COLLEGE OF EDUCATION
IDAHO STATE UNIVERSITY

Education Specialist in Education Administration

Policies & Procedures Handbook

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Introduction

The College of Education at Idaho State University offers the Educational Specialist (Ed.S.) in Educational Administration for persons who have completed a master’s degree and wish to increase their skills for advanced certification requirements leading to an Idaho State Superintendent’s License. The Ed.S. is designed to strengthen the candidate’s knowledge, skills, and dispositions in the Core Standards for Advanced Professionals and Idaho State University Standards for Educational Leadership (which parallel the Idaho standards for school superintendents) as they relate to K-12 school district administration. This Handbook addresses policies and procedures for the Education Specialist in Educational Administration.

The Ed.S. in Educational Administration is aligned with the requirements for the Doctor in Education (Ed.D.) offered in Educational Leadership at ISU. Students who complete the Ed.S. at ISU will have completed most, if not all, of the Concentration courses required for the Ed.D. The alignment makes it possible for students to make the transition smoothly from the Ed.S. to the Ed.D.

NOTE: Doctoral students with Ed.S. degrees from other institutions or in other disciplines should seek advice shortly after admission about possible transfer of credits or substitution of classes. This applies only to doctoral students.

Ed.S. in Educational Administration Standards

The Ed.S. in Educational Administration is aligned with two sets of standards and one set of proficiencies: The Idaho State University College of Education’s Core Standards for Advanced Professionals, the Proficiencies for Advanced Professionals at Idaho State University, and the Idaho State University Department of Educational Leadership Standards for Educational Leaders (which parallel the Idaho standards for school superintendents) as they relate to Pre-K-12 school district administration. (See Standards and Proficiencies in Appendix A.)

Admission to the Educational Leadership Program with a Concentration in Pre-K-12 School Administration

A. Criteria for Admission to the Education Specialist Program in Educational Administration

- a master’s degree in educational administration or a related field from a regionally accredited institution
- a minimum of a 3.5 GPA (on a 4.0 scale) at the graduate level
- a minimum of five years of successful teaching and/or administrative experience in pre-K-12 schools
- a minimum of one year of successful administration experience in pre-K-12 schools
• a letter of interest stating why the applicant is interested in the Ed.S.

• a minimum score at the 40th percentile on the Miller Analogies Test or a minimum score at the 40th percentile on either the Verbal or Analytical Writing section of the Graduate Record Examination (GRE)

• submission of a letter of interest, stating why the applicant is interested in the Ed.S

• submission of current resume, including names and contact information for two professional references

B. Admission Process

1. The applicant must obtain application forms and instructions for admission from the ISU Graduate School and the Department of School Psychology and Educational Leadership.

2. Applicants must submit the following application materials to the appropriate offices by the graduate application deadlines listed in the ISU Graduate Catalog:
   a. official ISU graduate application to the ISU Graduate School for admission as a classified graduate student
   b. official transcripts of all graduate and undergraduate academic work to the ISU Graduate School
   c. official scores of Graduate Record Examination or Miller Analogies Test to the ISU Graduate School
   d. letter of interest and current resume to the Department of School Psychology and Educational Leadership

3. When an application for admission to the Education Specialist in Educational Administration is received, it will be examined for completeness by the ISU Graduate School and Department of School Psychology and Educational Leadership. If items or information is missing, the applicant will be informed in writing. Completed applications will be reviewed by faculty in the Pre-K-12 School Administration concentration.

4. If the applicant meets the minimum requirements for admission, an interview will be scheduled. Interviews will usually be in person; however, telephone, online, or video conferencing interviews may be
utilized under special circumstances, as determined by the program area leader in the concentration. The interview will take approximately 1 hour.

5. The faculty in the Pre-K-12 School Administration concentration will evaluate the eligibility of the applicant and submit a recommendation through the Department of School Psychology and Educational Leadership to the Dean of the College of Education and then to the ISU Graduate School.

6. The College of Education Department of School Psychology and Educational Leadership reviews admission exception requests and any student appeals to the admission process.

D. Notification of Admission

1. Applicants will be notified of their acceptance or rejection via a letter from the ISU Graduate School.

2. Upon acceptance, the Department of School Psychology and Educational Leadership will inform applicants of the following:
   a. assigned advisor’s name, office address, telephone number, and email address
   b. any performance conditions related to admission

3. Upon receipt of admission information, the student should contact and set up an initial meeting with the assigned advisor during the first semester of the program. At that meeting, the student and advisor will begin to develop a Program of Study.

4. Upon admission to the program and completion of the first course in the program after admission, the student will need to comply with the program requirements outlined in the current academic year’s Graduate Catalog. Alternatively, a student may choose a subsequent catalog year.

Program Requirements

A. Program Planning and Approval

1. An initial advisor is assigned at the time of admission. Students may change advisors at any time. Requests to change advisors must be made in writing and submitted to the Department of School Psychology and Educational Leadership.
2. The duties of the advisor, in consultation with the concentration area faculty when necessary, are the following:
   a. plan the Program of Study with the student
   b. determine deficiencies, if any, and prescribe their remediation
   c. determine applicable transfer of credit, if any

3. It is the Ed.S. student’s responsibility to file an initial Program of Study form with the Department of School Psychology and Educational Leadership upon completion of 18 semester hours of course work. The advisor’s signature is required. A sample Program of Study is found in Appendix B.

4. It is the Ed.S. student’s responsibility to work with her or his advisor to ensure that all course requirements are completed. Substitutions are normally not allowed for any courses.

B. Program of Study

1. The student’s program of doctoral studies must include a minimum of 31 credits:
   - 21 credits in the concentration
   - 3 credits of practicum
   - 1 credit for case study
   - 6 credits of electives (often doctoral core courses)
   - If the student has not successfully completed a master's level education statistics course prior to admission, he or she must take EDUC 6610 as a pre-requisite course.

2. A minimum of 22 semester credits of coursework must be completed at ISU to receive the Ed.S.in Educational Administration from ISU.

C. Grade Point Average

The student must maintain a 3.2 grade point average to qualify for the Ed.S. in Educational Administration. Two grades of C+ or below during the entire program will result in the Department of School Psychology and Educational Leadership reviewing student performance with the possibility of dismissal.
D. Academic Dishonesty

Academic Honesty: “Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information, refer to the ISU Student Handbook: http://www.isu.edu/studenta/handbook/conduct.shtml.

E. Practicum

The Practicum is offered to candidates seeking an Ed.S. to provide opportunities to work with and learn from superintendents in public schools. During the Practicum, the student is guided through experiences designed to provide opportunities to use previously acquired academic and professional knowledge. The overall program intent of the Practicum is to provide a catalyst for professional growth and development tailored to the needs of each student. Students MUST base their Practicum on Idaho Superintendent Administrative Criteria (i.e., the seven superintendent certification endorsement competencies). A minimum of 3 credits (one semester) is required for the practicum; however, additional credits can be earned if the practicum experience exceeds one semester (1 credit for each subsequent semester). The practicum coordinator will work with the candidate to design a practicum experience that best meets the candidate’s academic and professional goals.

F. Capstone Experience – Case Study

The candidate must complete all the coursework prior to enrolling in the Case Study or must be registered in the last required courses during the semester of the Case Study. The candidate must have completed a significant number of practicum hours and turned in the required reports to the Practicum Coordinator prior to getting permission from the Practicum Coordinator to enroll in the Case Study. Detailed guidelines for the Case Study will be provided during the mandatory Orientation Meeting.

Out-of Date-Credits

All credits applied to the Ed.S. must have been taken within 8 years immediately prior to granting of the degree unless it can be shown that the course work taken more than 8 years earlier covered material that has not changed substantially during the intervening time or that the student has been able to remain current in the topics covered in the course (usually through continuing to work as a professional in schools). Evidence that the older course work is still appropriate must be supported and approved in writing by the student's advisor and department chair and submitted with a petition to the Dean of the Graduate School. (not bold)
Application for Graduation

The candidate is responsible for following all requirements of the ISU Graduate School and Department of School Psychology and Educational Leadership in regard to graduation.

A. Submission of Application for Graduation

Within the first two weeks of the semester in which the candidate expects to graduate, she or he must submit an application for graduation. This is to be done online via the ISU Graduate School webpage.

B. Submission of Official Transcripts

Degree applicants must submit all official transcripts including transcripts of transfer credits to the ISU Graduate School before applying for the degree.

C. Submission of Required Documents to the Graduate School

It is the candidate’s responsibility to see that all documents required for graduation are submitted to the Graduate School in accordance with all deadline dates published by that office.
APPENDIX A

STANDARDS FOR THE HIGHER EDUCATION CONCENTRATION IN EDUCATIONAL LEADERSHIP AT IDAHO STATE UNIVERSITY

A leader in higher education promotes the success of all candidates, faculty, and staff in higher education institutions by adhering to the following standards:

Standard 1. Visionary and Strategic Leadership
   A higher education leader facilitates the development, articulation, and implementation of a vision and a mission for the higher education organization that are shared and supported by the organization's stakeholders.

Standard 2. Instructional Leadership
   A higher education leader advocates, nurtures, and sustains a higher education organization's culture and climate and instructional program conducive to student learning and staff professional growth.

Standard 3. Management and Organizational Leadership
   A higher education leader promotes a safe, efficient, and effective learning environment and manages the higher education organization's operations and resources for the good of all stakeholders.

Standard 4. Community and Campus Partnerships
   A higher education leader understands and collaborates with the larger campus community, responds to diverse student needs, and mobilizes campus resources to meet student needs.

Standard 5. Professional and Ethical Leadership
   A higher education leader acts with integrity and fairness and in an ethical manner and advocates such behavior for all.

Standard 6. Governance and Legal Leadership
   A higher education leader understands, responds to, and influences the larger political, social, economic, financial, legal, and cultural context of higher education.
CORE STANDARDS for ADVANCED PROFESSIONALS in the EdD PROGRAMS in EDUCATIONAL LEADERSHIP at IDAHO STATE UNIVERSITY:

1) Professional Studies and Research
   The professional accesses, reads, and interprets the literature in his or her field and applies information from the research to professional practice.

2) Theoretical Foundations
   The professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

3) Practica/Internships
   The pre-professional participates in a significant practical experience during which he or she has the opportunity to apply theory to practice and integrate/synthesize theory and practice.

PROFICIENCIES FOR ADVANCED PROFESSIONALS IN THE PROGRAMS IN EDUCATIONAL LEADERSHIP AT IDAHO STATE UNIVERSITY

Proficiency 1. Diversity
   The professional educator understands and addresses issues of exceptionality and cultural diversity in his or her professional practice.

Proficiency 2. Technology
   The professional educator uses technology in his or her professional practice.

Proficiency 3. Research
   The professional educator is capable of pursuing original research in theoretical or applied settings.
APPENDIX B

PROGRAM OF STUDY