



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF EDUCATION

Graduate Student Handbook

Educational Leadership Programs
Learn-Lead-Transform

2017/18

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About

The Division of Educational Leadership

Our Mission - To prepare innovative scholar-practitioners for the purpose of enhancing success for all learners.

Our Faculty - All of our faculty members have administrative experience in education and are committed to helping students 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>

Learning Outcomes of Educational Leadership graduates

- Transformational educational leaders
- Culturally competent educational leaders
- Educational leaders who can design, conduct, and use research to inform practice

Getting connected

A University of South Dakota Email Account is REQUIRED. Your USD Email is the University's mechanism for official communication with students. 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. For more information, go to the following website: <https://portal.usd.edu/technology/email/faculty-staff/exchange-on-mobile.cfm>

USD Portal - myUSD Portal provides access to all of the USD resources. The home tab allows university students 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>

WebAdvisor 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. <https://wa-usd.prod.sdbor.edu/WebAdvisor/webadvisor?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=4485331309>

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 faculty member and fellow students, 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 students 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 clicking on the Web Advisor link located on the main webpage - <https://my.usd.edu/uPortal/f/home/normal/render.uP>. You will need your Web Advisor 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 the University Bookstore. You can check the Bookstore's online system to see if required texts are listed for your upcoming

courses. If the Bookstore 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. The Bookstore's site is: <http://usd.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=29552&catalogId=10001&langId=-1>

Time Commitment - Know what your priorities are, and plan accordingly. Once you enter grad 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'll 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 week. Doctoral courses will require more time for research and writing.

It's different for everyone. 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/news-features/articles/10-tips-for-going-to-grad-school-as-a-working-professional>

Student's rights to assistance or accommodations - Any student who feels s/he 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 students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Ernetta L. Fox, Director, Disability Services, Service Room 119 Service Center (605) 677-6389 www.usd.edu/ds; dservices@usd.edu

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 Educational Leadership program. APA's style rules and guidelines are outlined in the reference book: Understand that using APA style properly is critical to success as a graduate student.

Publication Manual of the American Psychological Association. Be sure to purchase the current edition of this book and adhere to it religiously. 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 student to understand and 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 students 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 students 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 students in a mature, professional, and civil manner in accordance with University 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.
- Work with diverse faculty and peers regardless of their race, gender, religion, sexual orientation, or national origin.
- 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 student, 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 students behave ethically in all their professional activities.
- Interact with students in a professional and civil manner in accordance with the University policies and relevant laws.
- Ensure a reasonable degree of confidentiality in communicating with students, taking care not to discuss a student's performance, research results, or behavior with other students.
- Impartially evaluate student performance regardless of religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Serve on graduate student committees without regard to the religion, race, gender, sexual orientation, or nationality of the graduate student candidate.
- Encourage students 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 students' work in a timely manner.
- Discuss departmental authorship policy with graduate students before entering into collaborative projects.

Adapted from the University of Nebraska Lincoln: <http://www.unl.edu/gradstudies/book/export/html/2232>

Staying on track

Academic Advising - Faculty advisors are available to assist you throughout your academic career at Educational Leadership. We encourage you to take full advantage of our help in: 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 at the following link for

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

PK-12 Programs: <http://www.usd.edu/education/educational-leadership/pk12-administration>

Academic Standards and Progress - The graduate student admitted to a graduate program must make satisfactory academic progress each term toward completion of the graduate degree being sought. Students 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 student 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 by the time specified by the instructor or removed prior to graduation.

Grades of "D", "F", or other unsatisfactory designations are not acceptable. If students 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 seven calendar years from the date of the first registration regardless of enrollment. By special permission of the Graduate Dean, the time may be extended. 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 students 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 students are extensive.

Reference Assistance is available to all USD distance education students 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 year's license for \$135.00/ year: <https://app.grammarly.com/>

Counseling Center - Many students 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 students. 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 students for assuming the role of a school administrator through completion of practical field-based experiences under the joint supervision of an on-site licensed school administrator and the USD internship director. The administrative internship is structured to enable each student to develop and put into practice an individualized field-based experience that focuses primarily on PK-12 principal, superintendent, curriculum director or director of special education preparation. The administrative internship is three credits year-long, typically two credits in the fall and one credit in the spring beginning August 1. For more information about the administrative internship see the following link: <http://www.usd.edu/education/educational-leadership/pk12-internships>

Comprehensive Exam - Upon completing your academic coursework, students are required to take and successfully pass a comprehensive examination. The comprehensive examination is an opportunity for students to demonstrate 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 can 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.

Graduate School Paperwork - There are a series of forms and applications that students 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://portal.usd.edu/academics/graduate-school/forms.cfm?casLogin=1>. Dates and deadlines can be found at: <https://portal.usd.edu/academics/graduate-school/deadlines.cfm>

Ed.D. Program

A dissertation is a required part of the doctoral program at the Educational Leadership Ed.D. program. Students identify a dissertation topic with the assistance of their faculty advisor. Although students 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, students must continue to be registered until the semester of their actual graduation.

It is vital that professors and Ed. D. students working on a dissertation 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. Student

- 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.
- It is very helpful to have at least one dedicated Saturday or Sunday a weekend for a power session. We also have monthly Dissertation Saturdays which many students find helpful. We have faculty support for you there and it is an opportunity to obtain peer feedback as well. We strongly recommend that you take advantage of this support when possible. Many students stay overnight the night before which also serves as another opportunity for protected writing time.
- 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 6th 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.
- 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."
- 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 publish your dissertation as an article in a peer-reviewed journal within a year of completing your dissertation.

Expectations of the Professor Serving as an Ed.D. Advisor

- Initiate a discussion 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 advisor, 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.
- During each meeting, discuss your expectations for the next "Dissertation Saturday." The Ed. D. student is expected to attend every "Dissertation Saturday" OR dedicate the same amount of time in your own study. Having one full day each month which is PROTECTED time (just as if you were attending class) will keep the rhythm going.
- During each meeting, discuss your expectations for the next "Dissertation Saturday." The Ed. D. student is expected to attend every "Dissertation Saturday" unless you have approved an alternate arrangement.
- When the Ed. D. student emails you any completed work, you will acknowledge receipt of the completed work within 24 hours. Your reply will

include feedback or a timeframe of when the Ed. D. student can expect feedback.

- Run the Ed. D. student's completed dissertation chapters through Turnitin, a software program that identifies plagiarism. This step provides confirmation to the Ed. D. student and advisor that the completed writing is adequately paraphrased.

Enrolling in Dissertation Credits and the Award of a Final Grade - Students must enroll in a total of 15 dissertation credits to complete their degree. The School of Education has established guidelines for what needs to be accomplished before a student can enroll in additional dissertation credits. You need permission to enroll in dissertation credits each semester. The Graduate School policy is to issue a grade of NP (normal progress) to students until their dissertation is defended and their committee issues a letter grade at the time.

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 students will not be allowed to enroll in additional credits beyond 9 credits until their proposal is accepted by their committee
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