

Iowa Community College Leadership Academy Cohort Ph.D. Program in Educational Leadership

**Department of Educational Leadership and Policy Studies
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School of Education
College of Human Sciences
Iowa State University**

The purpose of the doctoral program in Educational Leadership is to prepare individuals to be leaders in a variety of educational settings. Graduates' roles as educational practitioners and faculty involve encouraging and implementing theoretically grounded and innovative educational practice. To accomplish this goal, graduates must possess a body of knowledge and skills that will allow them to meet their ethical and intellectual responsibilities to the individuals with whom they are working. These core domains of learning include (1) leadership, (2) educational research, (3) communication, (4) educational evaluation, and (5) educational foundations.

In addition, students will each engage in study related to the setting in which they are interested in working: educational administration or higher education. The proposed area of emphasis will allow students to pursue a coherent set of structured learning experiences including seminars, laboratories, field experiences, and independent research, as well as traditional coursework, to achieve learning outcomes in each of these areas.

Learner Outcomes

Graduates specializing in Educational Leadership will be able to work effectively with individuals and groups, engage in ethical decision-making and management of resources to accomplish goals. They will comprehend the basic elements of research and inquiry and engage in scholarly inquiry. Graduates will express ideas clearly both orally and in writing, understand themselves well and relate sensitively to individuals from diverse backgrounds. They will understand and be able to use intelligently the principles of program evaluation and assessment. Graduates will have a clear understanding of the foundations of education; their work will be well grounded in theory and philosophy. They will also understand the role and applications of technology in learning and organizational processes. Graduates will be knowledgeable about the concepts, theories, and practices related to the educational content area that they have emphasized in their studies.

There are two sets of outcomes germane to the doctoral program in educational leadership. The first set of common outcomes pertains to the interdisciplinary learnings embodied in the integrated doctoral seminars and capstone experience. These experiences are a careful blend of important knowledge, skills, and applications that stress the generic and universal challenges of leadership in a variety of educational settings. These learnings result from the interaction of both faculty and students from the two areas of emphasis in classroom and site experiences that show students that their knowledge and skills are indeed applicable in a wide array of situational contexts. This "lived curriculum" is an important and key experience in the integrated doctoral program.

In addition to the common outcomes there are outcomes specific to the two areas of emphasis that comprise the doctorate in educational leadership: higher education and educational administration. These outcomes result from coursework, field experiences, independent study, and other individualized experiences associated with the area of emphasis.

Both the common learner outcomes and the learner outcomes pertaining to each doctoral emphasis have been identified within each of the six domains: (1) leadership, (2) research, (3) communication, (4) assessment and evaluation, (5) educational foundations, and (6) technology utilization. Each domain is described by typical, general activities in which one would engage if one were working in that domain. Knowledge and performance indicators follow the general description of each domain. These indicators can be used to judge whether one possesses the body of knowledge and skills to function effectively within that domain.

Part I

Common Learner Outcomes for the Educational Leadership Doctorate

LEADERSHIP

Leadership is defined as the ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change; using periods of equilibrium for the organization to engage in reflexive periods of self-appraisal and reflection; knowledge of and ability to engage in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results.

Knowledge/Performance Indicators:

- Fosters action toward achievement of vision, mission, and goals.
- Facilitates group process for participants' commitment to aims and purposes and empowerment of others to lead.
- Utilizes situational, contextual, and cultural aspects of organizations effectively.

Change: Understanding how and why organizations engage in change from simple adaptive changes with responses that are well within traditional boundary decisions to considering and adopting more radical alterations when the survival of the organization is at stake. Such change efforts are rational, technical, and emotional on the part of the persons working in organizations. Leaders are able to engage in both rational, technical change strategies and technologies, and to understand the impact of emotion and morale on organizational climate and performance.

Knowledge/Performance Indicators:

- Understands change models, processes, and impacts.
- Understands the impact of change within an organizational system.
- Understands the dynamics of change and its impact on the human condition.

Stability: Understanding that stability is a key to productivity because it enables people to focus on changes that will require their reflection and adaptation to alterations in the work environment without worrying about threats to their safety and continuity in the organization. Knowing how to balance the need for stability and the need for stimulation in the work environment. Understanding the requirements that promote human growth as well as organizational growth. Creating the parallelism in both these agendas.

Knowledge/Performance Indicators:

- Understands the balance between chaos and equilibrium.
- Appropriately applies traditional management practices including planning, influencing, and organizing in order to accomplish goals, mission, vision, and purposes of the organization.

RESEARCH

Comprehends the basic elements of research and inquiry; conducts scholarly inquiry.

Knowledge/Performance Indicators:

- Understands the nature of research and is able to articulate principles and views underlying qualitative and quantitative research.
- Critiques, summarizes, and interprets the findings from published research summaries.
- Develops research questions and uses appropriate methods for investigating them, applying standards of rigor to all research efforts.
- Conducts research ethically.
- Articulates contributions of research to education, knowledge, and practice.
- Understands and effectively uses principles and skills of research data analysis.

COMMUNICATION

Oral and Written: Expressing ideas clearly both orally and in writing.

Knowledge/Performance Indicators:

- Articulates facts, ideas, beliefs, and arguments in a clear, logical, and organized fashion.
- Uses standard English in professional communication.
- Adapts communication style appropriately for audience.
- Uses communication aids/technology to enhance presentations.
- Clarifies and restates questions.
- Responds to and summarizes for groups.
- Writes documents (e.g., letters, memos, proposals, applications, research summaries, and reports) that effectively communicate.
- Demonstrates accuracy in content, including appropriate citations.

Intrapersonal: Knowing one's philosophy of life; being aware of one's beliefs and values; committing to lifelong learning; possessing ethical standards consistent with professional commitment.

Knowledge/Performance Indicators:

- Expresses personal philosophy with confidence.
- Articulates own beliefs and values while living/expressing one's own beliefs and values.
- Epitomizes lifetime learning.
- Behaves in a manner congruent with ethical standards of one's chosen profession.

Interpersonal: Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of one's own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural backgrounds; exemplary listening and responding skills.

Knowledge/Performance Indicators:

- Demonstrates a positive view of the nature of humankind.
- Actively and assertively pursues goals in a cooperative manner.
- Interacts with others with sensitivity to interpersonal nuances. •
- Creates a climate of trust and openness when working with others through actively listening; expressing oneself congruently; and providing encouragement, support, and helpful feedback.
- Demonstrates understanding of a multicultural non-sexist society by responding to people as individuals, not stereotypes, and displaying sensitivity in working with individuals from varied cultural backgrounds.

ASSESSMENT AND EVALUATION

Understanding concepts and demonstrating skills necessary for delineating, obtaining and providing information to assist in judging the worth and guiding the improvement of educational programs. Understanding theoretical perspectives, evaluation and assessment models, professional standards, historical trends, and current issues in the fields of program evaluation and educational assessment.

Knowledge/Performance Indicators:

- Describes and compares a variety of assessment approaches and evaluation models.
- Articulates current issues in the areas of program evaluation and educational assessment.
- Describes fundamental assessment/evaluation issues within the student's own professional area.
- Evaluates a typical program in the student's own area, commensurate with professional standards.
- Selects or develops assessment approaches that are appropriate for specific uses in the student's own professional area.
- Interprets and reports assessment data in a manner that is accurate and appropriate for the intended audience.
- Incorporates evaluation/assessment findings into effective decision-making.

EDUCATIONAL FOUNDATIONS

Developing an understanding of education as a social institution; utilizing diverse analytical and interpretative approaches appropriate for the study of education for persons of all ages; understanding the historical, philosophical, social, and cultural contexts of education for persons of all ages; developing an understanding of diverse philosophical orientations; articulating the orientations in thought that underlie democratic systems of government and their relationships to education; developing a comprehensive knowledge base about adults as learners and being able to use this knowledge within the contexts of their work.

Knowledge/Performance Indicators:

- Analyzes similarities and differences among fundamental educational premises.
- Searches for patterns in the history, philosophy, sociology, anthropology, and social contexts of education and can defend ideas.
- Provides defensible critiques of policies that affect education in society.
- Understands and exhibits ethics inherent in being a professional.
- Respects all learners as persons.
- Exhibits knowledge as to how education evolves from premises of how people learn.
- Demonstrates and fosters critical thinking.
- Creates communities for learning with shared ownership among participants.

PART II
Learner Outcomes
Higher Education

Leadership

- Demonstrate a comprehensive understanding of leadership in all aspects of higher education
- Demonstrate an understanding of how various disciplines contribute to the practice of leadership.
- Provide leadership in class discussions and projects
- Develop and carry out independent projects
- Identify and develop an area of expertise within higher education
- Demonstrate ethical behavior in every aspect of leadership

Research

- Review, analyze, and synthesize existing research and theoretical literature
- Use research findings appropriately and ethically
- Identify meaningful research questions
- Design, conduct, and report original studies using appropriate methodology and ethical procedures

Communication

Oral and Written

- Develop and deliver informal and formal oral presentations including both command of information and effective analysis
- Develop and complete informal and formal written presentations that demonstrate command of information, effective analysis, and technical competency.

Interpersonal

- Participate effectively in small group assignments as well as informal collaborative efforts.
- Interact ethically and professionally with students, colleagues, supervisors, and participants in research projects

Intrapersonal

- Engage in self-analysis and reflection concerning skills, attitudes, and interests related to specific components of higher education and the field as a whole
- Identify professional strengths and weaknesses and choose projects designed to address weaknesses and enhance skills

Assessment and Evaluation

- Critique existing assumptions, institutions, and educational practices
- Develop and propose alternative assumptions, institutions, and practices
- Demonstrate the ability to plan, conduct, supervise, and evaluate assessment programs appropriate for various contexts and settings

Educational Foundations

- Demonstrate an understanding of cultural, historical, social, political and organizational contexts and influences on higher education
- Articulate the underlying philosophical and theoretical foundations of projects undertaken
- Understand the connections between theory, research, and practice

The Educational Leadership Ph.D. Core Experience (9 cr.)

All doctoral students in Educational Leadership are expected to complete four thematic seminars (one credit each), two each semester for fall and spring (in that order) of their participation in the program. Students will complete a three-credit capstone experience after they have completed the seminars. The purpose of the seminar series is twofold:

- 1) to create opportunities for a group of students at relatively the same stage in their doctoral work to develop community via interaction and shared experiences; and
- 2) to address common and/or emerging issues of educational significance and importance from perspectives of students with varied areas of expertise.

The purpose of the capstone experience is to provide Educational Leadership doctoral students with exposure to and involvement in addressing both public and private sector organizations. This experience is designed to allow students to explore in two settings a topic addressed in one of the thematic seminars. In consultation with a mentor, the experience and settings will be identified around the student's area of interest and expertise. An oral examination is conducted by the student's Program of Study committee and the mentor for the capstone experience. The student is examined over the prepared capstone product as well as other aspects of the capstone experience. Once the student has completed the preliminary examination, he or she works with a major professor to design and conduct an original dissertation research study.

The Thematic Seminars

Six one-credit-hour seminars are organized around the following themes:

(1) Communication and Team Building

This is the first thematic seminar. Its purpose is to develop the doctoral cohort as a team, to build trust, and to promote effective group communication practices.

(2) Governance, Politics and Policies

This seminar will examine the nature of governance, politics and policy formulation in public/private organizational contexts. The unique nature and demands of different types of organizations will be stressed.

(3) Leadership: Law, Equity, Equality

Contemporary leadership most often occurs in an organizational setting framed in law and based on concepts of equity and equality. This seminar examines the legal framework and assumptions/history for focusing on matters of equity and equality in the design and delivery of organizational functions and services.

(4) Leadership: Ethics, Justice, and Caring

Leadership is always exercised in a moral context. Morals are based on considerations of ethics and justice. These parameters should be part of developing a caring leadership style.

The Capstone Experience

At the culmination of the one-credit seminars, students will participate in a Capstone Experience. This project is designed to enable students to draw on content from the thematic seminars and apply that content to a specific problem-based situation. During this experience the students will work directly with the chair of their POS committee or an approved mentor. The POS chair or mentor will work with the student to set up experiences in public or private sector organizations. These experiences can be completed individually or with a team of students working in a common organizational setting. The length of time spent in the community college setting will vary according to the problem the student is exploring and the preferences of the settings in which the experience is to occur. The student is to work within the framework of the organization, assist in carrying out its mission, and engage in reflective and scholarly endeavors suitable to advanced graduate study.

The faculty member or mentor working with the student during the Capstone Experience ensures that the student develops a sound, investigatory schedule with a defined problem/area and assists the student in structuring the experience so that a high-quality scholarly product is produced.

The Capstone Experience fulfills the requirements for the preliminary written examination.

Doctoral Program of Study Committee

The doctoral Program of Study (POS) Committee must consist of at least five members of the Graduate Faculty, one of whom must come from outside the student's program area (Education) or department (Educational Leadership and Policy Studies).

Residency Requirement

Students must complete 24 semester credits of study at Iowa State University in any 12 month period prior to completion of their program of study in order to meet the residency requirement of the Graduate College. This requirement does not apply to doctoral students who are or have been employed more than half-time by Iowa State University. All credits must be earned at Iowa State University and should be approved for graduate study.

Transfer Students

For students who have been enrolled in or completed graduate programs in other colleges and universities, Iowa State may accept graduate credit relevant toward completion of the doctoral degree. A student still must complete residency requirements and must include at least 36 credits of Iowa State credit in the Program of Study.

Preliminary Examination (Presentation of the Capstone)

A preliminary oral examination is required of Ph.D. degree students by the Graduate College. The Ph.D. degree preliminary oral examination rigorously tests a graduate student's knowledge of the subject areas he or she has studied as well as the student's ability to analyze, organize, and present subject matter

relevant to the field. Educational Leadership students will be examined over the content of the product completed as part of the capstone experience as well as the capstone experience in general. This examination will be conducted by the student's Program of Study committee and the project mentor, if this person is not on the student's committee. A "Request for Preliminary Examination" form must be submitted to the Graduate College by the major professor at least two weeks prior to the proposed date of the examination.

Dissertation

A doctoral dissertation must demonstrate conclusively the ability of the author to conceive, design, conduct, and interpret independent, original, and creative research. It must attempt to describe significant original contributions to the advancement of knowledge and must demonstrate the ability to organize, analyze, and interpret data. In most instances, a dissertation includes a statement of purpose, a review of pertinent literature, a presentation of methodology and results obtained, and a critical interpretation of conclusions in relation to the findings of others. When appropriate it involves a defense of objectives, design, and analytical procedures. Dissertation research should be worthy of publication. Responsibility for writing and editing of the dissertation rests with the student under the supervision of the major professor. The Graduate College Thesis Manual, available free of charge from the Thesis Office (203 Beardshear Hall) outlines the details of Graduate College requirements for the preparation and submission of dissertations.

Final Oral Examination

The Ph.D. final examination is oral and often limited to a defense of the dissertation. The candidate must submit copies of the manuscript to members of the POS committee at least two weeks before the examination. The entire POS committee must be convened for the final oral examination.

Higher Education Emphasis

The Higher Education emphasis is designed to provide the knowledge, concepts, and skills for advanced study and practice within the field of higher education. Persons graduating with an emphasis in this area seek positions in community colleges, private liberal arts colleges, or public colleges and universities. The doctoral program is intended for experienced professionals in higher education. Those with college teaching, student service, or administrative experience are encouraged to apply.

All students who wish to focus their doctoral studies in Higher Education are expected to enter the doctoral program having completed a master's degree appropriate for their professional goals. If deficiencies are noted or if coursework is dated, students would be expected to take additional coursework to address these deficiencies as part of their doctoral program. The student's program of study may also recommend modifications of the program of study to assist the student to achieve his or her professional goals.

In addition to the nine credit hour core experience, the Higher Education emphasis consists of a professional core (24 cr.), directed study (4-8 cr.), research core (14-16 cr.), coursework outside of emphasis (12 cr.), and dissertation (12 cr.). The total program consists of 75-81 credit hours.

Higher Education Core (24 cr.)

Each doctoral student in the higher education area of emphasis is expected to complete a common core of five courses. These courses will provide a broad overview of the critical aspects of higher education. Within each course, attention will be paid to how the topic is shaped by, and in turn shapes, student diversity, institutional diversity, and internationalization, and technology. In addition to the five core courses, each student will complete 9 credits of additional coursework or directed study

that will allow for pursuit of specific interests within higher education or closely related areas.

Hg Ed 664 College Organization and Governance (3 cr.)

Hg Ed 665 Financing Higher Education (3 cr.)

Hg Ed 666 Academic Issues and Culture (3 cr.)

Hg Ed 597 Program Evaluation and Assessment (3 cr.)

Hg Ed 578 Students in American Higher Education (3cr.)

Additional coursework or directed study in Higher Education or closely related areas (9 cr.)

Directed Research and/or Field Experience (4-8 cr.)

Students are expected to undertake at least two directed activities in areas of interest. At least one of these projects must be a pre-dissertation research study, alone or in collaboration with a faculty member, staff member, or another student. Other options would include practica, internships, advanced topics readings, or a significant activity in conjunction with a higher education professional organization.

Research Core (14-16 cr.)

The research core is intended to give students a strong background in research methods and statistics. Depending on the focus of the student's dissertation, the student may choose to focus on quantitative or qualitative methodology.

Res Ev 552 Basic Educational Statistics (3 cr.) OR Stat 401 Statistical Methods for Research Workers (4 cr.)

Res Ev 554 Intermediate Research Methods (3 cr.)

Res Ev 580 Qualitative Research Methodology (3 cr.)

Res Ev 553 Intermediate Educational Statistics (2 cr.) (or Stat 402 Statistical Design and Analysis of Experiments - 3 cr.) OR HPC 680 Critical Issues in Interpretive Methodology (3 cr.)

Hg Ed 615H 615H Research Designs in Higher Education (3 cr.)

Coursework Outside Emphasis (12 cr.)

Coursework outside of the higher education emphasis is intended to provide breadth to the program of study and to allow students to pursue study that will complement and expand their knowledge base related to areas of interest in higher education. Masters coursework could be counted as all or part of this requirement.

Dissertation Research (12 cr.)

Total Program Credits: 75-81 cr.