

East Stroudsburg University of Pennsylvania

Candidate Handbook

**Educational Leadership and Administration
Doctoral Program**



**EAST
STROUDSBURG
UNIVERSITY**

Professional and Secondary
Education

Diane Holben, Program Coordinator

Phone: (570) 422-3361

Email: dholben1@esu.edu

INTRODUCTION	4
PROGRAM DESCRIPTION	4
COMPETENCIES	5
CAEP STANDARDS FOR ADVANCED PROGRAMS	5
PENNSYLVANIA LEADERSHIP STANDARDS FOR SUPERINTENDENTS	6
ADMISSION	7
APPLICATION PHASE	7
ACCEPTANCE PHASE	7
SCHEDULING	8
ACADEMIC POLICIES	8
PLAN OF STUDY	8
TRANSFER CREDITS	8
GRADING SYSTEM AND QUALITY POINTS	9
ACADEMIC GOOD STANDING	10
INCOMPLETE GRADES	10
COURSE REPEATS	11
ACADEMIC PROBATION AND DISMISSAL	11
LEAVE OF ABSENCE	11
READMISSION	12
STATUTE OF LIMITATIONS	12
PROGRAM and COURSE REQUIREMENTS	12
ACADEMIC WRITING	13
ATTENDANCE	13
INTERNSHIP	13
LEADERSHIP RETREAT	14
SUPERINTENDENT'S LETTER OF ELIGIBILITY	14
COURSE DESCRIPTIONS	15
SAMPLE ACADEMIC MAP	19
ADVISORY COMMITTEE	19
DISSERTATION GUIDELINES	20
COMMITTEE FORMATION	21
COMPREHENSIVE BENCHMARK ASSESSMENTS	22
PROPOSAL HEARING	23
REEXAMINATION	24

CONDUCTING THE RESEARCH	24
DISSERTATION DEFENSE	25
PUBLICATION OF THE DISSERTATION	26
INTENT TO GRADUATE	26
COMMENCEMENT	27
ESU UNIVERSAL POLICIES	27
FERPA STATEMENT	27
NOTICE OF NON-DISCRIMINATION FOR ESU	27
ACCOMMODATION STATEMENT	28
PROTECTION OF FACULTY INTELLECTUAL PROPERTY	28
STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY	28
TITLE IX: SEXUAL HARASSMENT AND SEXUAL VIOLENCE	29

The Educational Leadership and Administration doctoral program is offered through the Professional and Secondary Education Department at East Stroudsburg University of Pennsylvania. As such, this program falls under the auspices of the Graduate School and adheres to the policies and procedures communicated by the Graduate and Extended Studies Office in the [Graduate Catalog](#). The purpose of this handbook is to provide specific program requirements and information.

INTRODUCTION

The doctoral program in Educational Leadership and Administration is designed for future educational leaders. The program offers a rich mixture of theory and application through specifically designed courses. The faculty expects the cohort group of students to develop a spirit of camaraderie that promotes the development of collegial professional relationships and a positive learning environment. Course content centers around two main threads: leadership development and research methodology. Class sessions blend theory with application to practice, providing the opportunity for students to consider the implications to their professional practice. Additionally, the Leadership Retreats provide exposure to multiple perspectives about leadership practice through interactions with leaders from various organizations.

For more information about the history of East Stroudsburg University (ESU), please refer to this webpage: [History and Beliefs | About ESU | East Stroudsburg University](#).

PROGRAM DESCRIPTION

The ESU doctoral program prepares education professionals for effective leadership of innovation and improvement efforts. To meet the needs of working education professionals, the program employs an executive cohort model to provide the scheduling flexibility and collegial support needed for successful completion. The program is grounded in a belief that (a) effective leaders play a key role in advancing their institutions, and (b) leadership is defined by an individual's actions to promote organizational excellence, not their assigned position in the organization. Based on these beliefs, the Ed.D program centers on developing a leader's ability to both envision innovative improvement strategies and build collaborative professional relationships to support a common vision of improved student and organizational outcomes. The capstone project is a dissertation that researches an issue of importance to educational leaders. The initial steps of identifying a topic, developing a problem statement and significance, and framing a review of the literature occur within coursework during the first three years of the program. The completion of the comprehensive benchmark assessments, the proposal hearing, and the dissertation defense occur under the direction of a faculty chair after the completion of coursework. For more information on the EdD program, please visit: [Educational Leadership and Administration \(Ed.D.\) | Professional & Secondary Education | ESU](#)

Revised 2022

COMPETENCIES

The Doctorate of Education in Educational Leadership and Administration aligns with, and achieves, the Pennsylvania Leadership Standards for Superintendents and Council for the Accreditation of Educator Preparation (CAEP) Standards. Courses that comprise the Ed.D. program are designed to deliver pedagogy that aligns with these Standards. Graduates will demonstrate the following Pennsylvania Leadership Standards and CAEP Standards, respectively.

CAEP STANDARDS FOR ADVANCED PROGRAMS:

Standard	Key Concepts
<p>Standard A. 1. Content and Pedagogical Knowledge: The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</p>	<p>Data literacy; research methodology; data-based decision-making; leading collaborative activities; technology; professional dispositions and ethics</p>
<p>Standard A. 2. Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</p>	<p>Collaborative partnerships; continuous improvement; mutual candidate expectations; application of theory to practice</p>
<p>Standard A. 3. Candidate Quality and Selectivity: The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</p>	<p>Diversity and equity; admissions requirements; progress monitoring; demonstrated proficiency</p>
<p>Standard A. 4. Program Impact: The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.</p>	<p>Employer satisfaction; promotion; retention; relevance of preparation</p>
<p>Standard A. 5. Provider Quality Assurance and Continuous Improvement: The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</p>	<p>Multiple measures; progress monitoring; operational effectiveness; data validity; actionable information; transparent data sharing; data-based decision-making</p>

PENNSYLVANIA LEADERSHIP STANDARDS FOR SUPERINTENDENTS:

Standard	Key Concepts
Core Standard 1: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.	Personalized student success; organizational change; leadership; shared vision; strategic thinking and planning
Core Standard 2: The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to their job as an architect of standards-based reform in the school.	Standards-based systems; federal, state, and district laws and guidelines; architect of reform; systems thinking; education reform
Core Standard 3: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.	Technology; continuous improvement; problem-solving; shared decision-making; multiple uses of data
Corollary Standard 1: The leader creates a culture of teaching and learning with an emphasis on learning.	Research; leadership for creating a learning environment; modeling for learning; organizational behavior and culture
Corollary Standard 2: The leader manages resources for effective results.	Resources; personnel practices; policy; fiscal planning and management; technology use
Corollary Standard 3: The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.	Communication; community engagement and empowerment; leadership development; team building
Corollary Standard 4: The leader operates in a fair and equitable manner with personal and professional integrity.	Ethics; conflict resolution; diversity; equity and fairness; sound judgment
Corollary Standard 5: The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.	Political skills; law and legal structure; child advocacy
Corollary Standard 6: The leader supports professional growth of self and others through practice and inquiry.	Professional development; continuous improvement; develop leaders; capacity building
Special Education Competencies for School Leaders: The leader has the knowledge and skills to lead, supervise, and evaluate these competencies.	<ul style="list-style-type: none"> ● Over-representation of diverse students in special education ● Prevention and early intervening ● Effective instructional strategies in inclusive settings

For a more detailed description of these standards, please reference [The Framework for Superintendent Preparation Program Guidelines](#).

Individuals meeting all PDE qualifications may apply to the Pennsylvania Department of Education (PDE) for a Superintendent's Letter of Eligibility upon completion of the coursework, the required number of years of experience, and the PRAXIS exam. More information is located in the section of this handbook that discusses the Superintendent Letter of Eligibility.

ADMISSION

APPLICATION PHASE:

The Graduate & Extended Studies Office coordinates the application process for the Educational Leadership & Administration doctoral program. To be considered for entry into the program, all candidates must meet the following minimum requirements:

1. An applicant must have an earned Master's degree from a regionally accredited college or university.
2. The applicant's graduate grade point average must be at least 3.0 (on a 4.0 scale) overall.

All Candidates must complete a [Graduate School Application Packet](#) including the following items:

1. Online Application
2. Official Undergraduate Transcript(s)
3. Official Graduate Transcript(s)- must include a minimum of a completed Master's degree
4. Two (2) Professional Letters of Recommendation
5. Professional Resume
6. Professional Goals Statement
7. Application Fee

ACCEPTANCE PHASE:

The Professional and Secondary Education Department (PSED) faculty will review each application and select candidates meeting the minimum requirements to participate in two additional screening activities:

1. An in-person interview, conducted either at the ESU Lehigh Valley Campus in Bethlehem, or remotely through the Zoom video conferencing software.
2. A writing prompt submitted to the PSED department for their review by the date specified. The writing prompt is scored with a rubric assessing both writing ability and critical thinking skills.

Following the interview, the PSED faculty will review each applicant's application materials and will make admission recommendations to the Graduate and Extended Studies Office. Offers of admission occur on a rolling basis and are communicated by the Graduate and Extended Studies Office. Upon acceptance of an offer of admission, the student will be granted access to an ESU network account and email access. Because the ESU email is the official means of communication with students, they are expected to check their email frequently to ensure that they receive important information related to the doctoral program.

SCHEDULING

Each semester, the Graduate and Extended Studies Office will register doctoral students for classes. The cohort structure of the program requires all students to register for two (2) 3-credit classes each of the nine terms (3 years, fall/winter/summer). Once registration occurs, the courses will appear on both the learning management system, Desire2Learn (D2L), and the myESU course management system. The charges for tuition and fees will be posted to the student's account once the registration process is complete. Students working for school districts participating in the PreK-12 Educator Tuition Program (PET) should contact the Graduate and Extended Studies Office for direction on how to apply for tuition direct billing to their district, or review the information on the program at [P.E.T. Program | Admissions | East Stroudsburg University](#).

ACADEMIC POLICIES

PLAN OF STUDY

Every student will complete and submit a Plan of Study to the Doctoral Coordinator, who will then route the plan through the appropriate offices for approval. The Plan of Study is available through the Doctoral Coordinator. The Plan of Study will include the expected timeline for coursework and identify any approved transfer courses (if applicable).

Any requests to apply transfer credits (see section *TRANSFER CREDITS*) from accredited doctoral programs from other universities to the Plan of Study must be approved by the Doctoral Coordinator before submitting the Plan of Study. Transfer courses should be listed on the Plan of Study using the course code and title of the issuing college/university and identify that institution. Upon approval of the Plan of Study, the transfer credits will be added to the student's transcript.

TRANSFER CREDITS

As per PASSHE policy, students may transfer doctoral credits earned through another accredited program if (a) the coursework is determined to satisfy the student learning objectives and standards aligned with an ESU doctoral course, and (b) the total number of

credits transferred does not exceed one-third of the credits required for the degree (20 credits).

All transfer credits must be earned at a regionally accredited institution, within the past six years, and the grade earned must be at least a “B” or its equivalent. Transfer credits must be approved by the doctoral coordinator and incorporated into an approved Plan of Study. Additionally, the student must provide the Graduate and Extended Studies Office with an official transcript from the institution where the graduate credits were earned.

GRADING SYSTEM AND QUALITY POINTS

In addition to meeting course and credit requirements for graduation, students must maintain a 3.00 quality point average. Students who do not maintain a quality point average of 3.00 are not in good academic standing and are subject to the restrictions stated in the *Academic Good Standing* section.

Each credit grade is calculated as follows:

Grade Symbol	Quality Points
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D	1.000
E	0

Calculation of the quality point average uses the steps below.

1. Grade symbols are translated into quality points per credit as listed above.
2. Under this system, the number of quality points for each letter grade (e.g. four points for an “A”) is multiplied by the number of credits for the course.
3. For example, an “A” in a three-semester-hour course earns a total of 12 quality points. To determine the quality point average, divide the total number of quality points by the total number of credits scheduled. This average considers both the quality and quantity of work.
4. Quality points are awarded only for work completed at East Stroudsburg University. Work completed at other colleges and accepted as transfer credit is not considered in computing the quality point average.

This grading scale applies to all courses except PSED 950 Dissertation. Because the dissertation credits are maintenance of candidacy credits, they are awarded a grade of O (ongoing). The O grade is not calculated into the quality point average. In the semester in which the student successfully defends the dissertation, all grades of O will be converted to a letter grade.

ACADEMIC GOOD STANDING

Doctoral students at East Stroudsburg University are expected to maintain high academic standards throughout the entire course of study. All doctoral students must maintain a cumulative grade point average (GPA) of 3.00 or higher in all coursework and have no more than one (1) grade of Incomplete (I) on their transcript to remain in academic good standing. Two or more incompletes (i.e., grades of "I") are not considered satisfactory academic progress towards the degree or certificate completion, regardless of cumulative grade point average. Students with two or more incompletes, and without a remediation and success plan developed with the graduate program coordinator -and approved by the department chair and college dean- in place to address the incomplete coursework, will be prohibited from registering for additional coursework in the program. Further, the student will be placed on academic probation, with eligibility to be dismissed, if the incomplete coursework is not resolved within the allotted time frame as outlined in the remediation and success plan.

INCOMPLETE GRADES

The maximum time for completing course requirements to remove incomplete grades is one semester from the end of the session in which the "I" grade was assigned. If there is no grade change submitted by the professor at the end of the one semester period, the registrar will automatically convert the "I" grade to an "E" based on the grade mode for the course.

Please see the previous section on repeating courses for limitations on the number of times courses may be repeated. Additionally, please see the section above on Academic Good Standing for information about the consequences of carrying more than one grade of "I" on the transcript.

If a student applies for graduation before the one-semester period has expired, the course requirements must be completed and the professor's grade change submitted by the end of that session, or the "I" grade will be converted by the registrar to an "E."

A faculty member who chooses to deviate from this policy will require the student to sign a contract specifying conditions necessary for course completion, which may include a time period for completion of less than one semester or other conditions.

Students registered for dissertation maintenance of candidacy credits will be assigned the letter "O" (Ongoing) instead of "I" while completing their research. After a successful

dissertation defense, all grades of “O” will be converted to the grade earned for the dissertation.

COURSE REPEATS

Students are required to earn a grade of “C” or higher in all coursework in order to progress in their program of study, with a maximum of three grades of “C” across the required courses for the program.

Students may repeat only one course for grade improvement for the doctoral program. The course may be repeated one time, for a total of two attempts. If a student has not earned a grade of “C” or higher after a second attempt, then the student will be dismissed from the doctoral program.

Credits for a repeated course will be counted only once, and the hours and grades earned when the course was last taken will be used to compute the grade point average. However, all attempts will continue to appear on the transcript.

ACADEMIC PROBATION AND DISMISSAL

Students who fall below academic good standing are placed on academic probation. Students placed on academic probation because the cumulative grade point average (GPA) falls below 3.00 must raise their GPA to 3.00 or higher within the next nine credit hours. Students who fail to raise their cumulative average to at least 3.00 by the end of their probation period will be dismissed from their program, as well. If a student is placed on academic probation because the transcript reflects two or more grades of Incomplete (I), the student must resolve the incomplete grade within one semester and according to the approved student success plan. Please see the section entitled *Incomplete Grades* for more information on the student success plan.

LEAVE OF ABSENCE

Doctoral students may apply for a leave of absence under special circumstances, for a period of no longer than one year. Students applying for a leave of absence should submit a Request for Leave From Doctoral Studies form to the Doctoral Program Coordinator explaining the following:

- A request to suspend graduate studies for up to one year with a brief rationale for the request.
- A requested return date/semester to the program.
- A date upon which the student will inform the Doctoral Program Coordinator of definitive plans to either continue or withdraw from the doctoral program.
- A statement that the student agrees to not take other courses required by the program, during the leave of absence with the intention to transfer the credits into ESU.

Depending on the length of the leave of absence, class scheduling considerations related to the cohort model may require the student to resume coursework with a different cohort. Students should discuss a plan for resuming coursework with the Doctoral Coordinator at the time that the leave is requested to ensure that both parties have the same understanding of how the doctoral coursework will be completed upon return.

READMISSION

In cases where active student status has lapsed and an individual wishes to resume studies, readmission to the doctoral program is required. Readmission is not guaranteed. The program may add conditions to the readmission (ex. course grades older than a specified number of years may not be included in the degree plan). The conditions must be specified in writing at the time of readmission. If the specified conditions are not satisfied, the student candidacy may be terminated by the discretion of the Doctoral Program Coordinator and the Graduate and Extended Studies designee.

Any student seeking readmission may be assigned into a different cohort due to class scheduling considerations. All applicants seeking to be readmitted to doctoral study must include a written statement to the Doctoral Program Coordinator and the Graduate and Extended Studies Office. The letter should contain the following:

- Explanation of why their readmission to the program should be considered. This should include the reason for the departure from the program (i.e. withdrawal, suspension, medical, military, financial, etc).
- The steps that the student will implement to ensure success throughout the remainder of the program. This might include evidence of ability to academically succeed, noted support systems, or other strategies to ensure student success in the program.

STATUTE OF LIMITATIONS

All program requirements must be completed within six (6) years from the date of initial registration in the program. A leave of absence may be requested for professional or personal reasons; the time during the leave of absence does not count toward the maximum timeframe for completing degree requirements. An extension to the statute of limitations for program completion may be requested. The extension must be submitted and fully approved before the expiration of the six-year maximum timeframe.

PROGRAM and COURSE REQUIREMENTS

Students in this program will participate in leadership studies that are taught by faculty who have had extensive training in leadership theory, conducting research, and administering programs in schools and colleges. The faculty's unique mix of teaching expertise adds considerable strength to the overall program.

ACADEMIC WRITING

As a doctoral student, it is expected all work will be academically written and in the most recent edition of the American Psychological Association (APA) format. Academic writing is direct, clear, concise, focused, structured, and backed up by evidence from primary research articles. Its purpose is to aid the reader's understanding, particularly those who lack knowledge of the research topic.

The approved set of conventions and standards for written communications is through the American Psychological Association (APA). For all submitted, written work, please refer to the Publication Manual of the American Psychological Association (the latest edition) for proper formatting.

ATTENDANCE

The Ed.D. coursework follows an executive cohort model, with five (5) face-to-face class meetings scheduled for each class each semester. The classes are held on a Friday night and Saturday morning and early afternoon. Given the limited opportunities for face-to-face meetings, it is expected that students will attend all classes. If there is a major conflict, such as an unexpected health emergency or work commitment, the student must contact the professor and seek permission to miss class. The professor may assign an alternative assignment for the student to complete in lieu of the missed class time. Failure to notify the professor and/or complete the alternative assignment may result in the professor assessing an academic penalty.

INTERNSHIP

This program includes an internship component. The internship will occur during the last two semesters of your program (PSED 797 or 798). Each semester, the student will be responsible for completing 160 hours of internship experience, totaling 360 hours by the end of Year 3 (40 hours are earned by completing an Action Research project in PSED 703). The internship could be completed at one site, but many students elect to engage in multiple internship placements to further expand their experiences and professional portfolio.

The internship incorporates the Core Standards that align with the Pennsylvania Superintendent's Letter of Eligibility. These standards are:

1. The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
3. The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

Additionally, the internship incorporates all of the following Corollary Standards:

4. The leader creates a culture of teaching and learning with an emphasis on learning.
5. The leader manages resources for effective results.
6. The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
7. The leader operates in a fair and suitable manner with personal and professional integrity.
8. The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
9. The leader supports the professional growth of self and others through practice and inquiry.

For students not pursuing the superintendent certificate, the internship requirements are slightly modified to be applicable to the student's leadership goals, but it is still expected that the internship experience addresses the educational leadership standards within the context of the organization in which the student is placed. Consequently, students are expected to choose an internship placement in an organization with a substantial focus on education, either with school-age students, college-age students, or adult learners. The internship requirements are explained in detail during the PSED 703 Leadership: Applied Practice class. All internship placements must be approved by the end of the course for the student to enroll in PSED 797 or PSED 798.

LEADERSHIP RETREAT

Retreats will be required throughout the program replacing scheduled instructional time. The retreat is to provide additional immersion into course content, the time to practice and enhance leadership skills, as well as opportunities to collaborate and network with education professionals. Specifics about retreats will be provided by the professor of the class through which the retreat occurs.

SUPERINTENDENT'S LETTER OF ELIGIBILITY

Students seeking to complete the superintendent's letter of eligibility during their doctoral studies must meet the following qualifications:

1. Successful completion of coursework with a minimum 3.0 GPA
2. Complete a 360-hour internship experience that aligns with the PA Department of Education requirements for superintendency. At ESU, these hours are completed through the PSED 797 internship course
3. Meet the requirements outlined in 24 P.S. 12-1209 relating to good moral character
4. Provide verification of six (6) years of satisfactory school experience, of which at least three (3) must be in a supervisory or administrative capacity

5. Provide evidence of satisfactory achievement on the Pennsylvania-required test (currently the PRAXIS)

Eligible students must provide the verification of satisfactory school experience before completing the internship. Students not meeting this requirement will not be eligible to apply for the Superintendent's Letter of Eligibility.

For more information on the PA Superintendent's Letter of Eligibility: [Superintendent PK-12 Letter Requirements](#)

For more information on the PRAXIS School Superintendent Assessment #6991: <https://www.ets.org/sls/prepare/materials/6991>

Although ESU is not an approved provider for the state of New Jersey, the New Jersey Department of Education maintains reciprocity with Pennsylvania for administrative certificates. For information on transferring the PA Superintendent's Letter of Eligibility to New Jersey, please visit the [New Jersey Department of Education website](#).

COURSE DESCRIPTIONS

PSED 701 Leadership Theories: The purpose of this course is to explore the concept of leadership and principles of learning. The student will develop a theoretical position regarding personal administrative style. Possible dissertation topics will be explored. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 702 Leadership Case Studies: This course examines cases of organizations and individuals in the midst of transition, reorganization, or redesign in order to gain insight into both the psychological and sociological aspects of successful leadership in changing environments. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 703 Leadership: Applied Practice: This course is designed to prepare doctoral students in leadership studies to develop and implement a field project that incorporates leadership and policy theories learned in previous courses. Various approaches and issues associated with design and implementation of a field project will be examined. Through an exploration of the literature, critique of theories, and direct hands-on exercises, students will be able to build competency in integrating leadership theories and research methods into their own field project. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 705 Curriculum Analysis: This course is designed to prepare doctoral students with a critical analysis of curriculum theory and research. Various approaches will be

examined, with emphasis on the unique theoretical and methodological contributions of philosophical, psychological, and social approaches to the field of curriculum. Through an exploration of the literature, critique of theories, and direct hands-on exercises, the student will be able to build competency in integrating effective curriculum analysis into the student's own educational praxis. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 710 Advanced Topics Human Development: Students will evaluate and apply development theory as it pertains to the adult learner in environments of complex decision-making. Students will apply course readings to contemporary leadership issues. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 720 Doctoral Seminar in Advanced Research Methods: This course is designed to provide doctoral students in educational leadership with basic knowledge and skills in quantitative and qualitative educational research. Students will be required to review and abstract research articles. The students will learn to read and write about educational research in a non-threatening, supportive manner. Through step-by-step, hands-on exercises, students will be able to build competencies in conducting research in the field of educational leadership. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 725 Critical Analysis of Issues and Innovations in Education: This course provides doctoral students with the opportunity to critically examine current issues and innovations and to analyze their impact on school reform. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 730 Analysis of Effective Instructional and Supervisory Techniques: The focus of this course is on the development of the skills requisite for effective instructional analysis and supervisory techniques. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 750 School and Community: This course focuses on the development and maintenance of a purposeful program of communication between the school and the community through study of selection, organization, and functions of citizen advisory committees and cooperative use of various community services. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program.]

PSED 751 Conflict Resolution: This is an applied course focusing on the resolution of conflict between groups and a third party. Specifically examined are the techniques of negotiation, mediation, and conciliation. Simulation and role-play are utilized as well as

readings in theory and case study. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 758 School Law and Negotiations: A case study approach is utilized in this course where students read, present, and discuss cases reflecting current issues of interest in School Law. Case law, as opposed to statutory or administrative law, is emphasized in this approach. Students are expected to assume a leadership role in discussion of the cases they present. The course format features a high degree of student involvement, discussion, and interaction. Due to the non-traditional scheduling format of the course, preparation which must be completed between class sessions is typically much more extensive. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 760 School Finance: Budgeting procedures for large and small school districts are the focus of this course. School budgeting, accounting, bonding, and various monetary applications are presented as well as the various procedures for acquiring funds. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 781 Special Topics in Education: This course is designed for the advanced doctoral student who wishes to do independent research in a special area. Enrollment is limited to students enrolled in the doctoral program. Prerequisites: Admission to and satisfactory progress in a cohort group in the doctoral program. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 782 Research Instrument Design for Leadership: This course is designed to prepare doctoral students in leadership studies to critique and develop research instruments for their own dissertations. It will emphasize identifying the key issues associated with instrument reliability and validity analysis. Students will learn to critique and develop instruments through hands-on activities and individual projects. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 783 Analysis of Qualitative Data in Leadership Studies: This course is designed to prepare doctoral students in leadership studies to conduct qualitative data analysis in dissertation research. [credits – 3; Prerequisite – Admission to and satisfactory progress in a cohort group in the Educational Leadership Program]

PSED 797 Doctoral Superintendency Internship: This course is designed to provide authentic application of leadership and management theory in an authentic field placement setting. Students will implement the internship proposal developed in PSED 703. The requirements for this internship experience fulfill the requirements for the PA Superintendent's Letter of Eligibility. Enrollment is limited to students enrolled in the ESU

Doctoral Program in Educational Leadership and Administration and completion of an approved internship proposal in PSED 703.

PSED 798 Doctoral Leadership Internship: This course is designed to provide authentic application of leadership and management theory in an authentic field placement setting. Students will implement the internship proposal developed in PSED 703. Enrollment is limited to students enrolled in the ESU Doctoral Program in Educational Leadership and Administration and completion of an approved internship proposal in PSED 703.

PSED 950 Dissertation: This course is designed for the advanced graduate student who wishes to do independent research in special areas. Enrollment is limited to students enrolled in the doctoral program. [credits – 1-9; Prerequisite – Admission to and satisfactory progress in a cohort group in the doctoral program] Students must be in academic good standing and successfully complete all formal coursework, including internship hours. Students with grades of I or E in coursework may not register for dissertation credits without written permission from the Doctoral Program Coordinator.

SAMPLE ACADEMIC MAP

This academic map is a sample three-year schedule for completion of the Ed.D. degree program. Scheduling of courses and progression may vary for a cohort and should be discussed with an advisor.

First Year					
Term 1		Term 2		Term 3	
PSED 701 3 CR	Leadership Theories	PSED 725 3 CR	Critical Analysis Issues & Innovations	PSED 730 3 CR	Analysis of Effective Instruction and Supervision
PSED 705 3 CR	Curriculum Analysis	PSED 720 3 CR	Doctoral Seminar in Research Methods	PSED 710 3 CR	Advanced Topics in Human Development
Second Year					
Term 4		Term 5		Term 6	
PSED 758 3 CR	School Law and Negotiations	PSED 782 3 CR	Research Instrument Design for Leadership	PSED 760 3 CR	School Finance
PSED 783 3 CR	Analysis of Qualitative Data in Leadership Studies	PSED 750 3 CR	Conflict Resolution	PSED 702 3 CR	Leadership: A Case Study Approach
Third Year					
Term 7		Term 8		Term 9	
PSED 703 3 CR	Leadership Applied Practice	PSED 797/798 3 CR	Leadership and Administration Internship	PSED 797/798 3 CR	Leadership and Administration Internship
PSED 750 3 CR	School and Community	PSED 781 3 CR	Special Topics in Education	PSED 950 9 CR	Dissertation

ADVISORY COMMITTEE

The Educational Leadership and Administration program will have an Advisory Committee which will include the Dean of the College of Education, the Graduate Dean, doctoral faculty, the Doctoral Program Coordinator, the Chairperson of the Department of Professional Studies, and a representative number of doctoral students. The advisory group will meet at least two times a year to review program components,

suggest new techniques, new strategies, and offer suggestions for improving the overall program.

Policy coordination related to students and general program administration will be handled by the Coordinator of the Educational Leadership and Administration program in consultation with the Professional & Secondary Education chairperson, the College of Education Dean, and the Graduate and Extended Studies Office. The type of procedures and policies to be administered are:

1. Adherence to Graduate & Extended Studies policies regarding admissions, residency student processing, and graduation, etc.
2. Marketing and promotion of the doctoral program.
3. Development of a long-range schedule for course offerings.
4. Management of interdepartmental agreements.
5. Schedule meetings with the chairperson of the Professional & Secondary Education department to set schedules, advisee assignments, and confer regarding all aspects of the program.

The Advisory Council will meet to advise the coordinator on such issues as:

1. Resources, e.g., assistantships for program operation, library, travel, etc.
2. Faculty concerns such as course scheduling, faculty load, program content, standards, etc.
3. Long-range planning, e.g. strategic needs, program expansion, etc.
4. Problems related to the operation of the Educational Leadership and Administration program.

DISSERTATION GUIDELINES

The culminating requirement of the Ed.D in Educational Leadership is the doctoral dissertation. A dissertation allows the student to demonstrate mastery of the skills learned during the three years of coursework by:

1. Researching the literature related to a problem of educational practice or theory.
2. Developing research questions that inquire into aspects of the identified problem of practice.
3. Designing and implementing a methodology that collects and analyzes data for the purpose of answering the research questions.
4. Interpreting the data collected in light of the theory identified in the literature and the implications for educational practitioners.

Before beginning the dissertation process, all coursework must be satisfactorily completed. This includes (a) student is in academic good standing; (b) student transcript reflects no grades of I or E; and (c) student completed all internship hours.

COMMITTEE FORMATION

The committee's primary role is to advise and evaluate the candidate throughout the dissertation process. The committee will guide the broad scholarly development of the doctoral student. Students will be assigned a committee chair only if they (a) are in good academic standing; (b) have no grades of I or E in required coursework; and (c) are making satisfactory progress in completing internship hours. At ESU, dissertation committees have the following members:

1. Committee Chair – This person will provide guidance through the process and coordinate efforts with the other committee members. The chair will be the candidate's primary point of feedback and direct the process timelines. The chair must be a full-time, tenure-track ESU faculty member. Through discussions with the Committee Chair, the rest of the dissertation committee will be identified.
2. Committee Members – The candidate is required to have at least two other committee members on the committee. At least one of the additional members must be a current ESU faculty (tenure-track or adjunct) or staff member. The second member may be a subject matter or research methodology expert with an earned doctorate from an accredited university program.
3. Reader (optional) – A dissertation candidate may, if desired, place a fourth member on the committee to provide additional subject matter expertise. This member may be from an organization external to ESU.

If the selected committee members have not served previously, the doctoral coordinator and Graduate School Office will work with the individual to complete the forms required for approval to serve as a committee member.

Generally, dissertation committees are formed during the spring semester of the third year. The PSED department will meet during that semester to determine committee chair assignments that best align with the proposed student dissertation topic and anticipated methodology. The process for forming a committee is as follows:

- The PSED department assigns a committee chair to each doctoral candidate in the cohort, striving to match the interests of the student with the expertise of the faculty member.
- The doctoral candidate meets with the chair to discuss their topic of interest and possible committee members with expertise relative to the topic or the methodology.
- The doctoral candidate speaks to prospective committee members and invites them to serve on the committee.
- The doctoral candidate notifies the chair and doctoral coordinator of the final composition of the committee.

The dissertation committee is an important support network. Careful consideration should be made when deciding whom to choose. It is suggested to develop a regular schedule of

contact with the chair, at least monthly, to ensure sufficient progress on the dissertation.

Students wishing to change the members of an approved dissertation committee and/or the chair of the committee must complete the ESU Dissertation Committee Change Form, which is available from the Doctoral Program Coordinator. The proposed committee membership must meet ESU Ed.D. Program guidelines. All faculty being added or deleted from the committee must sign the form. After all signatures are obtained, the form must be submitted to the Doctoral Program Coordinator for their signature. The signed form will be placed in the student's records until the student graduates. Only one change to committee composition will be allowed for a doctoral candidate, so please consider initial committee member selections carefully.

COMPREHENSIVE ASSESSMENT

The purpose of the comprehensive benchmark assessments is to analyze the degree to which the doctoral candidate has mastered and integrated the knowledge and skills presented in the required coursework and applied them to the initial development of a dissertation problem and literature review. The candidate will develop Chapters 1-3 of the dissertation proposal and present them to their committee at a hearing. The presentation should be 20-30 minutes in length, and should incorporate the key components of Chapters 1-3. The expectation is that Chapters 1 and 2 are well-developed and aligned, and that Chapter 3 represents an initial draft of the proposed methodology. The presentation should demonstrate the student's ability to:

- Define a problem that has significance for education leaders in PK-12 or higher education
- Understand the key literature and frame it in a manner that supports the conceptual framework
- If appropriate, identify a theoretical framework that supports the purpose of the study
- Provide an initial draft of the purpose and research questions that is supported by the problem statement and the review of the literature
- Provide an initial draft of the proposed methodology aligned with the problem statement, purpose of the research, and research questions

The student's dissertation committee will serve as the evaluators of the presentation. The committee chair will set a date for the comprehensive exam when the chair determines that the student has progressed to a point where their draft of Chapters 1-3 is ready for review by the full committee. The date should be determined in conjunction with the committee members and the doctoral coordinator should be notified of the hearing date. To provide adequate time for review, the student should provide all committee members with a draft of Chapters 1-3 no less than two weeks prior to the hearing date.

After the comprehensive exam presentation, the committee will pose questions about the presentation and/or written draft. In response, the candidate will defend their work,

providing clarification or additional explanation as needed. Using a rubric, committee members will assess the candidate on the criteria listed above. Based on the rubric score, the candidate will be ranked as follows:

- **Not Approved - Major Changes Required:** The committee believes that Chapters 1-3 need major changes and will require the student to rewrite and resubmit the comprehensive exam for another defense at a later date. Rewrites may incorporate suggestions such as, but not limited to: (a) clarifying the conceptual framework and/or theoretical framework; (b) expanding the breadth of the literature reviewed; (c) rewriting the proposed research questions; and (d) aligning all portions of Chapters 1-3.
- **Approved - Minor Changes Required:** The committee approves the first three chapters, but suggests minor changes such as, but not limited to: (a) refining the research questions; (b) minor additions or adjustments to the literature review; and (c) refining the alignment between Chapters 1-3. The proposed revisions should be approved by the chair prior to submission of the comprehensive exam approval form to the Graduate Office. Once the revisions are approved, the candidate may proceed to developing the dissertation proposal methodology.
- **Approved - No Changes Required:** The committee approves the first three chapters with only cosmetic changes. The student may proceed to developing the dissertation proposal methodology.

Upon successful completion of the comprehensive assessment, the committee chair will sign the Comprehensive Assessment Form and provide a copy to the student, the PSED department administrative assistant, and the Graduate and Extended Studies Office.

PROPOSAL HEARING

Upon successful completion of the comprehensive assessment, the doctoral candidate will prepare for the proposal hearing. The dissertation proposal contains Chapters 1, 2, and 3 of the proposed dissertation in their proposed final form. The doctoral candidate should work directly with the chair to develop the proposal. The chair will guide the candidate as to when it is appropriate to reach out to the entire committee. The chair will schedule the proposal hearing when they determine that the student is ready to share the completed proposal with the committee. The doctoral candidate should provide a copy of the dissertation proposal to all committee members at least two weeks in advance of the hearing date.

At the proposal hearing, the doctoral candidate will provide a 20-30 minute presentation of the proposal, discussing the problem statement, purpose of the study, significance of the study, research questions, key literature concepts and sources, and proposed methodology. After the presentation, the committee members will pose questions and provide feedback about the proposal. At the conclusion of the question period, the committee will confer and determine whether the doctoral candidate may move forward with the research proposal. The doctoral candidate should bring a recording device to this

meeting to capture any recommendations for changes to be incorporated in the final dissertation draft. The committee will rate the proposal in one of three categories:

- **Not Approved - Major Changes Required:** The committee believes that the proposal needs major changes and will require the student to rewrite and resubmit the proposal for another defense at a later date. Rewrites may incorporate suggestions such as: (a) clarifying the conceptual framework and/or theoretical framework; (b) expanding the breadth of the literature reviewed; (c) significantly rewriting the proposed research questions; or (d) major revisions to the identified methodology.
- **Approved - Minor Changes Required:** The committee approves the first three chapters, but suggests minor changes such as: (a) clarifying the chosen methodology; (b) refining the research questions; (c) minor additions or adjustments to the literature review; and (d) refining the alignment between the problem, purpose, and methodology. The proposed revisions should be approved by the chair prior to submission of the IRB application and data collection.
- **Approved - No Changes Required:** The committee approves the first three chapters with only cosmetic changes. The student may submit the IRB application, if required, and begin data collection.

Upon approval with minor or no changes required, the candidate and the committee sign the Research Topic Approval Form (RTAF) and submit it, along with a two-page summary of the proposal, to the Graduate and Extended Studies Office, the doctoral coordinator, and the PSED administrative assistant.

The chair will ask the student to draft a human subjects approval application (IRB) for review by the chair and the ESU Institutional Review Board (IRB). The IRB process is outlined on the ESU website at http://www.esu.edu/faculty_staff/institutional_review_board/index.cfm. All students must complete the required CITI training as noted on the web page. A copy of the certificate of completion should be included in the IRB application. Please note that the IRB meets the third Wednesday of every month during the academic year, so students and chairs should plan appropriately for submission of the IRB application prior to starting data collection. Upon receipt of the application, the IRB committee will determine whether the student receives approval to move ahead with the data collection phase of the project.

REEXAMINATION

If the dissertation proposal is not approved, then the doctoral candidate must develop a revised proposal and present it at a second hearing. **No student is permitted a third hearing without a recommendation to that effect from the degree program's sponsoring department and the approval of the Graduate Office.**

CONDUCTING THE RESEARCH

As soon as the dissertation committee and the IRB have approved the proposal, the doctoral candidate may implement the research protocol. **NO RESEARCH SHOULD OCCUR PRIOR TO OBTAINING BOTH APPROVALS.** The doctoral candidate should work closely with the chair during the research process to ensure adherence to the approved data collection and data analysis protocols. Additionally, the chair will support the candidate in addressing any barriers to implementing the methodology with fidelity. Doctoral candidates are reminded that it is of utmost importance to maintain professionalism, confidentiality, and ethics at all points in the research process.

DISSERTATION DEFENSE

Once the doctoral candidate has completed data collection and analysis, they will write Chapters 4 and 5 of the dissertation. These chapters present results and interpret findings. Additionally, the first three chapters should be modified to represent that the study has been completed (e.g., switch from future tense to past tense). Candidates should work closely with their chairs and committee members to refine their development of these chapters. Upon successful revisions and committee approval, the chair will schedule a date for a dissertation defense. Without committee approval, the candidate will not be allowed to schedule the defense. No prior feedback or approvals of any work are a guarantee of a successful dissertation defense (e.g., submission of a written draft is not a guarantee of a successful defense). Most often, the defense structure is as follows:

- A 30-45 minute presentation of the research, with emphasis on the results and interpretations
- A 15-20 minute question/answer period with the committee
- A 10-minute question/answer period with guests in attendance
- A 5-15 minute discussion by the committee privately evaluating the presentation and defense
- A meeting with the candidate immediately following to inform the candidate of the evaluation. The possible outcomes are as follows:
 - **Approved - No Changes:** The committee approves the dissertation oral defense and requires only cosmetic changes to the written document.
 - **Approved - Minor Changes:** The committee approves the dissertation oral defense and requires minor changes to the written document. These minor changes are specified for the student and documented through a rubric.
 - **Not Approved - Major Changes:** The committee identifies significant errors that prevent approval of the dissertation oral defense and/or written document. The committee feedback will specifically identify the changes needed for the student to receive a rating of approved - no changes or approved - minor changes. The student has one opportunity to submit a revised written document and schedule an oral re-examination. If the student again receives a rating of Not Approved, the student's program is

terminated.

Candidates frequently must make some minor changes, additions, edits to their dissertation documents. It is helpful to bring a recording device to capture the requested corrections so that all are addressed. Upon satisfactory completion of these changes, the committee will sign the official signature page, which must follow the format provided by the Graduate and Extended Studies Office. Candidates must defend their dissertation no less than 6 weeks prior to the end of the semester in which they wish to graduate to ensure that all final documents are submitted to the Graduate Office before commencement.

PUBLICATION OF THE DISSERTATION

Following the dissertation defense, one final approved PDF copy of the dissertation with an executed signature page and ESU's Rights and Permission Form for inclusion of the dissertation in the institutional archive must be submitted to the Graduate and Extended Studies Office. A final approved PDF copy of the dissertation must also be distributed to all Committee Members.

Upload the final version of the dissertation using this link [ProQuest ETD Administrator](#), the workflow process is outlined. Click on the "Sign Up and Get Started Today" link in the middle of the page to create a student account. If prompted, select East Stroudsburg University as the institution. Once logged in, follow the system prompts through the rest of the steps.

The website is user friendly and offers this FAQ link which may find helpful [Frequently Asked Questions](#)

There are two publishing options to choose from:

1. **Traditional Publishing:** No fee; A 25-page preview of the dissertation will be included in the ProQuest Dissertations & Theses database. The full text of the entire dissertation is NOT included in this option.
2. **Open Access Publishing PLUS:** \$95 fee; The full text will be available on both the ProQuest Dissertations & Theses database and the freely accessible PQDT Open database.

Once the submission is complete, a list of the items you selected (including copies, copyright fee, publishing fee, etc.) will be displayed for review. The fee will depend on what options are selected.

After submission is complete, Kemp Library will be notified and will then confirm the necessary information with the Office of Graduate and Extended Studies. Once ProQuest receives the manuscript from Kemp Library, it can take 8-12 weeks before it is available

online.

INTENT TO GRADUATE

Candidates must complete and submit the [Intent to Graduate](#) form by the [published deadline](#).

Doctoral candidates must also submit the following no later than two weeks after the Intent to Graduate deadline.

1. Professional Photo- (3" x5"; high resolution, digital format)
2. Biography (100-150 words max). Include current employment information, place of residency, and spouse/children information if applicable.
3. Dissertation Title and Chair
4. Dissertation abstract (200-250 words, maximum) MUST be approved by the dissertation chair before submitting.

COMMENCEMENT

For the May Graduate Commencement, doctoral students who have fulfilled all program requirements during the current academic year are eligible to participate.

All graduation applications require departmental approval.

ESU UNIVERSAL POLICIES

FERPA STATEMENT

Faculty are not permitted to discuss student performance in class with anyone except the student unless the student has provided written permission. No communication regarding grades will occur via email given the lack of ability to confirm who initiated the email. All questions regarding grades must be done face to face or via Zoom. Additionally, it is expected that doctoral students communicate via their ESU email accounts, not individual or office email accounts. Students may forward their ESU emails to a personal account for reading, but should reply using an ESU account.

NOTICE OF NON-DISCRIMINATION FOR ESU

East Stroudsburg University recognizes that achieving academic and inclusive excellence requires challenging bias with a focus on equity. ESU is committed to creating a supportive campus climate where all members of the ESU community feel a sense of responsibility to grow and contribute positively to a just, global and diverse society. See [Diversity, Equity, and Inclusion Statement | About ESU](#)

ESU's DEI Statement was created to be a foundational recognition of the institutional commitment to diversity, equity, inclusion, and social justice. This statement sets a campus-wide purposeful tone for how ESU will navigate issues related to DEI and

Revised 2022

continue its growth and development in this area.

ESU has a variety of resources available for our students who need support or want to engage in activities to promote diversity, equity, and inclusion on campus. We encourage students to utilize the resources available through departments such as the Center of Multicultural Affairs and Inclusive Education, the Gender and Sexuality Center, OASIS, and the Veterans Center. For more information, contact the Office of Campus Life and Inclusive Excellence via Phone: 570-422-3463 or Email: DEI@esu.edu

East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity, or veteran's status in its programs and activities in accordance with applicable federal (Titles VI, VII and IX of Civil Rights Act) and state laws (43 P.S. §. 953) and regulations. For more information, visit [Notice of Non-Discrimination & Privacy Policy | About ESU](#)

It is everyone's responsibility to create an environment where we all feel safe and welcome at ESU. If you experience or witness a bias incident, discrimination, or harassment, you are encouraged to complete an incident report. For more information or submit a report visit [Community Restoration Team | Diversity & Inclusive Excellence | ESU](#)

ACCOMMODATION STATEMENT

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Office of Accessible Services Individualized for Students, or OASIS, on campus at 570-422-3954 for information about arranging for reasonable accommodations.

OASIS is located in Science & Technology Building Room 341.

Email: ods@esu.edu

Phone: (570) 422-3954

PROTECTION OF FACULTY INTELLECTUAL PROPERTY

In order to protect the intellectual property of our faculty and the privacy of our students, East Stroudsburg University prohibits the recording or screenshots of any class (or part of a class) or reproduction of any course materials without the written permission of the faculty member teaching the course and any other individual whose participation is recorded. All students must comply with this requirement. Intellectual property may include, but is not limited to: Lectures (pre-recorded and live), footage of any class activities, publications, Powerpoints, handouts, videos, tables, graphs, and other items used to present information to a class. Reproductions include, but are not limited to: recordings, screenshots, or photographs showing or communicating any audio or visual content from the class including discussions among students. Students who violate this

Revised 2022

requirement are subject to discipline under the Code of Student Conduct and may be subject to legal action if the offense committed constitutes a violation of law.

STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are reminded that they must adhere to East Stroudsburg University's Student Code of Conduct detailed in the Student Handbook, including the prohibition of plagiarism. Course work must be original to this course for this current semester. Please see excerpts below taken from the academic code of conduct in the student handbook. This policy will be strictly enforced.

East Stroudsburg University Student Handbook

Article X. II. Violations I.

Academic Misconduct;

- a. During a test or examination, using anything not authorized by the instructor;
- b. Providing or receiving assistance in an examination, test, assignment, paper, or project in a manner not authorized by instructor;
- c. Buying, selling, stealing or engaging in unauthorized exchange, or using any tests or examinations in advance of their administration;
- d. Buying, selling, stealing or engaging in unauthorized exchange, or improperly using any assignment, papers, projects or course materials;
- e. Presenting as one's own, the ideas or works of another person(s)- scholastic, literary or artistic-in whole or in part, without proper and customary acknowledgment of sources;
- f. Falsifying or inventing information, data and research material;
- g. Obtaining information in a way contrary to the stated policies of the course and/or University as stated herein;
- h. Attempting to bribe or coerce any university employee or student in order to gain academic advantage;
- i. Colluding with others in order to circumvent academic requirements;
- j. Substituting for another student, arranging for substitution by another student, or misrepresenting oneself as another person for required class activity;
- k. Altering or forging university records or forging faculty, staff, or administrative signatures on any university form or letter;
- l. Submitting any false record in pursuit of university credit;
- m. Any other actions deemed to violate the academic integrity of East Stroudsburg University as determined by the course instructor, department chairperson, Dean, Provost and/or President of East Stroudsburg University;

The Office of Student Conduct and Community Standards does not determine the grade for the assignment or course in question. All cases of academic misconduct must be heard in a formal hearing by either the Student-Faculty Conduct Board or by a faculty hearing officer.

TITLE IX: SEXUAL HARASSMENT AND SEXUAL VIOLENCE

East Stroudsburg University and its faculty are committed to ensuring a safe and productive educational environment for all students. To meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minor's policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: Title IX: Sexual Harassment and Sexual Violence <http://www4.esu.edu/titleix/>