responsibility of the individual’s immediate supervisor to ensure that individuals under their supervision take the necessary training in a timely manner but no later than three (3) months post start date.

Implementation

Deans, cabinet members and administrative directors are responsible for the implementation of this policy. The President will oversee the performance of deans and directors in the implementation of this policy.

Retaliation

No community member will be subject to retaliation for making a complaint as described above regarding harassment or inappropriate conduct, cooperating in the investigation of alleged harassment or inappropriate conduct or otherwise opposing unlawful harassment or other inappropriate conduct. Anyone engaging in retaliation is subject to the full range of disciplinary actions, up to and including separation.

Smoking Regulations

Delaware Valley College will provide a smoke-free environment in all buildings for its faculty, staff, students and visitors. In all cases, the right of a non-smoker to protect his or her health and comfort takes precedence over another person’s desire to smoke.

The College will give reasonable consideration to the needs of individuals who are hypersensitive to tobacco smoke.

Delaware Valley College prohibits smoking in all College vehicles.

Alcohol and Illicit Drugs

The Drug-Free Workplace Act of 1988 holds employers who receive federal grants responsible for certifying that they maintain a drug-free workplace.

Delaware Valley College is committed to maintaining a workplace free from alcohol abuse and the illicit use of drugs. The College requires all employees/students to report for work able to fully perform their duties free from alcohol and drugs. Actions suggesting one is under the influence of alcohol
and/or drugs will be investigated and the individual may be asked to leave the campus. Selling, distributing, manufacturing, or dispensing alcohol or illegal drugs and/or misusing prescribed drugs on campus is prohibited and may result in suspension.

The College has the right to search lockers, handbags, lunchboxes, other containers, or other personal effects of employees at any time, if probable cause exists.

**Dissertation**

The dissertation is the culmination of the doctoral program and as such must attest to a high degree of scholarly competence for students. The dissertation must report, in an accepted scholarly style, an original investigation of a research problem or theory of significance in the student’s area of concentration. The final product will demonstrate the candidate’s ability to conduct original qualitative, quantitative or mixed research design in an area related to leadership in an educational, public, or private organization. Students are to register for the Dissertation Defense course during the semester they expect to defend.

The faculty will be available to guide, consult, teach, model, facilitate, push, encourage, introduce, make connections, provide support, critique, give constructive feedback, and help students to grow further as a self-directed learners.

All students are responsible for understanding and adhering to the contents of this section of the Student Handbook. This section on the Dissertation Process is an essential reference, and contains information on policies and procedures pertinent to the completion of your dissertation.

**Dissertation Committee**

Composition
The student will work with his or her committee to develop a dissertation. The committee will assist the student in defining the research hypothesis and in designing the research study with attention to underlying concepts, theoretical constructs and analytic frameworks, and appropriate research design methods.

Near the end of the student’s required academic coursework, he or she will have become familiar with most of the faculty through courses, conversations, and readings. The student should select a doctoral research committee chairperson from among the doctoral faculty. Each doctoral research committee will consist of 3 members and 1 or 2 readers. Additional committee members may be suggested at the discretion of the committee chairperson. One outside committee member may be selected with approval by the EdD Program Director.
The student will ask the prospective outside member to provide the committee chair and program director a resume and evidence that he/she meet the following criteria:
1. is a recognized individual practicing within the area of concentration or expertise related to the dissertation topic
2. is able to articulate theoretical and/or practice aspects of the profession relative to the dissertation topic
3. is able to demonstrate a high level of experience in the student’s area of dissertation interest
4. is able to share knowledge and willing to participate in educational endeavors
5. holds a terminal degree in the field of study relevant to the dissertation topic

A chairperson should be selected with care, with the intent that this individual will serve as doctoral research committee chair through to graduation. A good working relationship is necessary as the student and committee chairperson must make many decisions together. Committee members function as resources to the student, and can provide guidance and counseling in their areas of expertise.

Once the committee has been formulated, the student will complete and submit the Dissertation Committee form (available in the Director’s Office) for approval by the Director of the EdD Program. The Director of the EdD Program will send a letter of appointment to each committee member. Thereafter, any changes to the committee must be approved by the committee chairperson in consultation with the Program Director, but if the change is to the committee chairperson, approval must be granted by the Director of the EdD program.

Responsibilities of the committee chair

The committee chair serves as the student’s primary research advisor and assumes primary responsibility for supervising the doctoral student’s dissertation, and does the following:
1. assists the student and other members of the committee define roles
2. assists the student to narrow research topic
3. assures that the research is meaningful and will add to the body of knowledge about the student’s area of concentration
4. conducts the “proposal meeting” where the student presents the final draft proposal to all committee members for their approval and “sign-off”
5. sets up a regular schedule of meetings with the student
6. gives substantive and organized feedback on the research process
7. serves as the arbitrator and final determinate in areas of disagreement among committee members and/or between members and the student
8. conducts the student’s oral defense and approves via signature

Responsibilities of committee members

Committee members serve on the student’s dissertation committee and perform the following:
1. participate in the “proposal meeting” and approve via signature
2. offer expertise in methodology or topic area
3. give substantive and organizational recommendations for sections for which they are the expert
4. read and approve final draft
5. participate in the oral defense and approve via signature

Responsibilities of readers

The EdD Program Director in consultation with the Graduate Dean may select one or two readers to join a dissertation committee one month in advance of defense. The readers read the final draft of the dissertation in preparation for the defense. Readers participate in the oral defense process.

The Student

The student should thoughtfully seek out appropriate faculty for his or her committee, and must make and keep appointments. The student has primary responsibility in consultation with the chairperson and committee for:
1. development of the dissertation proposal
2. submissions of all documents in a timely fashion before the proposal is approved by the committee
3. seeking outside assistance if needed
4. obtaining approval from the chairperson before making any changes in process or analysis
5. submitting drafts with copies to all committee members for feedback in accordance with established time-lines
6. preparing for the oral defense
7. preparing bound copies and CD-Rom (either PDF or MS Word) for the Delaware Valley College Library, Dissertation Abstracts, and the EdD Program Library

The student will work with his or her committee to develop the dissertation topic. The committee will assist the student in defining the research hypothesis and in designing the research study with attention to underlying concepts, theoretical constructs and analytical frameworks, and appropriate research design methods. Candidates will be cautioned that all work on the dissertation is to be original and proposed exclusively by the candidate.

Candidates will be required to defend their research question and proposed methodology through a presentation to their dissertation committee. If utilizing human subjects, or protected information, the candidate must secure permission/approval from the College concerning the ethical treatment of human subjects prior to initiating research. The student will be required to present and defend their completed dissertation to his or her committee and the Delaware Valley College community at large. Students will receive one of the following grades for successfully defending their dissertation: pass, honors, or high honors. Bound copies of the dissertation will be submitted for publication to Dissertation Abstracts, the Doctoral Program and the Delaware Valley College Library.

IRB Process

Students who are utilizing human subjects, or protected information, must submit to the Delaware Valley College Institutional Review Board, a proposal to conduct the research as outlined in the Policies and Procedures of the Institutional Review Board (IRB). All students must consult with their advisor and the chair of the IRB to determine need for IRB approval to conduct research and to answer specific questions regarding the IRB process. It is the responsibility of the student to
complete all of the necessary paperwork within the appropriate timeframes as outlined by the IRB and the committee chairperson. Failure to complete this process in a timely manner may result in delay of the student’s academic progress. No research involving human subjects may commence without full approval to conduct such research by the IRB. Dissertation proposals will not be approved without evidence of IRB approval (or evidence that IRB approval is not required). Initiation of research without appropriate approval will be considered academic misconduct and will result in dismissal from the doctoral program.

Proposal
The proposal is a foundational expansion and finalization of your research idea. In the proposal, the student will present, explicitly, the final research question. A thorough literature review is present in the proposal and is utilized to justify the study and the methodology for study. Additionally, it will include the finalized methodology, including as appropriate, the specific sampling strategy, including the target sample size, the final form questionnaire (already piloted) or research tools, and the processes for analysis. The approved proposal becomes a contract between the student and the committee regarding the exact nature of the dissertation project. Once approved, the proposal cannot be altered without the agreement of all parties.

The proposal is negotiated between you and your committee that, at a minimum meets the following requirements:

1. specifies a clear, mutable problem or opportunity to be solved.
2. identifies the possible or probable causes of the problem
3. provides a brief, but critically analyzed review of the research and literature relevant to that problem
4. delineates specific research or evaluation procedures for assessing the effectiveness of that intervention.

All proposals for dissertation research must use the most current edition of the discipline recommended format, including typeface, spacing, margins, headings, references and citation style. The following format should be used for your dissertation proposal to ensure completeness and orderly development and organization. Students should utilize information provided to them in the core and advanced research courses to further clarify what comprises each of these topic areas. The proposal is limited to 15-20 pages, not including references and appendices.

1. Title page 2.
Introduction
a. Statement of the problem
b. Significance of the problem
i. Significance to society/community (more global view) ii. Significance to the profession/discipline
c. Purpose of the Study: aspect of the problem which you are interested
d. Significance of Addressing this Problem Stated in professional/discipline specific terminology
e. Delimitations of the Study
3. Selected Review of the Literature
a. What is known about the topic (develop own subheadings)

b. Cultural context (reflexivity issues if a qualitative study)
c. Conceptual Background, theoretical background, constructs
d. Operational Definitions
e. Summary and critique of what is known and unknown (student must connect to his or her own research)
f. Research question
g. Hypothesis (as) (if applicable)
4. Methods
a. Research design to be used
   i. Rationale
   ii. Threats and how they will be addressed
b. Subjects (Participants)
   i. Number and how determined
   ii. Inclusion criteria and how/why determined
   iii. Exclusion criteria and how/why determined
   iv. Characteristics
   v. Recruitment procedure
   vi. How will informed consent be obtained
   c. Setting
   d. Equipment
e. Independent and dependent variables operationalized
f. Instruments, measures and psychometric data, reliability, validity, trustworthiness
g. Procedures
5. References (only those that are cited in proposal)
6. Proposed timeline for Dissertation Research Process
7. Appendices
   a. Interview guides, checklists, surveys, etc.
   b. Definition of terms here if not in selected review of literature

Once accepted by the chair as satisfactory, the student will distribute copies of the proposal to the members of his or her dissertation committee at least 10 days prior to the scheduled meeting of his or her committee. This meeting is conducted in person. During this conference, the student presents a brief oral integrated summary of the proposal, and discusses and answers questions posed to him or her about each area and its relation to his or her special area focus. The committee members provide feedback on the proposal. The need for any changes will be discussed with the student by the committee. Students may be asked to redefine areas of the proposal and/or re-write the proposal. The chair will work with the student to bring about a final proposal that is satisfactory to all. The chair will notify the student upon final approval of the proposal by the committee. Once the proposal is signed by all members of the committee, work begins and cannot be changed in any major way by the student or the committee.

Dissertation Progression
Once the student’s dissertation committee has approved the proposed research, the student may proceed with the research project. It is suggested that the student develops a timeline for completion, and within that schedule build considerable flexible time, as faculty will have responsibilities outside the dissertation committee as will the student.
Dissertation Report Format and Contents

The final report is a comprehensive account of the student’s study and analysis designed to answer a specific research question, and propose new knowledge, or insight regarding the area of study. The dissertation is always written in past tense, as it describes what has been accomplished and achieved, relative to what the student set out to do. It is suggested that along the way, students submit to their chair and or committee members, draft copies of the dissertation in smaller subsections. It is the student’s responsibility to proofread, check for style and grammar, examine for subject-verb agreement, tense agreement, and non-sexist language. Students are responsible for all editing and the services of a professional editor may be recommended prior to the required final editing. It will be the responsibility of the student to pay for such editing expenses if deemed necessary.

Dissertation Components

Each of the components that follow should be included in the final dissertation. Furthermore, these general guidelines for a dissertation should be observed:
1. Each chapter should stand alone (i.e. a person should be able to understand each chapter without having to read the entire body of the final report.
2. Tables and figures must be labeled so as to have meaning without text, and must be discussed within the body of the text.
3. The study should be able to be replicated.
4. Appropriate standards of inquiry (qualitative or quantitative) must be observed for the study or the discipline. This should include discussion of validity, bias, reliability, limitations, and a reader should know the ‘power’ of the study.

Assembly of the Dissertation

The dissertation should be assembled in the following order:
1. Title Page
2. Approval page
3. Abstract
4. Acknowledgements
5. Table of Contents
6. Table of Figures (if relevant)
7. Index of Tables (if relevant)
8. Chapter I: Introduction
9. Chapter II: Review of Related Literature
10. Chapter III: Methodology
11. Chapter IV: Results
12. Chapter V: Discussion
13. References
14. Appendices

Oral Defense of Dissertation

Upon acceptance of the draft copy by the committee, the student will be invited to defend his or her research and the conclusions and recommendations drawn from it. The defense must occur in
person. The purpose of the defense is to ensure that one is thoroughly competent to articulate, explain and defend any and every aspect of the dissertation. The defense is the final presentation and clarification process among the student and his or her committee.

The student, in preparation for the defense, should be able to explain in detail the rationale for the study, the methodology, the results, interpretations, implications and recommendations. Additionally, the student should be prepared to critique his or her dissertation critically and answer questions relative to the research, or to hypothesize based on findings of the research. Furthermore, the student will be expected to examine his or her study in light of current knowledge and discuss contribution of the findings of this study to that knowledge base.

Upon completion of the defense, the committee will deliberate to determine the outcome of the dissertation. A unanimous approval vote with signatures by all committee members is required for the student to pass the defense requirement. Students are required to take all necessary steps to format the dissertation for submission to dissertation abstracts. It is required that students provide a copy of the dissertation with signatures for library access.

Refer to Appendix for required forms.

Registration

The Registrar’s Office is located on the 2nd floor of Lasker Hall and is available to assist students with registering for courses. However, it is possible to register yourself using “Student Planning” available on my.delval.edu. The directions below will show you how to view your progress and register for courses.

If you have additional questions please contact the Registrar’s office at registrar@delval.edu.

Student Planning Guide

Student Planning is a system within my.delval.edu which permits you to review graduation requirements, plan courses, and register for course sections. Used in conjunction with regular advisor meetings it is an important tool to ensure a timely graduation. Students should review their progress every semester and note any discrepancy to their advisor and to the Registrar’s office.

Accessing Student Planning

1) Log into my.delval.edu
2) On the right hand side under “Campus Applications” click “Student Self-Service”
3) In order to access Student Planning you must agree to the Student Promissory Note each and every time. Please read it and click on “Enter Student Planning”.

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4) The Home page for student planning displays your program, current GPA and the progress (as measured by the number of completed requirements) toward your degree. Also, at the bottom you will find your current weekly schedule displayed.

5) The “My Progress” tab displays your Program Evaluation and should be used to chart your progress toward degree completion.

6) The top section of “My Progress” displays important information about your degree progress, planned & registered credits, GPA information and current major.

There are some important items to note in this section:

- View a New Program: Allows you to see what requirements you would have to take if you switched majors. **Please note that any substitutions will not display using this tool.**
- Load Sample Course Plan: This feature is currently not implemented yet. Please refer to the college catalog and your First Semester Course Sequence Guide to select courses.

7) The remainder of “My Progress” displays the requirements you need to complete in order to graduate. Displayed first are the Core requirements followed by Major Coursework.

a. Completed and in-progress coursework is marked in green
b. If you have completed a required section other courses will be marked in blue.

c. If you have planned a section it will appear in yellow and unmet requirements will appear in red. If you have planned a section you will see “Fully Planned” in yellow above it.

d. To plan or register for a course just click on the course subject and number. You will be taken to the course catalog where you can add the appropriate section to your plan.

e. 8) Filter and find the section you want in the term you want and select “Add Section to Schedule”. A box will pop up asking you to verify you want it added to your schedule. Make sure Graded is selected. Once you hit OK it will add the course to your plan. You still have not registered yet. Let’s see how we do that on the Plane and Schedule Tab.

9) **Plan and Schedule Tab.** On this tab you will be able to view, your weekly schedule by term, planned and registered courses. You will also be able to view any planned courses that are in conflict and register for sections.

a. **Please note:** The Advising sub-tab is still a work in progress. Notes left for your advisor there can only be viewed by your advisor when they log into the system. For this reason Email is still the preferred method of communication.
10) Once you have planned your courses, and resolved all conflicts and pre-requisites (make sure your lab courses have labs scheduled!!!) you can select “Register now” in the top right hand corner. Any issues will be displayed.

11) **Course Catalog** tab. On this tab you can search for any course that DelVal offers and add it to current and future terms. Knowing what you want to take a semester, two semesters, or two years out can help you and your advisor make the best decisions for your future. You are encouraged to plan out all of your coursework as early as possible. Just be aware that not all courses may be running when you plan them so make sure to reevaluate your plan as needed.

12) **Test Summary** tab. Here you can review all of the test scores DelVal has on file for you. These can be useful when making decisions about which course you should register for depending on placement.

**Financial aid**

Financial Aid Available to Graduate & Doctoral Students

Matriculated graduate and doctoral students are eligible for Federal Direct Unsubsidized Stafford Loans as part of the Free Application for Federal Student Aid (FAFSA) process. The [FAFSA](https://www.fafsa.gov) must be completed each year to receive financial aid. [www.fafsa.gov](https://www.fafsa.gov). Delaware Valley College School code is 003252. Graduate and doctoral students are eligible to receive up to $20,500 in unsubsidized Stafford Loans each academic year. Amount per term is determined by term by the Financial Aid Office and cost of attendance of the program. The interest rate for the unsubsidized loan is 4.66% for the 2014/15 academic year. Rates are federally regulated and subject to change.

Federal Direct PLUS loans – eligible graduate and professional degree students are also eligible for the Federal Direct PLUS loan. The interest rate for the 2014/15 academic year is 7.21%. Rates are federally regulated and subject to change.

There are private education loans available. [www.delval.edu/finaid/finance](https://www.delval.edu/finaid/finance) for information and comparisons. Be sure to determine if the lender supports doctoral and/or graduate programs. Information on federal loan programs:

[www.studentloans.gov](https://www.studentloans.gov)