

**College of Education
Idaho State University**

**Master's Program in
Educational Leadership
Policies and Procedures**

**Adopted by:
Department of Educational Leadership
College of Education**

Updated October, 2005

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POLICIES AND PROCEDURES

I. Admissions

A. Preference criteria for Admission to the Master's Program in Educational Leadership.

1. A bachelor's degree in Education or related field from an accredited institution.
2. An academic record of at least 3.0 grade point average in the last two years of undergraduate work (on a 4.0 point scale).
3. A minimum score at the 35th percentile or above on the Miller Analogies Test (MAT) or score at the 35th percentile or above on one of the sections of the [Graduate Record Examination](#) (Verbal, Quantitative, Analytical).
4. One year of preschool or K-12 teaching experience, or documentation of equivalent/related experience.

B. Admission Process

1. Application materials may be obtained for the [Department of Educational Leadership](#) or the [ISU Office of Graduate Studies](#).
2. Applicants must submit the following application materials to the [ISU Office of Graduate Studies](#):
 - a. The admissions application;
 - b. Official transcripts of all undergraduate academic work;
 - c. Official scores of [Graduate Record Examination](#) or Miller Analogies Test.
3. When an application for admission to the Master's Program in Educational Leadership is received, it is forwarded from the [ISU Office of Graduate Studies](#) to the [College of Education](#) and Department of Educational Leadership. The Department reviews the application for completeness and acceptability. If materials are missing the applicant will be informed in writing.
4. If the application is complete, the Department Chair will make a recommendation that the applicant either be accepted as *Classified*, *Conditional*, *Unclassified*, or may reject the application if the applicant fails to meet the required criteria. The application is then forwarded through the [College of Education](#) to the [ISU Office of Graduate Studies](#).

Classified Status may be granted to graduates of accredited institutions who have earned a grade point average of 3.0 or higher for all upper division credits taken at

the undergraduate level, and achieved and submitted official [GRE](#) scores that meet or exceed minimum requirements (35%tile or better in at least one area). *Conditional Status* may be granted to those students who do not have an acceptable undergraduate GPA, and/or have not yet taken the [GRE](#) or MAT test, or achieved scores that do not meet minimum requirements. *Unclassified Status* may be granted to applicants holding a bachelor's degree who desire to take courses for graduate credit for personal or professional enrichment, but who do not want to pursue a graduate degree. There is no assurance that courses taken under Unclassified status may be used later to satisfy degree requirements.

C. Notification of Admission

1. Applicants will be notified of their acceptance or rejection via a letter from the [ISU Office of Graduate Studies](#).
2. Applicants for admission to the Master's Program in Educational Leadership will also be notified of their acceptance or rejection via a letter from the [College of Education – Department of Educational Leadership](#). The acceptance notice will include a package of informational materials, as well as an advisor assignment.

II. Program of Study

A. Program of Study

1. A minimum of 39 credits must be earned by the student for completion of the Master's Degree in Educational Leadership. Up to nine (9) credits may be transferred from other accredited institutions with the approval of the student's advisor.
2. Students must take a minimum of 21 credits at ISU. The Program of Study for those seeking the Master's Degree in Education Leadership is as follows:

| | |
|----------|--|
| EDUC 601 | Research and Writing |
| EDUC 602 | Theories of Learning |
| EDUC 610 | Applied Educational Statistics |
| EDLA 608 | Education Leadership & Administration |
| EDLA 612 | School Law |
| EDLA 613 | Using Data to Improve School Leadership |
| EDLA 614 | Curriculum Leadership |
| EDLA 615 | Supervision of Instruction |
| EDLA 630 | Education Equity & Ethics |
| EDLA 642 | School Communications and Public Relations |
| EDLA 657 | Internship |
| EDLA 650 | Thesis |
| OR | |
| EDLA 651 | Field Project/Case Study in Education |

3. The Program of Study for those who already hold a master's degree in some other area and are seeking to add School Administration to their current certification is

| | |
|----------|--|
| EDLA 608 | Education Leadership & Administration |
| EDLA 612 | School Law |
| EDLA 613 | Using Data to Improve School Leadership |
| EDLA 614 | Curriculum Leadership |
| EDLA 615 | Supervision of Instruction |
| EDLA 630 | Education Equity & Ethics |
| EDLA 642 | School Communications and Public Relations |
| EDLA 651 | Field Project/Case Study in Education |
| EDLA 657 | Internship |

4. Students who seek certification who have a master's degree in a field other than education must have taken courses similar to EDUC 601/602/610 in their master's degree program, or they will be required to take it as part of the ISU program.

5. Students are required to fill out a Program of Study with their advisor before the completion of their second semester of study. **A sample Program of Study follows in this section and should be used by the student to help keep track of course completion.** A final Program of Study form must be completed the semester immediately preceding the student's intended graduation. The final Program of Study form lists all requirements that must be completed in order to receive the degree. Following completion of the program of study, students must apply for graduation during the semester immediately preceding expected graduation.

B. Limitation on Course Substitutions/Transfer

1. Generally speaking, no substitutions will be accepted for the following courses:

| |
|----------|
| EDLA 613 |
| EDLA 615 |
| EDLA 651 |
| EDLA 657 |

2. No substitution or transfer will be accepted for EDLA 612 if taken more than five years prior to planned completion of ISU program.

3. Substitutions for EDLA 614 will be accepted only at the discretion of the student's advisor.

4. For any course for which a substitution or transfer is sought, a copy of syllabus must be submitted with a transcript.

C. Grade Point Average

The student must maintain a 3.0 grade point average to qualify for the Master's Degree. During the program, two grades below B in courses required or used to meet requirements for this degree will automatically disqualify the student from the program in accordance with procedures outlined in the ISU Graduate Bulletin.

D. Completing Program Requirements

Students may complete either a thesis or non-thesis program of study.

Thesis students must select a topic not later than the beginning of the second semester of course work. Approval must be gained from the student's advisor. Students must work closely with their advisor to complete the thesis requirement. Thesis form and style must meet acceptable writing standards as directed in the ISU *Instructions for Preparing Theses, Dissertations, DA Papers, and Professional Projects* and the *Publication Manual of the American Psychological Association (APA) current Edition*. A proposal meeting with all examining committee members is required before data collection can begin. The examining committee shall consist of three members (2 from the [Department of Educational Leadership](#) – the student's major advisor and one other faculty member selected by the student, and a Graduate Faculty Representative – may also be selected by the student, but must be approved by the [ISU Office of Graduate Studies](#)). All examination committee members are to receive a copy of the thesis proposal (first 3 chapters) a minimum of two weeks prior to the proposal meeting. Final copies of the thesis should be distributed to all examining committee members a minimum of 3 weeks prior to the scheduled defense. The major advisor is responsible for reporting the grade to the registrar for all prior thesis registrations when the oral defense has been successful and the thesis has been approved by the examining committee.

The non-thesis option requires the Case Study (EDLA 651) class. This class should be taken during the student's final semester of study. The examining committee will consist of three members (2 from the [Department of Educational Leadership](#) and a Graduate Faculty Representative assigned by the [ISU Office of Graduate Studies](#)). Case Study examinations are scheduled through the [Department of Educational Leadership](#) and the faculty assigned to direct the Case Study.

All requirements for the M. Ed degree program must be completed within eight years preceding the student's graduation. Extensions of time may be obtained for good cause pending approval from the [Department of Educational Leadership](#), [ISU Office of Graduate Studies](#) and the ISU Graduate Council. A graduate petition must be obtained and completed (in coordination with the student's advisor) through the [ISU Office of Graduate Studies](#).

PROCEDURES AND DEADLINES TO BE OBSERVED

| <u>Procedure</u> | <u>Deadline</u> | <u>Checklist</u> |
|---------------------------------|---|------------------|
| 1. Admission to Graduate School | Before Enrollment – may be admitted conditionally | _____ |
| 2. Advisor Assignment | Upon admission | _____ |
| 3. GRE Exam | Before admission or during the first semester of study (may request to repeat) | _____ |
| 4. Thesis Topic Choice* | Approved by advisor no later than beginning of second semester of course work | _____ |
| 5. Thesis Proposal Meeting* | Prior to data collection | _____ |
| 6. Human Subjects Review* | In coordination with proposal and prior to data collection | _____ |
| 7. Final Program of Study | Filed the semester preceding the student's graduation (coordinated with the student's advisor and Educational Leadership secretary) | _____ |
| 8. Filing for Graduation | Semester preceding graduation student responsibility | _____ |
| 9. Thesis Completion* | Four weeks prior to scheduled oral defense | _____ |
| 10. Written & Oral Examination | No later than two weeks prior to proposed graduation date | _____ |

*Thesis option requirements

III. Internship

A. Eligibility for Internship

1. Students are eligible to enroll in the Internship anytime after their first semester of study. At least 6 internship credits are required.
2. Due to the nature of the Internship, students are to make every effort to complete the following courses prior to beginning their internship: EDLA 608, 612 and 615.

B. Duration of Internship

1. The Internship is 540 hours in duration, which is the recommended length by ISLLC. Students are permitted to earn up to twenty (20) hours of credit toward their Internship through approved activities in courses numbered EDLA 608 through EDLA 642. Internship credit may not be accumulated in any EDUC courses.
2. Students enroll in 3 credits during their first semester of internship work and thereafter maintain continuous enrollment of at least 1 credit/semester until internship hours are completed.

C. Site of Internship

1. Students are highly encouraged to serve their Internship experience outside of their current teaching assignment. Since it is impossible to predict where future job opportunities will arise, students must have a variety of practical administrative experiences in order to better qualify for future vacancies.
2. Students are responsible for seeking the approval of the appropriate building principal with which the Internship will be served.

D. Internship Supervisor

The [Department of Education Leadership](#) is solely responsible for the appointment of the Internship Supervisor. Any questions about the Internship experience shall be directed to the appointed faculty member.

F. Internship Handbook

The Internship Handbook follows as a separate document.

IV. Case Study

A. Case Study Committee

1. A three member Case Study Committee shall be formed for each student and shall include the following:
 - a. The student's major advisor.
 - b. Another member from the [Department of Education Leadership](#).
 - c. A Graduate Faculty Representative (GFR) assigned by the [ISU Office of Graduate Studies](#). If the student and advisor request a specific GFR, the [Chair of the Department of Educational Leadership](#) will submit a letter of request to the [ISU Office of Graduate Studies](#).

B. Case Study Preparation

1. All students who enroll in EDLA 651 are required to attend a meeting on the ISU campus to receive the Case Study for that particular semester. No proxy attendance is permitted. At this meeting, the timeline(s) for completion of the Case Study, the evaluation method to be used, and other pertinent data are disseminated. A sample copy of previous evaluation methods is enclosed as Appendix B.
2. The student will prepare a formal presentation for the Case Study defense. It will include as a minimum:
 - a. A statement of the problem(s) presented in the Case.
 - b. The background of the problem(s).
 - c. The significance of the problem(s).
 - d. A review of the literature that outlines the pros and cons of the problem(s).
 - e. Suggested solutions to the problem(s) outlined in the Case.
3. The presentation shall be in electronic format (PowerPoint) with handouts for each member of the Case Study Committee.

C. Case Study Defense

1. A formal Case Study defense meeting with the student and members of the Case Study Committee will be held on a schedule mandated by the [ISU Office of Graduate Studies](#). This time frame generally ends two weeks before graduation. The Case Study defense will be scheduled through the [Department of Educational Leadership](#) within the “window” established each semester by the [ISU Office of Graduate Studies](#).
 - a. The Case Study must follow the latest APA guidelines, and only the following three print fonts of 12 point size are acceptable:
 - Times
 - Courier
 - Geneva
 - b. A copy of the student’s Case Study defense paper shall be given to the Case Study Committee at least one week prior to the oral defense. Failure to meet this deadline may force a postponement of the oral defense if it is deemed necessary by the student’s advisor. An official notice by the [Department of Educational Leadership](#) of the Case Study defense date, time, and place must be filed with the [ISU Office of Graduate Studies](#).
2. The purposes of the Case Study defense include:
 - a. Demonstrating knowledge of the research and methodologies employed in the study.
 - b. Interrelating the research with course work in educational leadership and other areas of study the student pursued.
 - c. Being able to interpret the research and coursework into practical solutions to solve the problems presented in the Case Study.
3. Deliberations
 - a. Following interrogation, informal questions, and any final summary comments by the student, all persons except the Committee members will be excused from the room.
 - b. The deliberations provide the Committee members with the opportunity to express any concerns about the integrity or quality of the student’s defense.
 - c. During the deliberations, the Committee must decide if the student:

- (1) Successfully presented and passed the Case Study;
- (2) Passed the Case Study exam/defense, but some revisions needed;
- (3) Needs an additional chance to improve aspects of the Case Study to meet satisfactory standards;
- (4) Failed the Case Study exam/defense.

| Points/Percent | Assessment | | Level |
|----------------|-------------------|--|-------|
| 90+ | Exceptional | Exceeds Standards | 1* |
| 80-89.9 | Satisfactory | Meets Standards | 2* |
| 70-79.9 | Needs Improvement | Needs Improvement to Meet Standards | 3** |
| 0-69.9 | Fail | Fails to Meet Standards Must Repeat Case Study | 4*** |

*Satisfies grading criteria by Graduate School and recorded semester grade of S (satisfactory).
 ** Student will have additional chance to improve work to meet satisfactory standards. Grade will be recorded as semester grade IP (in progress).
 *** Recorded as semester grade of U (unsatisfactory). Student must repeat EDLA 651 Case Study and receive an S to successfully complete course.

- d. If circumstances beyond the student’s control are present that materially affect the student’s ability to defend the Case Study, the Committee may suspend deliberations and the student will be given a second and final opportunity to complete the defense at a later date.
- e. The major advisor will attempt to achieve consensus among the Committee members on one of the alternatives noted in 3.c. above. A majority must vote for the same alternative for a decision to be reached.
- f. Following the deliberations and the vote, the student will be asked to return to the room where the major advisor will announce the Committee decision including any necessary revisions to the presented material.
- g. If it is determined that the student has passed the defense, all members of the Case Study committee shall place their signatures on the sign-off page.
- h. A student failing the Case Study defense must wait until a subsequent semester and defend a different case. No re-writes of a failed defense are possible. The re-defense is to take place no sooner than the succeeding semester, and no later than the subsequent third semester.
- i. The Report of Oral Examination must be returned to the [ISU Office of Graduate Studies](#) by the Graduate Faculty Representative within 24 hours of the oral defense.
- j. After a successful oral defense of the Case Study, the student will make the changes required by the Case Study Committee and prepare a draft, which has been edited for final printing.

- k. Upon completion of the final draft, the student shall present the completed paper to his/her major advisor for final approval.
4. Case Study Guidelines follow in this section.

IDAHO STATE UNIVERSITY – COLLEGE OF EDUCATION
Masters in Education Administration - Case Study Guidelines
EDLA 651

**A Student Paper Submitted in Partial Fulfillment of the Requirements for the
Master’s Degree in Educational Administration**

This document presents guidelines for the analysis of the case study. The 5th Edition of the Publication Manual of the American Psychological Association (APA) must be adhered to for each facet of the case analysis (i.e. document format, subheads, citations, etc.). Students are also advised to get a copy of the ISU *Instructions for preparing theses, dissertations, DA papers and professional projects*. (Available from Idaho State University, [Office of Graduate Studies](#), Campus Box 8075, Pocatello, ID 83209-8075). This manual will provide valuable information re: document format, title page, etc.

Part 1: The Introduction

This section is one of the most important parts of the analysis. While there are no specific length requirements, the goal of this section is to present the **statement of the problem(s)**. This section requires: (a) a brief review of the case and elements of analysis YOU plan to target; and (b) **a hint of the review of the literature** and must convince the reader that the analysis has merit and is worth continuing to read (i.e., **it must address the “so what” question** – the significance). In this section, the student should gradually begin to integrate related literature, including material covered in the Educational Administration courses.

Part 2: Literature Review

The key words for this section are “review” and “extensive.” Use references that fall within the 10-year period of acceptability. While this section may not be as lengthy as in the thesis or dissertation, it should indicate that students have reviewed a substantial number of documents related to the case study. Students are encouraged to add references from the courses taken in the educational administration program.

Part 3: Proposed Plan of Action

Clearly define the plan of action proposed to deal effectively with the major issues and problems of the case. This should involve detailed immediate, short-range and long-range plans and be presented in a comprehensive and understandable manner. The use of tables and figures is encouraged. Included should be realistic time frames, designation of roles/responsibilities of all stakeholders in the educational community, and an appropriate evaluation program. Students are encouraged to include the use of data as a decision-making strategy.

Part 4: Discussion/Conclusion

This section allows the author (student) to bring his/her own meaning to the analysis. **Conclusions are drawn, implications presented, and further recommendations made.** Individual perceptions and insights are encouraged.

Part 5: References and Appendices

In the reference section, list all documents introduced within the body of the case analysis. The list of sources is alphabetized and cited in accordance to form and style recommended by the **APA Manual (5^{ed} edition)**. Entries suitable for an appendix are items too lengthy or not of sufficient importance to be included in the body of the analysis. Examples of appended items include such things as:

1. form letters
2. questionnaires
3. raw data
4. data analysis
5. test scores

Each appendix is assigned a letter, such as Appendix A, Appendix B, etc., and each of these begins on a new page. A separate title page should be included for each of the appendices.

Information of Importance

You should present your analysis from the perspective of a building principal. The analysis may include information regarding the superintendent, community members, staff and other stakeholders.

Students cannot engage in the practice of plagiarism-that is, to take another's work and pass it off as one's own. Not only is this illegal and unethical, but it also denies the readers of the analysis the opportunity to learn of other sources of information. *Plagiarism is grounds for dismissal from the graduate school of education.* Plagiarism does not mean that you cannot consult with others in the class, the building you work in, or other interested parties. It simply means that the written work you submit must be your own, and any material not your own must be cited appropriately (quoted or paraphrased) using APA format.

YOU are responsible for making sure the work you turn in has been appropriately proofed (re: spelling, grammar, etc.). Poor quality work may be refused by the Case Study committee without opportunity to orally present.

Adherence to Deadlines

It is **YOUR** responsibility to adhere to all deadlines as outlined in your Case Study memo.

Scheduling Your Presentation

The Oral Examination/Presentation schedule will be confirmed during the mandatory meeting. You are to schedule a time your major advisor has indicated availability (a scheduling chart will be provided). Once scheduled **it is your responsibility** to follow-through meeting all prescribed deadlines and appointments.

Case Study Presentation Committee

Your Case Study Presentation Committee will be composed of three graduate faculty; two from the College of Education and one at-large scheduled by and through the [ISU Office of Graduate Studies](#) – this third person is called the Graduate Faculty Representative (GFR). The GFR technically represents you, the student, to make sure that all the rights and responsibilities you have as a graduate student are afforded you. The GFR files a report with the [Office of Graduate Studies](#) about the quality of your presentation, the rigor of the questions asked by the COE faculty on your Committee and the adequacy of your responses.

It is possible to request your GFR. If you know a professor on campus (in another college) that has graduate faculty status, that you would like to have serve on your committee, YOU must contact them and request their participation on your committee. Once they agree it is up to YOU to notify Ms. Cali Bell (208-282-5385) of who your GFR will be (their name, department, phone extension and email). Ms. Cali Bell will then work with the [Office of Graduate Studies](#) to solidify this assignment. If you do not know someone to request, the [Office of Graduate Studies](#) will assign someone in coordination with your presentation schedule (date/time).

Delivering YOUR Case Study Paper

It is YOUR responsibility to make sure that **3 spiral bound copies** of your Case Study Paper are submitted to the Educational Leadership administrative assistant, Ms. Cali Bell, by the deadline prescribed. ([Department of Educational Leadership](#), [College of Education](#), Campus Box 8059, Idaho State University, Pocatello, Idaho, 83209-8059).

Presenting Your Case Study

Your Case Study Oral Examination/Presentation will last approximately one hour. You are expected to develop a PowerPoint presentation of not more than **20 slides** that follows a similar format to your written response (i.e.: Introduction, Literature Review, Plan of Action, Discussion/Conclusion).

- Introduce the Case Study and identified problems therein
- VERY BRIEFLY review the literature (may a slide or two of key sources)
- Overview your Plan of Action re: immediate, short-term and long-term solution suggestions
- Summarize/Conclude the Case Study presentation

The room in which you will present your Case Study will be equipped with a PC compatible computer and projector. You are advised to make sure you have the technological skills to set-up

and run such equipment during your presentation. **Your slide presentation should last 20 minutes.** It is strongly recommended that you arrive early and if possible set-up and trial run your presentation on the actual equipment you will be using. At the onset you will be asked if you prefer to take questions during or after the presentation.

Judging Your Response

A copy of the Case Study Scoring Rubric follows. This is the form that your committee will be using to determine if your Case Study response is within acceptable guidelines for the [Department of Educational Leadership](#) in the College of Education. You are urged to frame your response in such a way that it addresses the criteria used for assessing it.

Be aware that you are making a presentation that will be one of the capstone experiences of your M.Ed. program. College of Education faculty and a graduate faculty at-large will be present to evaluate your performance. With this in mind, it is expected that your presentation, your use of grammar, your choice of clothing and your demeanor will reflect honorably upon you, your abilities and the [College of Education](#).