

Ph.D. in Leadership



ALVERNIA
UNIVERSITY

Mission

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To learn. To love. To serve.

Guided by Franciscan values and the ideal of “knowledge joined with love” and rooted in the Catholic and liberal arts traditions, Alvernia is a rigorous, caring and inclusive learning community committed to academic excellence and to being and fostering:

- broadly educated, lifelong learners
- reflective professionals and engaged citizens
- ethical leaders with moral courage

Vision

To Be a Distinctive Franciscan University, Committed to Personal and Social Transformation Through Integrated, Community-Based, Inclusive and Ethical Learning

Integrated Learning — combining liberal arts and professional education and blending rigorous inquiry, practical experience and personal reflection in the classroom, on campus and in society;

Community-Based Learning — engaging the local, regional and global communities as partners in education and service;

Inclusive Learning — welcoming people of diverse beliefs and backgrounds; responsive to the educational needs of recent high school graduates, working adults and established professionals and senior citizens; respectful and self-critical in our dialogue about differences in values and perspectives;

Ethical Learning — challenging individuals to be values-based leaders by developing habits of the mind, habits of the heart and habits of the soul.



Doctor of Philosophy in Leadership

Doctor of Philosophy in Leadership (Ph.D.) General Objectives:

The goal of the program is to provide an interdisciplinary and multidisciplinary focus that requires a critical examination of contemporary theories of leadership within a value-based framework. The program demands academic rigor that engages students in the systematic analysis of research and current theories of leadership; it will also prepare individuals to contribute to the knowledge of leadership and function as agents of change in a contemporary and diverse society. Specific goals of the program include:

- To develop at the doctoral level a cadre of talented leaders who aspire to or currently hold positions with leadership responsibilities in educational, community or corporate organizations.
- To develop individuals who are capable of analyzing and evaluating various leadership theories and their relevance to existing and emerging research findings.
- To make contributions to the body of knowledge in executive educational, community and corporate leadership.

- To advance the capabilities of individuals to critically analyze research findings and their implications for leaders within organizational contexts.
- To develop professionals who are capable of visionary leadership in generating institutional and social policies that acknowledge and respond to the contributions of diversity.
- To enhance the ability of individuals to critically examine ethical issues that impact leaders within an increasingly complex and pluralistic global environment.
- To promote social justice and social responsibility as a leader by increasing understanding of policies, legal constraints and socioeconomic conditions that contribute to social, economic and political inequities and impact organizations.
- To have students make scholarly contributions to their area of concentration through original research that focuses on either advanced qualitative or quantitative methods.

The three areas of concentration within the Ph.D. in Leadership are Corporate Leadership, Community Leadership and Educational Leadership.

■ **Corporate Leadership** will prepare professionals for leadership positions within various fields of business. Through coursework in advanced research and scholarship in corporate leadership, this program will enable executives to continue to develop their leadership talents and research capabilities and understand their transformative role and responsibilities as servant leaders. Exploring global issues, opportunities and the challenges of leading a workforce with individuals from diverse backgrounds will contribute to their effectiveness and ability to be visionary agents of change.

■ **Educational Leadership** will prepare educators to meet the challenges of contemporary school leadership at all levels of administration, including higher education. Through coursework in advanced research and scholarship, this program will enable individuals to develop their leadership talents and research capabilities, as well as to understand their responsibilities as agents of change within an increasingly complex and demanding educational system that is expected to meet the needs of all children. Individuals will contribute to the knowledge base as leaders responsible for creating and improving learning communities in our global society.

■ **Community Leadership** will prepare professionals for leadership positions as agents of change in government and community organizations. Coursework will include advanced research and theories of leadership, critical analyses regarding the impact of social welfare policies and procedures, entrepreneurial strategies, research-based assessment of programs and evidence-based management. This program will enable leaders in government and community organizations to act as agents of change and to contribute to a greater understanding regarding community leadership.

Doctor of Philosophy in Leadership Requirements and Course Descriptions

Research Core (15 credits)

Advanced Research Colloquium (6 credits)
Quantitative Research: Design and Analysis (3 credits)
Qualitative Research: Design and Analysis (3 credits)

Select one of the following three advanced research courses as appropriate:

Instrument Design and Analysis (3 credits) OR
Advanced Quantitative Research: Design and Analysis (3 credits) OR
Advanced Qualitative Research: Design and Analysis (3 credits)

Leadership Core (18 credits)

Leadership: Advanced Systems Theory and Research (3 credits)
Organizational Analysis: Culture, Theory and Change Strategies (3 credits)
Moral and Ethical Foundations for Decision Making (3 credits)
Theories in Organizational Structure and Strategic Leadership (3 credits)
Leadership: Diversity and Social Justice in Complex and Global Organizations (3 credits)
Negotiations and Conflict Resolution for Contemporary Leaders (3 credits)

Areas of Concentration (18 credits)

Corporate Leadership:

Required Courses (9 credits)

Developing Human Resources in Organizations (3 credits)
Leadership and Spirituality (3 credits)
Organizational Policy and Finance (3 credits)

Elective Courses (9 credits) - Select from among the following:

Economic Development of Organizations (3 credits)
Leadership and Communication Theories (3 credits)
Seminar in Organizational Law (3 credits)
U.S. Presidents as Leaders (3 credits)
Current Issues in Philanthropy and Organizational Development (3 credits)

Community Leadership:

Required Courses (9 credits)

Welfare Politics and Management of Non-Profit Organizations (3 credits)
Development and Evaluation of Organizational Policies and Programs (3 credits)
Economic Development of Organizations (3 credits)
Elective Courses (9 credits) - Select from among the following:
Leadership and Spirituality (3 credits)
Leadership and Communication Theories (3 credits)
Seminar in Organizational Law (3 credits)
Organizational Finance and Policy (3 credits)
Federal, State and Local Governmental Relations (3 credits)
Current Issues in Philanthropy and Organizational Development (3 credits)

Educational Leadership:

Required Courses (9 credits)

Advanced Supervision and Leadership Theory (3 credits)
Curriculum, Culture and Instructional Leadership (3 credits)
Educational Policy and Leadership (3 credits)

General Electives (9 credits) - Select from among the following:

Informational Technology and Organizational Effectiveness (3 credits)
Personnel and Human Resources Development in Educational Organizations (3 credits)
Organizational Finance and Policy (3 credits)
Law, Advocacy and the Educational Institution (3 credits)
Current Issues in Education (3 credits)
Seminar with Supervised Field Experience (3 credits)

Dissertation (12 credits)

Dissertation I
Dissertation II
Dissertation III
Dissertation IV

Course Descriptions

Research Core Required Courses (15 credits)

Advanced Research Colloquium (6 credits)

This initial course for the doctoral program provides an overview of research designs and methodological approaches commonly encountered in research. The course provides a systematic approach to the scientific method as it is used in research in organizations with human participants, including critical reviews of literature, ethics, hypothesis testing, reliability and validity, sampling, research design, observational and self-report methods and selected issues in data analysis.

Quantitative Research: Design and Analysis (3 credits)

A companion to Qualitative Research: Design and Analysis, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. Includes experimental, quasi-experimental and several multivariate designs as well as critical analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued and applied. The course will enable students to develop the ability to recognize valid data and valid evidence within the context of decision making within organizations.

Qualitative Research: Design and Analysis (3 credits)

A companion to Quantitative Research: Design and Analysis, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data using a variety of qualitative tools. Included will be ethnography, research interviews, content analysis and other qualitative research designs. Attention will be given to their history, traditions, conceptual bases and justifications. In addition, the course includes the critical analysis of qualitative studies with an emphasis on ethical considerations and social justice and the political issues that impact research in organizations. Case studies, phenomenological studies, participant observation, unstructured life histories and emerging theories are explored and analyzed.

Select one of the following three advanced research courses:

Instrument Design and Analysis (3 credits)

The course presents the major concepts in evaluating and designing a variety of instruments, including reliability and validity, writing and editing of items, scoring and weighting procedures and item-selection methods. The use of ANOVA, multiple regression and factor analysis will be included.

Advanced Qualitative Research: Design and Analysis (3 credits)

Building upon the knowledge and experience acquired in Qualitative Research: Design and Analysis, this course will prepare students to conduct more advanced qualitative research, including structural analysis, ethnographic interviews, focus groups, participant observation and the repertory grid.

Advanced Quantitative Research: Design and Analysis (3 credits)

This course will concentrate on univariate and multivariate analyses, correlation analysis, multiple regression analysis, analysis of covariance and various factorial analysis designs. The general linear model and post hoc analysis will be examined. Focus will be placed on understanding these approaches and how to implement them for individual research questions and problems.

Leadership Core Required Courses (18 credits)

Leadership: Advanced Systems Theory and Research (3 credits)

The course content includes a critical analysis of the theoretical constructs in contemporary leadership. Attention is devoted to the study of organizational improvement, with an emphasis on the theories regarding how individuals and group skills interact to implement and manage dynamic systemic change. Structural, human resources, political and symbolic perspective on leadership are examined. Theoretical perspectives of leadership are studied in the context of the research from which they emerged.

Organizational Analysis: Culture, Theory and Change Strategies (3 credits)

This course examines the theories and research regarding organizational cultures and change processes. Students examine organizations using organizational diagnosis and development tools in an effort to support leaders as they transform their organizations into highly performing entities. Students study organizational culture and leader-follower interaction as they develop a change model using constructs from existing as well as emerging research to explain the behaviors and events in an organizational setting. Case studies and simulations are included to enhance the analysis of emerging forms of educational, corporate and community development and improvement.

Moral and Ethical Foundations of Decision Making (3 credits)

A study of the theories of ethical decision making is combined with the critical analysis of case studies that focus on the role that leaders play in shaping the vision, mission and activities of organizations. Special emphasis is placed on the tactics, techniques and skills needed to solve problems, as well as to address external threats. Students gain insights about their values and refine their concepts about leadership. The course is also designed to help students study the importance of systematic reform of political, economic and social services and society in general.

Theories in Organizational Structure and Strategic Leadership (3 credits)

The course content focuses on economic, political and legislative issues impacting contemporary organizations and their structure. Emphasis is on the organizational level of analysis on topics including job design, organization structure and design and inter- and intra-organizational processes and influences, as well as the role of the leader as a strategic manager.

Leadership: Diversity and Social Justice in Complex and Global Organizations (3 credits)

This course investigates the increasingly prominent issues surrounding diversity and the cultural, social, economic and political forces that underlie conflicts in our communities. The course examines the historical experience of women and

marginalized groups in the special circumstances they face in modern society and the impact of government policies on their position. Special emphasis is placed on the role of the leader in organizations that are addressing the needs of a diverse workforce and facing the challenges of a global economy. Strategies for improving interpersonal relationships and developing communities are to be explored.

Negotiations and Conflict Resolution for Contemporary Leaders (3 credits)

This course explores the theories, policies and approaches required for conducting successful negotiations and resolving conflicts for education, community and corporate leaders. The content includes legislation, legal issues and alternatives to litigation. It enhances leaders' involvement in the dispute resolution process and facilitates access to justice as central to the role of a contemporary leader. The impact of collective bargaining on negotiations in the public sector is discussed. Current research findings are integrated as support for various approaches in conflict resolution. Students participate in a series of increasingly complex cases in which they assume the roles of arbitrators and key stakeholders.

Required Courses (9 credits required for each area of concentration)

(Refer to pages 7, 8 or 9 for specific elective requirements by area of concentration)

Required Courses for Corporate Leadership (9 credits)

Developing Human Resources in Organizations (3 credits)

Course content focuses on contemporary research on employment issues as they relate to theories in organizational studies, culture and labor economics. This course analyzes these issues from both the individual and organizational level of analysis. Included is the role of leaders as they influence others - subordinates, peers, superiors, clients, boards, owners, regulators, pressure groups, media and others. Emphasis is placed on addressing the diversity among individuals as well as the legal requirements for promoting equity and building capacity.

Leadership and Spirituality (3 credits)

This course is based on the foundation that spiritual development is essential to human development. This course emphasizes the importance of leaders awakening their own spirit in management and leadership. Students will analyze theoretical and philosophical perspectives on spirituality and how those perspectives apply to the workplace.

Organizational Policy and Finance (3 credits)

This course examines the role of leadership through fiscal policy development. Emphasis is focused on the analysis and development of effective fiscal leadership approaches. Included is an examination of the role of the financial manager in a modern corporate organization. Topics include: time, value of money, financial analysis, risk analysis, financial forecasting, cost of capital, stock and bond valuation modes, capital budgeting and investment decisions under conditions of uncertainty.

Elective Courses for Corporate Leadership Concentration (Select 3 of the following courses - 9 credits)

Economic Development of Organizations (3 credits)

This course explores the application of economic principles to the study of policy and to the solution of economic problems in complex organizations. Included are discussions of the major economic theories and their relationship to leadership decision making in the corporate, not-for profit and public policy arenas. This course is designed to identify and analyze factors that contribute to the successful economic development of organizations. Major topics include risk assessment and management, leadership skills, sources of funding and the economic policies that enhance the development of organizations. Case studies of successful and unsuccessful economic development of organizations will be analyzed.

Leadership and Communication Theories (3 credits)

This course focuses on communication styles of leaders. Students examine various theories of effective internal and external organizational communication. Exploration of the various organizational structures that impact communication will be reviewed.



Seminar in Organizational Law (3 credits)

This course provides an in-depth analysis of the effects of legal forces on the objectives and operations of for profit and not-for-profit organizations, churches, schools and businesses. Policies that impact leadership and decision making are analyzed using current case studies. Emphasis is placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues and human resource policies faced by leaders in cross-cultural settings are explored.

U. S. Presidents as Leaders (3 credits)

In this course, the biographies of four presidents are critiqued with four primary objectives: to appreciate the qualities of observation, reflection and verbal expression that distinguish a biographical account of a leader; to appreciate the elements of bias, mythmaking and unconscious selection that frame our understandings of leaders; to practice the solid empirical research necessary to approach objectivity in analyzing leaders; to discuss the importance of context in making a leader.

Current Issues in Philanthropy and Organizational Development (3 credits)

Philanthropy will be viewed from a number of perspectives ranging from that of the individual to that of the corporation and foundation. The course will explore the relationship of these factors and their collective impact on the not-for-profit organizations that benefit. A primary focus of the course will be to examine the ethical and legal issues of philanthropy, the professionalism of fundraising and current and future trends. The purpose is to establish an understanding of the complexities of philanthropy and philanthropic organizations and how they relate to the individual's experience within the for-profit and not-for-profit world.

Required Courses for Community Leadership Concentration (9 Credits)

Welfare Politics and Leadership with Community Organizations (3 credits)

This course evaluates the impact of the socioeconomic and political environment on formulation and implementation of social welfare policies both past and present. Special interest groups and political movements will also be addressed as they influence the community leader within organizations. The context of political change/political action as well as the changing nature of the concept of welfare for community leaders will be examined. The relationship between policy and leadership will be a focus of this course addressing social injustice in cross-cultural settings.

Development and Evaluation of Organizational Policies and Programs (3 credits)

This course addresses development, evaluation, design, execution and assessment of policies and programs at federal, state, local and organizational levels. The course focuses on various theories of policy analysis including formative to summative approaches. Policy-making structures will be identified and the underlying influences of socioeconomic and political context of policy evaluation.

Economic Development of Organizations (3 credits)

This course explores the application of economic principles to the study of policy and to the solution of economic problems in complex organizations. Included are discussions of the major economic theories and their relationship to leadership decision making in the corporate, not-for-profit and public policy arenas. This course is designed to identify and analyze factors that contribute to the successful economic development of organizations. Major topics include risk assessment and management, leadership skills, sources of funding and the economic policies that enhance the development of organizations. Case studies of successful and unsuccessful economic development of organizations will be analyzed.

Elective Courses for Community Leadership Concentration (Select 3 of the following courses - 9 credits)

Leadership and Spirituality (3 credits)

This course is based on the foundation that spiritual development is essential to human development. This course emphasizes the importance of leaders awakening their own spirit in management and leadership. Students will analyze theoretical and philosophical perspectives on spirituality and how those perspectives apply to the workplace.

Leadership and Communication Theories (3 credits)

This course focuses on communication styles of leaders. Students examine various theories of effective internal and external organizational communication. Exploration of the various organizational structures that impact communication will be examined. Included in the content is a focus on communication in crisis situations.

Seminar in Organizational Law (3 credits)

This course provides an in-depth analysis of the effects of legal forces on the objectives and operations of for profit and not-for-profit organizations, churches, schools and businesses. Policies that impact leadership and decision making are analyzed using current case studies. Emphasis is placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues and human resources policies faced by leaders in cross-cultural settings are explored.

Organizational Finance and Policy (3 credits)

This course examines the role of leadership through fiscal policy development. Emphasis is focused on the analysis and development of effective fiscal leadership approaches. Included is an examination of the role of the financial manager in a modern corporate organization. Topics include time value of money, financial analysis, risk analysis, financial forecasting, cost of capital, stock and bond valuation modes, capital budgeting and investment decisions under conditions of uncertainty.

Federal, State and Local Governmental Relations (3 credits)

Federal, State and Local Relations is designed to help aspiring leaders understand and appreciate the governmental, regulatory and political processes involved in achieving positive relationships and outcomes with federal, state and local agencies and personnel.

Current Issues in Philanthropy and Organizational Development (3 credits)

Philanthropy will be viewed from a number of perspectives ranging from that of the individual to that of the corporation and foundation. The course will explore the relationship of these factors and their collective impact on the community organizations that benefit. A primary focus of the course will be to examine the ethical and legal issues of philanthropy, the professionalism of fundraising, as well as current and future trends. The purpose is to establish an understanding of the complexities of philanthropy and philanthropic organizations and how they relate to the individual's experience within the profit and not-for-profit world.

Required Courses for Educational Leadership Concentration (9 credits)

Advanced Supervision and Leadership Theory (3 credits)

This course is an investigation of research in the theories, purposes and effects of supervision and evaluation in educational settings. Supervisory models are explored, with a focus on approaches that involve teachers as members of collegial units. Imbedded in the course content will be analysis of leadership styles as related to supervisory practices.

Curriculum, Culture and Instructional Leadership (3 credits)

The course content explores the major curriculum theories and their relationship to planning, improvement and evaluation of school programs. The current literature and research on strategies for effecting curriculum innovation and change are examined and analyzed. An examination of the impact of current cultural influences both internal and external to the educational organization will be included.

Educational Policy and Leadership (3 credits)

This course is a critical examination of the current issues in educational policy making. Students explore the role of participants and the procedures used in the development of public policies that effect educational organizations. The course addresses issues such as the rights and responsibilities of teachers, limits of democratic authority and equality of educational opportunity. Empirical data will be used to review and evaluate the impact of external policies on the educational organization and the role of the leader.

Elective Courses for Educational Leadership Concentration (Select 3 courses from the following - 9 credits)

Informational Technology and Organizational Effectiveness (3 credits)

This course examines the impact of information technology on the management, communication and instructional systems in educational organizations. Students explore the current literature and research on the effective implementation of information technology in schools and school districts.

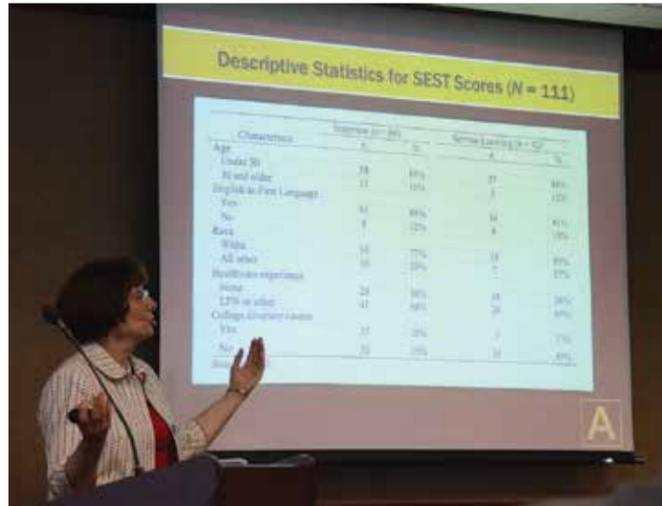
Personnel and Human Resources in Educational Organizations (3 credits)

This is a course designed to provide prospective educational administrators with a broad overview of personnel administration, which is concerned with the employment, staff evaluation, development, utilization and general welfare of professional and non-exempt staff. Examination of diversity among individuals, interpersonal relationships and legal requirements for promoting equity are included in this course.

Organizational Finance and Policy (3 credits)

This course examines the role of leadership through fiscal policy development. Emphasis is focused on the analysis and development of effective fiscal leadership approaches. Included is an examination of the role of the financial manager in a modern corporate organization. Topics include time value of money, financial analysis, risk analysis, financial forecasting, cost of capital, stock and bond valuation modes, capital budgeting and investment decisions under conditions of uncertainty.

Academic Policies



Seminar with Supervised Field Experience (3 credits)

This is a required seminar and supervised field experience for those individuals seeking principal's certification. The student will submit to his/her advisor a comprehensive proposal for a unit of work to be done under the supervision of a currently active superintendent. The observation and supervision of employees, along with other selected units of work from such areas as scheduling, budget preparation, staff development, curriculum, community relations, school board relations, extracurricular activities, etc., comprise the list of acceptable projects for interns to complete. All proposals must be approved by the faculty advisor and sanctioned by the central office administration of the school district where the field experience is to occur. In addition to the field experience, seminar meetings are conducted every other week for a period of two hours for all administrative interns for the duration of the semester.

Law, Advocacy and the Educational Institution (3 credits)

This course provides an in-depth analysis of the effects of legal forces on the objectives and operations within educational organizations. Policies that impact leadership and decision-making are analyzed using current case studies. Emphasis is placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues and human resource policies faced by leaders in cross-cultural settings are explored. Processes for advocacy within the political arena are analyzed and examined.

Current Issues in Education (3 credits)

The content of this course focuses on the complex political, societal, economic and global issues that impact schools and districts. Students explore issues such as diversity, federal accountability legislation, inclusion, unions, gender equity, comparative education and social justice. The role and responsibility of the educational institution in promoting equal opportunity will be examined.



Dissertation (12 Credits)

The dissertation is the culmination of the doctoral program and as such must reflect a high degree of scholarly competence for students. Students will be required to first submit and defend their dissertation proposal. Students will advance to full dissertation after they have successfully defended their proposal. The full dissertation must report, in an accepted scholarly style, an original investigation of a research problem or theory of significance in the student's area of concentration. The final product will demonstrate the candidate's ability to conduct original qualitative, quantitative or mixed research design in an area related to leadership in educational, public or private organizations. The dissertation will take place over a minimum of three semesters. The student will meet periodically with their dissertation committee to obtain feedback and guidance regarding progress throughout the dissertation process.

Transfer of Credit

Students who have completed doctoral study in other programs may transfer a maximum of six doctoral credits into Alvernia University's Ph.D. Program. Transfer courses must be from an accredited university or college, and the student must have earned a minimum grade of "B" to receive transfer credit. The courses must be equivalent to appropriate courses in the Ph.D. Program at Alvernia University. Transferred credits

do not count towards the cumulative grade point average at Alvernia University.

An official transcript indicating the grade received and a complete course description or syllabus must be forwarded to the Ph.D. Program Director. After all the required information has been forwarded, transfer credits are reviewed and approved by the Director.

Superintendent's Letter of Eligibility

Students can also enroll in the Superintendent's Letter of Eligibility Certification Program with Ph.D. in Leadership (66 credits) with the exception of the Internship course (PhD 885). The Superintendent's Letter of Eligibility curriculum is 15 credits (5 courses). The required 12 credits of the Superintendent's Letter coursework are transferrable to Alvernia University Ph.D. in Leadership, which is offered on

campus at the Reading location. The Superintendent's Letter of Eligibility program provides an opportunity for students to obtain a Commonwealth of Pennsylvania Letter of Eligibility that will open doors for Superintendent and/or Assistant Superintendent. This program is offered on campus at our Reading, Pottsville and Philadelphia locations so students can choose to take classes where and when it's most convenient.

Sources of Funding

Alvernia offers a quality education at a cost you can afford. Our tuition is competitive, and we are an outstanding value. We are committed to helping you find the best ways to finance your education. From our convenient payment plans to our popular tuition deferment program, you'll find there are lots of ways that our Student Financial Planning Office will help make your tuition more affordable. For more information about Doctoral tuition and fees, visit www.alvernia.edu/financialaid



Alvernia University grants admission to students whose prior education and life experience enhance the diversity and collegiate experience for the entire student body of the doctoral programs. It is the policy of Alvernia University to offer admission to applicants without regard to race, color, creed, sex, age, religion or national origin. Application to Alvernia University is on a rolling admissions basis as is notification of acceptance to the University. A student seeking admission to the Alvernia University Doctoral Program should follow these procedures and submit the documentation outlined below:

Application

Applicants must send the completed application form and the \$100 nonrefundable application fee to the Ph.D. Program Office. An application form is located in the back of this booklet, or applications may also be completed and submitted via the University's website (www.alvernia.edu/admissions/apply-phd/index.html).

Quality of Previous Graduate Work

The minimum requirements necessary for admission to Alvernia's Ph.D. Program include an official transcript indicating that the applicant has earned an appropriate graduate degree from an accredited college or university.

Letters of Recommendation

The strength of letters of recommendation from persons competent to judge the applicant's probable success in doctoral school will be evaluated. Each applicant will submit three letters of recommendation. Letters from former professors, from employers or supervisors familiar with the applicant's professional experiences or from religious or community leaders must be forwarded directly to the Ph.D. Program Office.

Scores on Nationally Standardized Examinations

Scores from the Graduate Record Examinations (GRE) are preferred, however the Graduate Management Admission Test (GMAT) and the Miller Analogies Test (MAT) are accepted. The examination scores in combination with grade point averages from previous graduate coursework will be used in assessing a student's previous educational achievement levels and to evaluate the potential for meeting the demands of coursework. Professional experience will also be weighed against the results of any scores submitted from a graduate school entrance examination.

Applicant's Statement of Academic and Career Objectives

The applicant must submit a one-page statement that summarizes the value of the program of doctoral study for his/her personal and professional growth and development. Describing educational and professional experiences that will serve as the foundation for doctoral study is encouraged, but not required. The applicant must submit a statement that summarizes the value of the program of doctoral study for their personal and professional growth and development. Educational and professional experiences that serve as the foundation for doctoral study should be described.

Current Professional Resume

Applicants are required to submit a current resume outlining their professional, educational and volunteer experiences.

Additional Evidence of Potential for Success as a Doctoral Student

Academic or professional awards, special certifications, samples of scholarly or creative work, completion of specialized examinations and personal interviews will also be reviewed as evidence of potential.

Interview with Ph.D. Program Director and Admissions Committee

After all the required application materials have been received, each applicant will be contacted to arrange for a personal interview.

1. Complete the application in its entirety in ink or type or complete an online application at www.alvernia.edu/admissions/graduate/phd
2. Enclose a \$100 nonrefundable application fee made payable to Alvernia University.
3. Submit, along with the completed application and fee, the following documents detailed on the preceding page that demonstrate your potential as a doctoral student:
 - Quality of previous graduate work
 - Three letters of recommendations
 - National standardized examination test scores
 - Statement of academic and career objectives
 - Current professional resume
 - Additional evidence of potential for success
4. After the above required application materials have been received, each candidate will be contacted to schedule an interview with the Ph.D. Program Director and the Admissions Committee.
For additional questions pertaining to your application or the process, please contact our office at 610.790.1924 or phd@alvernia.edu.



Application for Admission

Doctor of Philosophy in Leadership (Ph.D.)

Name Miss Ms. Mrs. Mr.

Last _____ First/Given _____ Middle _____ (Jr., etc.) _____

Maiden/Former _____ Nickname _____

Date of Birth ____/____/____ Social Security # _____
Month/Day/Year

Are you a U.S. citizen or legally authorized to attend an institution of higher education in the United States? Yes No

U.S. Citizen Permanent Resident Asylee/Refugee International

Country of Citizenship _____
Additional documentation may be requested to supplement your application.

Visa type you currently hold or plan to apply for _____

Address _____
Number/Box Street City State ZIP/Postal Code Country

Phone: Home (____) _____ Cell (____) _____ E-mail _____

Employer _____ Work Phone (____) _____

Title/Position _____

Optional Information

Gender Male Female
Ethnic Origin Are you Hispanic/Latino? Yes No
Regardless of your answer to the previous question, please select one or more of the following ethnicities that best describe you:
 American Indian/Alaska Native Asian White Black/African American Native Hawaiian/Pacific Islander
Religion Islam Jewish
 Protestant: Baptist Lutheran Presbyterian UCC United Methodist Other Protestant _____
 Roman Catholic Other _____

Educational History

College/University/Institution (List all attended)	Location (City/State/Country)	Dates attended (Month/Year)	Degree earned	Credits (completed)
_____	_____	/ TO /	_____	_____
_____	_____	/ TO /	_____	_____
_____	_____	/ TO /	_____	_____

Professional History

Employer Name and Address	Dates	Position
_____	_____	_____
_____	_____	_____
_____	_____	_____

Doctor of Philosophy in Leadership (Ph.D.)

Doctor of Philosophy in Leadership
Please check area of concentration: Corporate Leadership Educational Leadership Community Leadership
 Ph.D. with Superintendent's Letter of Eligibility Superintendent's Letter of Eligibility Only

Other Colleges/Universities

Please tell us about other colleges and/or universities to which you have applied, or plan to apply, for Ph.D. admission.

Have you visited Alvernia University? Yes No

Please identify siblings, parents or close relatives who are current students or graduates of Alvernia.

Name _____ Years attended ____ to ____ Relationship _____
YEAR YEAR

Name _____ Years attended ____ to ____ Relationship _____
YEAR YEAR

How did you hear about Alvernia? (check and fill out information about all that apply)

Television Alvernia Website Open House Internet _____
 Alumni Friend Mailings Newspaper _____
 Magazine Co-worker Billboards Radio _____
 College Fair Other _____

Military Information

Are you currently serving or have you ever served with any branch of the United States Armed Forces? Yes No

Will you be receiving Armed Forces educational benefits? Yes No

Legal Disclosure

A "yes" to one or more of the following questions will not necessarily preclude admission to Alvernia University. However, failure to provide complete, accurate and truthful information shall be grounds to deny admission or dismiss you after enrollment. For the purpose of the following questions, "crime" and "criminal charges" shall refer to any crime other than a summary traffic offense.

Have you ever been convicted of a crime or entered a plea of guilty or a plea of no contest to a crime? Yes No

Are there any criminal charges pending against you? Yes No

Have you ever been found responsible for a disciplinary violation at any secondary school that you have attended, whether related to academic misconduct or behavioral misconduct, which resulted in probation, suspension, removal, dismissal or expulsion from the institution? Yes No

If you answered "yes" to any of these questions, please attach a separate sheet and describe the circumstances in full detail.

In the event that you are convicted, plead guilty or no contest to any crime or are faced with any criminal charges at any time after you submit this application, you must promptly notify the Alvernia University Admissions Office in writing of such conviction, plea and/or criminal charges. The failure to notify the University shall be grounds to deny admission or dismiss you after enrollment.

Signature

To the best of my knowledge, the above information is true.

I agree that, if accepted, I will comply with the rules and regulations of Alvernia University.

SIGNATURE _____

DATE _____

Please complete in ink or type. Enclose a completed application form accompanied by a nonrefundable \$100 application fee mailed to Alvernia University Ph.D. Program, Division of Graduate and Adult Education, 540 Upland Avenue, Suite 223 Reading, PA 19611. Please make check payable to Alvernia University.

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