



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF EDUCATION

2021-2022 Graduate Student Handbook
Division of Educational Leadership



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Welcome to Educational Leadership

We are delighted that you chose to pursue a graduate degree from the Division of Educational Leadership at the University of South Dakota. The Division of Educational Leadership's vision is to be the best PreK-20 leadership program in the Midwest! Our mission is to develop innovative scholar-practitioners and transformational leaders who use theory to solve complex problems of practice.

Within our division are many excellent graduate school programs including:

Adult and Higher Education (Ed.D.) Curriculum
Adult and Higher Education (M.A.) Curriculum
Curriculum Director (M.A.) Curriculum
Curriculum Director (Ed.S.) Curriculum
Curriculum Director (Ed.D.) Curriculum
Director of Special Education (Ed.S.) Curriculum
Director of Special Education (Ed.D.) Curriculum
Pre-Kindergarten-12 Principal (M.A.) Curriculum
Pre-Kindergarten-12 Principal (Ed.S.) Curriculum
Pre-Kindergarten-12 Principal (Ed.D.) Curriculum
School District Superintendent (Ed.S.) Curriculum
School District Superintendent (Ed.D.) Curriculum

We look forward to working with you to help you to achieve your academic goals as an educational leader. You have been assigned an academic advisor to mentor you through your program. I encourage you to contact your advisor to discuss your academic goals and to share how they can support you throughout your program. This handbook will also be a helpful resource for you as a candidate in our program. Please review the handbook—particularly your program's requirements, academic policies, and the candidate responsibility checklist.

On behalf of the faculty and staff of the Division of Educational Leadership, welcome to our program!

Go Yotes!



David De Jong, Ed.D.
Associate Professor
Chair of the Division of Educational Leadership
School of Education
University of South Dakota



About The Division of Educational Leadership

Our Faculty – All of our faculty members have administrative experience in education and are committed to helping candidates to learn, to lead, and to transform education. More information about our faculty can be found at the following link: <http://www.usd.edu/education/educational-leadership/faculty-and-staff>.



Getting Connected

A University of South Dakota Email Account is REQUIRED. Your USD Email is the University's mechanism for official communication with candidates. Once you activate your email account, you may choose to forward your USD email to your primary email account.

However, you will still need to use the USD account for correspondence with faculty members and other USD personnel. We advise that you check your USD email at least once a week.

USD Portal – myUSD Portal provides access to all of the USD resources. The home tab allows university candidates to access the information and password-protected resources they need quickly and easily in one central place. You will also find the academic tab useful:

<https://my.usd.edu/uPortal/f/welcome/normal/render.uP>.

Banner Registration Self-Service is our online registration system and in this system you will be able to register for courses, pay your tuition, view class lists and schedules, view unofficial transcripts, and much more. The link to Banner Registration Self-Service is found in MyUSDPortal. If you are unable to find the exact course you need, please search via the course prefix and number.

Desire to Learn (D2L) is the online course management system used at USD. All courses, whether on-campus or online, have a dedicated D2L course site. If you are taking an online course, D2L will allow you to view course materials, submit assignments and tests, view grades, communicate with your instructors and fellow candidates, and much more. Approximately one week before the term begins, your instructor will create your D2L course site, which you can access for class related information. See the following link for information on D2L and taking online courses at USD: <http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx?la=en>.

The USD Help Desk staff can help you with any technology or D2L problems you may have with this course. You can contact them at helpdesk@usd.edu or (605) 677-5028. Facebook Program Information and announcements are also shared via our Facebook page.

The Facebook page will contain all emailed information as well as extra interesting notes. Connect with Educational Leadership candidates and faculty on our Facebook page at <https://www.facebook.com/groups/219139701787718/> or Facebook/USD Ed Leadership.

Preparing for class

Course Registration – Registration is accessed by logging into MyUSDPortal and clicking on Registration Self-Service. You will need your Self Reg ID and your password. Locate the courses you need by selecting “Educational Administration” (EDAD) or “Adult and Higher Education” (AHED) for the subject.

University Bookstore – If faculty have selected texts and reported those to the program level, we send that information to Akademos. You can check the online system to see if required texts

are listed for your upcoming courses. If Akademos does not have information on texts for your course, then that information will be shared with you on the course syllabus available on the course D2L site: https://usd.textbookx.com/institutional/index.php?gclid=CjwKCAiAiML-BRAAEiwAuWVggmXou09SOiheXpKQ6A-XhFXn5-PsR88xYHxVjm0f3s2rxl3KjyvGnxoCcF4QAvD_BwE.

Time Commitment – Know what your priorities are, and plan accordingly. Once you enter graduate school, classes, studying, and completing assignments will rise in importance. Think about what you can let go of to make time for these things. Figure out how much time you will need to spend on coursework and studying, then block out that time. Most courses will require a significant amount of reading at the graduate level so you should plan on nine hours of reading and activities per module per course. Doctoral courses will require more time for research and writing. Some people need to devote a small amount of time each night, while others prefer less frequent, larger chunks of time. Once you set that time aside, make sure people know it's for your class and study time. Here are some additional tips from the University of Washington: <https://www.pce.uw.edu/newsfeatures/articles/10-tips-for-going-to-grad-school-as-a-working-professional>

Candidate rights to assistance or accommodations – Any candidate who feels they may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist a candidate through the process of disability verification and coordination of appropriate and reasonable accommodations. If a candidate is currently registered with Disability Services, they must obtain a new accommodation memo each semester. Karen Gerety, Director, Disability Services, North Commons, Room 116 Center (605) 658-3745 <https://www.usd.edu/disabilityservices>.

Learn APA Format – APA is the acronym for *American Psychological Association*. APA has established a system for documenting and formatting in-text citations and bibliographical references. Commonly referred to as *APA style*, this is the format generally used in the social sciences, including education, and it is the preferred standard for all written work in the Division of Educational Leadership. APA's style rules and guidelines are outlined in the *Publication Manual of the American Psychological Association*. Be sure to purchase the current edition of this book and adhere to it. In addition to the current edition of the manual, The Online Writing Lab at Purdue (OWL) is a great online resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Professionalism + Ethics

Student Code of Conduct – It is the responsibility of each candidate to understand and to adhere to the Student Code of Conduct at all times. The Student Code of Conduct can be found

in the USD Student Handbook at the following link: <http://www.usd.edu/~media/files/student-life/usdstudenthandbook>.

All graduate candidates are expected to conduct themselves in a professional, respectful manner in all aspects of their graduate education and in all interactions with peers, faculty, staff, and other members of the academic community.

Professionalism and Ethics in Educational Leadership – High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty members and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and candidates are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

Graduate Student Role

- Take primary responsibility to inform themselves of Graduate School policies and procedures at the University of South Dakota: <http://catalog.usd.edu/content.php?catoid=22&navoid=1099>.
- Interact with faculty, staff and other candidates in a mature, professional, and civil manner in accordance with University of South Dakota policies.
- Conduct the whole of one's academic career with unwavering integrity.
- Talk with a trusted faculty member if there are concerns about integrity and ethics.
- Exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.
- Participate in university, departmental, or program governance as a component of professional development.
- Participate in discipline-based activities, such as seminars and conferences, as a component of professional development.
- Manage time effectively for maximum professional development as well as personal health and well-being, balancing competing demands such as being a candidate, a graduate assistant, a parent, a spouse, a caregiver, etc.
- Recognize that faculty and staff have many other professional responsibilities in addition to graduate education.



Faculty Role

- Inform themselves of Graduate School policies and procedures <http://catalog.usd.edu/content.php?catoid=22&navoid=1099>.
- Create an environment of the highest ethical standards and insist that candidates behave ethically in all their professional activities.
- Interact with candidates in a professional and civil manner in accordance with the University of South Dakota policies and relevant laws.
- Ensure a reasonable degree of confidentiality in communicating with candidates, taking care not to discuss a candidate's performance, research results, or behavior with other candidates.
- Impartially evaluate candidate performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Serve on Ed.D. candidate committees without regard to the religion, race, gender, sexual orientation, or nationality of the graduate student candidate.
- Encourage candidates to learn creatively and independently respect the academic freedom of students to express opinions that may differ from those of faculty.
- Provide oral or written comments and evaluation of candidates' work in a timely manner.
- Discuss departmental authorship policy with graduate students before entering into collaborative projects.

Staying on Track

Academic Advising – Faculty advisors are available to assist you throughout your academic career in our program. We encourage you to take full advantage of our help with selecting your courses, identifying resources that can augment your studies, planning for your capstone project, and considering an internship opportunity.

Program of Study – It is recommended you begin to construct a plan of study during the first semester in the program. Developing a personalized Program of Study will include talking with your advisor to understand what you wish to accomplish and to individualize your program of study. While not a rigid plan, it does guide your learning outcomes toward your educational goals. Sample programs of study are available, so please work with your advisor.

Adult and Higher Education: <http://www.usd.edu/education/educational-leadership/adult-and-higher-education-administration>

PreK-12 Leadership Programs: <http://www.usd.edu/education/educational-leadership/pk12administration>

Academic Standards and Progress – The graduate candidate admitted to a graduate program must make satisfactory academic progress each term toward completion of the graduate degree being sought. Graduate candidates who fail to make satisfactory progress are subject to academic probation. If the cumulative GPA of graduate students receiving assistantships falls below a 3.0, the candidate will not continue to receive the assistantship without the expressed approval of the Division Chair and the Graduate Dean. In addition to overall satisfactory performance, graduate students must maintain a *B* average in all work included in the program of study submitted for their degrees, with no more than one-third of the credit hours with grades of *C*. No grade below a *C* is acceptable for graduate credit. All grades of *Incomplete* on the program of study must be completed within the stipulated South Dakota Board of Regents limitation or removed prior to graduation. Grades of *D*, *F*, or other unsatisfactory designations are not acceptable. If candidates receive a *D* or *F* in a required course, they will be required to repeat the course and only the last grade is used in computing the grade point average. The candidate's graduate committee, with approval of the Graduate Dean, may approve one course, not to exceed three credit hours, to be taken at the graduate level for a grade designation of *S* (satisfactory).

Time Limited and Validation of Credits – The entire work for the Master's, Specialist in Education, and Doctorate in Education must be completed within a period of 10 calendar years from the date of the first registration regardless of enrollment (http://catalog.usd.edu/content.php?catoid=31&navoid=1857#Time_Limit_and_Validation_of_Credits). Graduate credits earned more than seven years prior to the date of intended graduation must be validated. More information at the following link <http://catalog.usd.edu/content.php?catoid=22&navoid=1099>.

Library Services – The libraries support the educational mission of The University of South Dakota encompassing instruction, research, and service by assuring ready access to a wide

range of information resources held locally and worldwide; teaching information literacy, research and critical thinking skills for academic endeavors and lifelong learning; and providing an aesthetic, congenial and stimulating learning and working environment.

Research tools available to candidates include the online catalog, research gateway to articles and databases, their extensive list of electronic and paper journals, government information, course reserves, tutorials, and information literacy assistance. The library's online pages also contain LibGuides for subject and course help, a link to the Digital Library of South Dakota (DLSD), and guided access to EndNote, a downloadable citation management software free to USD students, faculty, staff, and affiliates.

Distance learning students are encouraged to use the resources provided through the [University Libraries Website](#) which are specifically designed to meet their needs. Library services available to USD distance education candidates are extensive. Reference assistance is available to all USD distance education candidates and faculty. We also suggest you use the [Ask-A-Librarian](#) services.

The Writing Center is a free tutorial service provided to any graduate student who needs extra help with writing assignments. No matter the class or stage of the writing process, the Writing Center offers one-on-one advice and assistance from an experienced writer who can analyze your text and suggest improvements for both on campus and online students. In order to find out more about the Writing Center, click on the link <http://www.usd.edu/Academics/Writing-Center>.

Grammarly Writing Editing Software – Grammarly's grammar and punctuation checkers catch common grammatical errors and redundant, missing, and misused punctuation. Before you submit writing assignments we recommend that you submit them to either the free version of Grammarly or consider getting a paid year's license: <https://app.grammarly.com/>

Counseling Center – Many candidates encounter a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. The Counseling Center provides free and confidential services by professional counselors to all currently enrolled USD candidates. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and couples counseling; crisis and consultative sessions; and informational presentations about student mental health issues. Check out <http://www.usd.edu/scc> for more specific information about the Center and its services.

Program Specific Requirements

Administrative Internship for PK-12 Programs – The administrative internship is designed to prepare candidates for assuming the role of a school leader through completion of practical

field-based experiences under the joint supervision of an onsite licensed school leader and the USD internship supervisor. The administrative internship is structured to enable each candidate to develop and put into practice an individualized, standards-aligned, field-based experience that focuses primarily on PK-12 principal, superintendent, curriculum director, or director of special education preparation. The administrative internship is four credits year-long, typically two credits in the fall and two credits in the spring beginning August 1. For more information about the administrative internship see the following link:

<https://www.usd.edu/education/educational-leadership/internships>.

Comprehensive Exam (AHED and Ed.D. Candidates) – Upon completing your academic coursework, candidates are required to take and successfully pass a comprehensive examination. The comprehensive examination is an opportunity for candidates to demonstrate that they can apply the knowledge gained in the program curriculum to a series of essay questions. The exam is open book and open notes so save your notes, papers, and books from major courses. You may schedule to take the exam from home. The length of the exam is different for each program so please talk to your advisor at least a month in advance from when you want to take the exam.

Praxis for K-12 Licensure Programs. Candidates in the Principal or Superintendent Programs who were admitted January 2020 or later must take the Praxis Exam to meet the requirements for graduation. Please click on the following link for frequently asked questions about the Praxis: https://docs.google.com/document/d/1GSuroXpcir3rjxaxQOZaHikCDVQjlnZkr-FuOnuKNoU/edit?usp=drive_web&ouid=108451020524597574916.

The PRAXIS exam questions are intended to be *comprehensive* and *cumulative*. One way to prepare for the exams is to keep a folder of work from the core content courses and review this material. You will be unable to access previous courses in D2L after they are completed, so we encourage candidates to keep any of the pertinent information in a folder on their computer from each of the courses. Additionally, you may order a free study guide and/or purchase a study guide through ETS.

The South Dakota PK-12 Principal Praxis is PRAXIS 6990 and a passing score is 146 (SD) or above (though SD does not currently require Praxis for traditional certification).

The South Dakota Superintendent Praxis is PRAXIS 6991 and a passing score of 162 (SD) or above (though SD does not currently require Praxis for traditional certification).

Candidates need to prepare for and take the Praxis by **March 1** of their final semester (Praxis has support materials found at <http://www.ets.org/praxis/sd>).

Graduate School Paperwork – There are a series of forms and applications that candidates need to complete in order to graduate. You are responsible for completing, gathering necessary

signatures, and filing all of the necessary graduate school paperwork by the due dates. You should regularly review the deadline for paperwork at the Graduate School website at: https://my.usd.edu/uPortal/p/graduate-school.ctf3/max/render.uP?pP_tab=79051-graduate-student-responsibilities.

Transfer of Credits from Master's and Specialist Work from Other Universities -

Candidates who desire to transfer their graduate credits from other universities toward their Specialist degree or Doctoral degree must submit a Transfer of Graduate Credit Request Form (https://my.usd.edu/uPortal/p/graduate-school.ctf3/max/render.uP?pP_tab=39482-graduate-school-form) to their program advisor a course syllabus and/or an official course description of each course that they intend to request for transfer to verify the equivalence of the course content. The grade for each course must be at least a B (3.0) and earned within the last seven years.

Ed.D. Program

A dissertation is a required part of the doctoral program in all Educational Leadership Ed.D. programs. Candidates identify a dissertation topic with the assistance of their faculty advisor. Although candidates may take up to five years after successful completion of the comprehensive exam, to successfully defend the dissertation, it is strongly recommended that you finish as quickly as possible following your comprehensive exam. Although their coursework is completed, candidates must continue to be registered until the semester of their actual graduation.

Expectations - It is vital that Ed.D. candidates, dissertation advisors, and methodologists work together to establish expectations early in their relationship, or unmet expectations may become a barrier to successful completion of the dissertation. Hendricks and Hendricks (1995) explained this well when they wrote, "The crazy thing about expectations, though, is that they are usually insidious. You tend to be unaware of them – until they are unmet" (p. 111).

Expectations of the Ed. D. Candidate

- Have conversations with your personal support people and decide together how you will manage your lives around completion of the dissertation. It is not the same amount of work, effort, or emotional investment as coursework. You will need approximately 15-20 hours per week to devote to the dissertation if you plan to complete it within a year's time. This is equivalent to a part-time job. You will need to make decisions about what you can maintain and what may need to be deferred until you are finished with your dissertation. Be sure to build in time for a healthy lifestyle and time with precious loved ones. Create a quiet workspace so that you can keep your resources available and ready. This reduces the time you need to get to work. It also helps to have a space that

is dedicated just for this work. You then switch to the dissertation mindset when you enter the space. It really works.

- Work with the advisor to agree upon the regularity of meeting times (i.e., establish a recurring meeting time on the first Wednesday of every month at 1:00 p.m. via Facetime). If a scheduling conflict arises with the Ed. D. student, it is his or her responsibility to send alternate times to meet.
- During each meeting, work together to create a written checklist of items that must be accomplished before the next meeting.
- Complete the checklist of items before the next meeting: “The central question for the mentee is: Are you or are you not prepared to pay the price for the success you covet” (Cohen, 1999, p. 41)?
- It is very helpful to have at least one dedicated Saturday or Sunday a weekend for a power session.
- Secure an outside editor. Many people consider a local English teacher or someone who can help with elevating word choice and improving the flow of your writing. Your editor may or may not be someone who is familiar with APA 7th Edition. If you choose to rely on your dissertation committee to help with edits then you will dramatically increase the amount of time it will take to complete your dissertation. Please do not send your work to your advisor until an editor has corrected it.
- Before you send anything to your editor you should run it through the free version of Grammarly. If you use a Mac computer, please do a Google search for *Grammarly for Mac*. If you use a PC computer, please do a Google search for *Grammarly for Windows*. When you run something through Grammarly, please do not blindly accept every suggestion. Rather, compare your original document to the suggestions from Grammarly. This is an efficient and free way to learn how to write.
- Please begin your writing by using the format of someone else’s completed dissertation. This will save you hours of formatting and editing. If you need a dissertation, please request a recently completed dissertation from your advisor.
- When possible, please eliminate *passive voice* from your writing by selecting a formal writing style in Microsoft Word. Click on *Tools* and *Spelling and Grammar and Options* and *Writing Style* and *Formal*.
- You are responsible for completing, gathering necessary signatures, and filing all of the necessary graduate school paperwork by the due dates. You should regularly review the deadline for paperwork at the Graduate School website within MyUSDPortal.
- Making a contribution to the knowledge and practice of *Educational Leadership* is an important learning outcome of the dissertation process, therefore, it is expected that you submit your dissertation as an article in a peer-reviewed journal within a year of completing your dissertation.

Expectations for the Ed. D. Candidate in Regard to the Methodology and Data Analysis

- The student will decide on their methodologist before they begin writing Chapter 3.

- Students are expected to take appropriate coursework in methodology and/or statistics to support their methodological choices. That is, students carrying out a qualitative dissertation must take EDER 763, and students carrying out a quantitative dissertation must take EDER 860.
- Ideally, students will take EDER 763 and EDAD 810 before their proposal; EDER 860 could be taken during results writing.
- Students are expected to become knowledgeable about their research methods and analyses and provide a rationale for their methodological choices and their limitations.
- Students are expected to consult with their methodologist regarding their research questions and methodology before they write Chapter 3, ideally before they begin writing Chapter 1.
- Students are expected to conduct their own data analysis in consultation with their methodologist. If the student is conducting analyses that go beyond what they learned in class a plan should be worked out with their methodologist in advance. Students are expected to review appropriate supporting materials as needed.
- Students are expected to write up their results in consultations with their methodologist.
- Students are expected to register for at least one dissertation credit with their methodologist at least once per year and ideally once per semester.

Enrolling in Dissertation Credits – Candidates must enroll in 15 dissertation credits (or up to 20 dissertation credits) to complete their degree. The School of Education has established guidelines for what needs to be accomplished before a candidate can enroll in additional dissertation credits. You need permission to enroll in dissertation credits each semester. You will be issued a grade for your dissertation credits after each semester, which is similar to earning a grade in any course.

Dissertation Task Completed	Credits
1. Identify an appropriate and focused research question and development of conceptual framework.	1-3
2. Synthesize existing literature and research and identify the gaps and the need for further research.	3-6
3. Identify appropriate research methodologies and methods, taking ethics into consideration.	6-9 - Note candidates will not be allowed to enroll in additional credits beyond 9 credits until their proposal is accepted by their committee.

Dissertation Task Completed	Credits
4. Analyze, evaluate, and present research results in an appropriate, informative, and concise manner.	9-12
5. Identify contribution, implications, application, and significance of research findings.	12- 15

Philosophy

Inspiring and leading through excellence in education is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that candidates be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Therefore, candidates are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice.

Underlying the conceptual framework is the belief that preparation for all professional educators must be aligned with state content, national, and professional standards. This includes the following: a strong emphasis on the development of the candidate’s knowledge, skills, and dispositions, inclusion of all learning environments, relevance to technology integration, the development and enhancement of partnerships, and ongoing professional development.

Decision-making is viewed as an on-going interactive process in which a myriad of factors must be understood and balanced in making sound professional decisions. Using the scholar-practitioner approach, candidates are trained to consider input from a variety of sources, synthesize the information after reflection, and make data-based decisions, which result in positive changes for children and their learning environments. Also inherent in the process are teamwork efforts and promoting collaboration with other individuals. To prepare candidates to become life-long learners and professional leaders whose practice is guided by systematic reflection of a myriad of factors influencing mental health and educational issues, theory, and research as well as experience and practice are equally emphasized throughout their school psychology training.

Educational Leadership Dispositions

Educational Leadership graduate candidates will demonstrate the following dispositions in coursework and assessments, internships, comprehensive exams, classroom interactions, and interactions with instructors. Should the candidate be identified as needing growth in one or more disposition, s/he/they will be referred to the division dispositions committee. Upon review of all submitted evidence and separate interviews with the graduate candidate and the person referring the graduate candidate, a determination will be reached by the committee to 1) develop a remediation plan at the program level; 2) refer to the Dean of Education for remediation, referral or dismissal from the program. All dispositions are aligned with the National Educational Leadership Preparation standards (NELP), the Association for the Study of Higher Education Principles of Ethical Conduct (ASHE), and/or the South Dakota Code of Ethics for leaders (SD C of E).

The University of South Dakota Educational Leadership Graduate Candidate will:

1. Act ethically and according to professional norms, which includes submitting original work not borrowed from published research (including the internet) or from another candidate past or present and using an ethical mindset to identify, interpret, and manage ethical dilemmas in leadership. (NELP Standard 2: Effective educational leaders act ethically and according to professional norms to promote each candidate's academic success and well-being; ASHE Honesty and accuracy; originality: SD C of E 3,7).
2. Lead with interpersonal and social-emotional competence and develop productive relationships by striving for opportunities for all through speaking and writing with respect for instructors, peers, students, clients, and families. This includes coursework, formal or informal discussions, and social media presence. (NELP Standards 3, 5, 8: Effective educational leaders strive for opportunities for all to promote each candidate's academic success and well-being (3); Effective educational leaders cultivate a caring and supportive school community that promotes the academic success and well-being of each candidate (5); Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each candidate's academic success and well-being (ASHE: Respect; SD Code of E 8,9).
3. Hold asset-based rather than deficit-based perspectives of candidates, clients, and peers, and recognize relationships among disability, cultural differences, and social inequities (NELP Standard 3: Effective educational leaders strive for opportunities for all to promote each candidate's academic success and well-being; ASHE: Responsibility to the clients and to the public interest; SD Code of E 1, 4).
4. Approach graduate coursework with rigor and high standards of excellence to develop the capacity to lead and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment for the success and well-being of each candidate or client (NELP Standard 4: Effective educational leaders develop and support

intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each candidate's academic success and well-being).

5. Engage in reflective self-assessment and reflective learning and receive constructive feedback positively as preparation to act as an agent of continuous improvement. (NELP Standard 10: Effective educational leaders act as agents of continuous improvement to promote each candidate's academic success and well-being).
6. Maintain a safe environment for oneself, classmates, and instructors free of violence; verbal, physical or sexual harassment; bias and/or discrimination based on gender, race, ethnicity, disability, language, documented status as a citizen, socioeconomic status, sexual affinity, religious or political beliefs (SD Code of E 8,9).

Special Needs and Candidates With Disabilities

To ensure their success in the academic and clinical aspects of the program, candidates with disabilities are advised to discuss their accommodations with their advisor and the director of disability services. Ideally, this should occur before registering for classes. Importantly, accommodations must not interfere with academic and clinical training and performance competencies expected of professional counselors.

The Educational Leadership Program follows the University's policy and procedures for candidates seeking accommodations.

Federal law prohibits discrimination on the basis of disability (Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act). Section 504 obligates USD to provide equal access for all persons with disabilities. Contact number 605-677-5661

Academic Honesty

See the SDBOR Policy Manual 2:33 on Student Academic Misconduct (<https://www.sdbor.edu/policy/Documents/2-33.pdf>) for more information.

A. The phrase "Academic Misconduct" means Cheating or Plagiarism:

B. The term "Cheating" includes, but is not limited to, the following:

1. Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from

- another's quiz, test, examination, or other assignment or allowing another to copy from one's own quiz, test, examination, or other assignment;
2. Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 3. Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the Institutional faculty or staff;
 4. Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;
 5. Falsifying or misrepresenting data or results from a laboratory or experiments;
- or,
6. Engaging in other behavior that a reasonable person would consider to be cheating.

C. The term "Plagiarism" includes, but is not limited to, the following:

1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement;
2. Using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or
3. Engaging in other behavior that a reasonable person would consider plagiarism.

No credit can be given for a dishonest assignment. A candidate found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

E-mail Policy

Program e-mail communication will be conducted using the University of South Dakota e-mail systems. Candidates are responsible for checking their university e-mail accounts regularly. They are also responsible for all information communicated through that mechanism.



Graduate Student Academic Appeal Procedure

The following is a verbatim excerpt from the Graduate Student Academic Appeal Procedure found in the current Graduate Catalog. This policy (SDBOR 2:9) governs academic disputes involving students. Such disputes most commonly arise as a result of student dissatisfaction with assigned grades, but students may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged student academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs. For students: Academic Appeal Form (log into MyUSD): Graduate School> Graduate School Forms> Academic Appeal Form.

Academic Appeal Defined

For the purpose of the policy and the procedures that follow, an academic appeal refers to academic disputes involving candidates. Such disputes most commonly arise as a result of candidate dissatisfaction with assigned grades, but candidates may also invoke the standards and procedures provided under this policy to challenge academic responses to instances involving alleged candidate academic misconduct or to challenge other decisions, justified on academic grounds, that affect their participation in or completion of university academic programs.

Graduate School Forms

Candidates are responsible for completing and sending the Application for Degree and Program of Study form. The program department will initiate the Graduation Approval form to the graduate school. These forms can be found at <https://my.usd.edu/uPortal/p/graduate-school.ctf5/max/render.uP?tab=39482-graduate-school-form> and include:

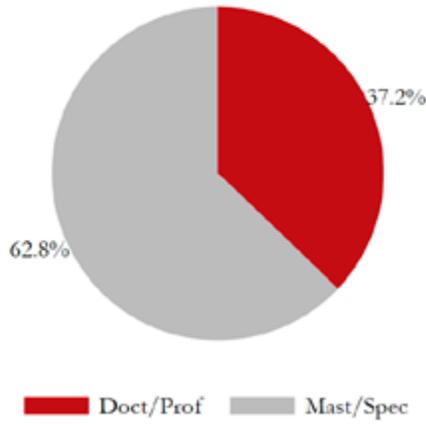
1. Application for Degree and Program of Study Form (Candidate responsible to fill out and send to advisor)
2. Graduation Approval Form (Program will initiate the DocuSign)

Division of Educational Leadership

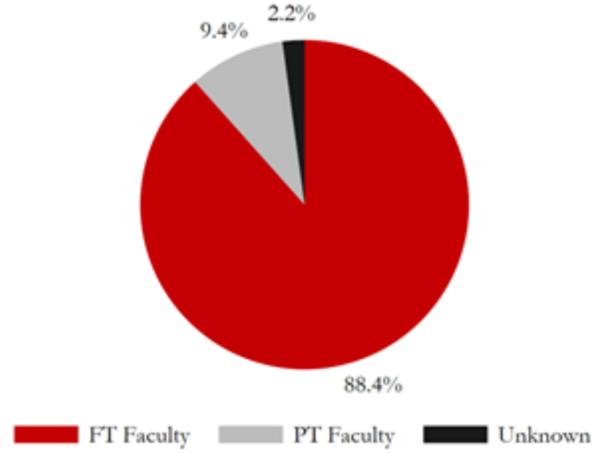
Department Profile

We Offer 12 Graduate Programs	Team
<ul style="list-style-type: none"> • Adult and Higher Education (M.A.) • Adult and Higher Education (Ed.D.) • Curriculum Director (M.A.) • Curriculum Director (Ed.S.) • Curriculum Director (Ed.D.) • Director of Special Education (Ed.S.) • Director of Special Education (Ed.D.) • Pre-Kindergarten-12 Principal (M.A.) • Pre-Kindergarten-12 Principal (Ed.S.) • Pre-Kindergarten-12 Principal (Ed.D.) • School District Superintendent (Ed.S.) • School District Superintendent (Ed.D.) • Educational Administration and Leadership - Pre-Kindergarten-12 Educational Leadership (Ed.D.) 	<p>Tenure Track Faculty</p> <ul style="list-style-type: none"> o Dr. Mejai Bola Avoseh, Professor o Dr. Karen Card, Associate Professor o Dr. Susan Curtin, Associate Professor o Dr. Kristine Reed, Associate Professor o Dr. Erin Lehmann, Assistant Professor o Dr. David De Jong, Associate Professor and Chair <p>Internship Faculty</p> <ul style="list-style-type: none"> o Dr. Diana Messick, Internship Director o Dr. Jerry Rasmussen, Internship Supervisor <p>18 Adjunct Professors (spread across all programs)</p>

Current Students by Degree Type, Fall 2020



Credit Hours by Faculty Type, Fall 2020



Credit Hours by Subject

Subject Area	2016FA	2017FA	2018FA	201980	202080
AHED	465	559	464	497	332
EDAD	783	917	951	755	547

Credit Hours by Delivery Method

Delivery Method	2016FA	2017FA	2018FA	201980	202080
(Other)	.	3	.	.	.
Face-to-face	248	265	187	324	203
Hybrid	123	141	193	64	74
Internet	877	1,067	1,035	864	602

Program of Study

Typical Part-Time AHED MA

Fall 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 701	Adult Learning Theories	3 credits
AHED 720	Principles of Postsecondary Education	3 credits

Spring 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 710	Social Justice and Cultural Issues in Adult education	3 credits
AHED 752	Organization and Administration of Higher Education	3 credits

Summer 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 701	Adult Learning Theories	3 credits
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 730	Junior and Community College	3 credits
AHED 882	College Teaching	3 Credits
AHED 794	Internships	3 credits

Fall 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDER	Graduate Research and Design	3 credits
AHED 775	Training and Development	3 credits
AHED 764	College Student Development	3 credits

AHED 790	Sem Law in Higher Education	3 credits
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Spring 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 763	Student Affairs Administration	3 Credits
AHED 790	Sem: Academic Advising	3 credits
AHED 753	Instructional Strategies for Adult Learners	3 credits

Typical Full-Time AHED MA

Fall 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 701	Adult Learning Theories	3 credits
AHED 720	Principles of Postsecondary Education	3 credits
AHED 764	College Student Development	3 credits
AHED 790	Sem: Law in Higher Ed	3 credits
AHED 753	Financing Higher Education	3 credits

Spring 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 710	Social Justice and Cultural Issues in Adult education	3 credits
AHED 752	Organization and Administration of Higher Education	3 credits
AHED 763	Student Affairs Administration	3 credits
AHED 790	Sem: Academic Advising	3 credits
AHED 753	Instructional Strategies for Adult Learners	3 credits
AHED 715	Global Life-Long Learning	3 credits

Summer 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 730	Junior and Community College	3 credits
AHED 882	College Teaching	3 credits
AHED 794	Internships	3 credits

Fall 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDER	Graduate Research and Design	3 credits
AHED 775	Training and Development	3 credits
AHED 764	College Student Development	3 credits
AHED 790	Sem: Law in Higher Education	3 credits
AHED 753	Financing Higher Education	3 credits

Spring 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 763	Student Affairs Administration	3 credits
AHED 790	Sem: Academic Advising Online	3 credits
AHED 753	Instructional Strategies for Adult learners	3 credits
AHED 715	Foundations of Global Lifelong Learning	3 credits

Typical AHED Ed.D. Part-Time

Fall 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 701	Adult Learning Theories	3 credits

AHED 720	Principles of Postsecondary Education	3 credits
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Spring 1

AHED 710	Social Justice and Cultural Issues in Adult education	3 credits
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AHED 752	Organization and Administration of Higher Education	3 credits
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Summer 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 730	Junior and Community College	3 credits
AHED 882	College Teaching	3 credits
AHED 750	Current Problems and Practices	3 Credits

Fall 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 775	Training and Development	3 credits
AHED 764	College Student Development	3 credits
AHED 790	Sem: Law in Higher Education	3 credits
AHED 753	Financing Higher Education	3 credits

Spring 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 763	Student Affairs Administration	3 credits
AHED 790	Sem: Academic Advising Online	3 credits
AHED 753	Instructional Strategies for Adult learners	3 credits

Summer 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
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EDAD 801	Theories in Educational Leadership	3 credits
AHED 730	Junior and Community College	3 credits
AHED 882	College Teaching	3 credits
AHED 750	Current Problems and Practices	3 credits

Fall 3

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDER 763	Qualitative Research	3 credits
EDER 762	Foundations of Statistics	3 credits

Spring 3

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDAD 810	Research in Educational Leadership	3 credits
EDAD 805	Inquiry for Scholar-Practitioners	3 credits
OR		
EDAD 860	Advance Statistics	3 credits

Fall 4/Spring 4 Remaining Dissertation Credits.

Typical AHED Ed.D. Full-Time

Fall 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 701	Adult Learning Theories	3 credits
AHED 720	Principles of Postsecondary Education	3 credits
AHED 775	Training and Development	3 credits
AHED 764	College Student Development	3 credits
AHED 790	Sem: Law in Higher Education	3 credits
AHED 753	Financing Higher Education	3 credits

Spring 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
AHED 710	Social Justice and Cultural Issues in Adult education	3 credits
AHED 752	Organization and Administration of Higher Education	3 credits
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 763	Student Affairs Administration	3 credits
AHED 790	Sem: Academic Advising Online	3 credits
AHED 753	Instructional Strategies for Adult learners	3 credits

Summer 1

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDAD 801	Theories in Educational Leadership	3 credits
AHED 715	Foundations of Global Lifelong Learning	3 credits
AHED 730	Junior and Community College	3 credits
AHED 882	College Teaching	3 credits
AHED 750	Current Problems and Practices	3 credits

Fall 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDER 763	Qualitative Research	3 credits
EDER 762	Foundations of Statistics	3 credits
AHED 898	Dissertation	3 credits

Spring 2

<u>Course</u>	<u>Title</u>	<u>Hours</u>
EDAD 810	Research in Educational Leadership	3 credits
AHED 898	Dissertation	3 credits

EDAD 805 Inquiry for Scholar-Practitioners 3 credits

OR

EDER 860 Advance Education Statistics 3 credits

AHED 898 Dissertation 3 credits

Remaining Nine Dissertation credits over the Third Year.

- **Master of Arts (M.A.) in Educational Administration and Leadership - Pre-K-12 Principal Specialization**
 - http://catalog.usd.edu/preview_program.php?catoid=30&poid=5763&returnto=1727
- **Educational Specialist (Ed.S.) in Educational Administration and Leadership - School District Superintendent Specialization**
 - [Ed.S. in Educational Administration and Leadership - School District Superintendent Degree Completion Plan](#)
- **Adult and Higher Education: M.A. and Ed.D.**
 - [Adult and Higher Education \(Ed.D.\) Curriculum](#)
 - [Adult and Higher Education \(M.A.\) Curriculum](#)
- **Educational Specialist (Ed.S.) in Educational Administration and Leadership - Pre-K-12 Principal Specialization**
 - [Ed.S. in Educational Administration and Leadership - Pre-K-12 Principal Degree Completion Plan](#)
- **Curriculum Director: M.A., Ed.S. and Ed.D.**
 - [Curriculum Director \(M.A.\) Curriculum](#)
 - [Curriculum Director \(Ed.S.\) Curriculum](#)
 - [Curriculum Director \(Ed.D.\) Curriculum](#)
- **Director of Special Education: Ed.S. and Ed.D.**
 - [Director of Special Education \(Ed.S.\) Curriculum](#)
 - [Director of Special Education \(Ed.D.\) Curriculum](#)
- **Pre-Kindergarten-12 Principal: M.A., Ed.S. and Ed.D.**
 - [Pre-Kindergarten-12 Principal \(M.A.\) Curriculum](#)
 - [Pre-Kindergarten-12 Principal \(Ed.S.\) Curriculum](#)
 - [Pre-Kindergarten-12 Principal \(Ed.D.\) Curriculum](#)
- **School District Superintendent: Ed.S. and Ed.D.**
 - [School District Superintendent \(Ed.S.\) Curriculum](#)
 - [School District Superintendent \(Ed.D.\) Curriculum](#)
- **Online Options**
 - [Pre-K - 12 Principal: M.A. in Educational Administration and Leadership](#)
 - [School District Superintendent: Ed.S. in Educational Administration and Leadership](#)
 - [Pre-K - 12 Principal: Ed.S. in Educational Administration and Leadership](#)
 - [Educational Administration and Leadership - Pre-Kindergarten-12 Educational Leadership \(Ed.D.\)](#)