

LOUISIANA

GRAMBLING STATE UNIVERSITY

EDUCATION

LOUISIANA TECH UNIVERSITY

CONSORTIUM

UNIVERSITY OF LOUISIANA AT MONROE

Presents

Doctor of Education Degree
Programs in
Curriculum and Instruction
and
Educational Leadership
Handbook for Students and Advisors

Grambling State University
Louisiana Tech University
University of Louisiana at Monroe

Members of the University of Louisiana System

REVISED November 2007

Version 2.0
3rd Edition

Preface

Welcome to the Louisiana Education Consortium (LEC) and its constituent institutions: Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe. The faculty, staff, and administrators are proud to offer the Doctor of Education Degree (Ed.D.) for scholar-practitioners in Curriculum and Instruction and in Educational Leadership through the LEC.

The *Handbook for Students and Advisors* is designed to provide information concerning policies and procedures that guide students through the Ed.D. program. It is anticipated that the *Handbook* will continue to be refined as needs become apparent, and it should be viewed as a “living” document.

The Louisiana Education Consortium (LEC) Governing Board meets regularly to consider points of refinement and welcomes your comments and suggestions. The LEC Governing Board is committed to provide quality doctoral studies with strong potential to promote effective educational systems throughout the state and nation.

Glenda Holland, Ed. D.
Chair of the Governing Board
Louisiana Education Consortium
2007

Louisiana Education Consortium

Doctor of Education Degree

Curriculum and Instruction

Educational Leadership

Handbook for Students and Advisors

Grambling State University
Louisiana Tech University
University of Louisiana at Monroe

Revised November 2007

Version 2.0

3rd Edition

LEC Governing Board Members

Chair

Dr. Glenda Holland, University of Louisiana at Monroe

Directors

Dr. Wilton Barham, Grambling State University
Phone: (318) 274-2549 Fax: (318) 274-2799

Dr. Lawrence Leonard, Louisiana Tech University
Phone: (318) 257-3229 Fax: (318) 257-2379

Dr. Bob N. Cage, University of Louisiana at Monroe
Phone: (318) 342-1288 Fax: (318) 342-1213

Deans

Dr. Sean Warmer, Grambling State University
Dr. Jo Ann Dauzat, Louisiana Tech University
Dr. Sandra Lemoine, University of Louisiana at Monroe

Members

Dr. Wilton Barham, Grambling State University
Dr. Bob N. Cage, University of Louisiana at Monroe
Dr. David E. Gullatt, Louisiana Tech University
Dr. Glenda Holland, University of Louisiana at Monroe
Dr. Lawrence Leonard, Louisiana Tech University
Dr. Nanthalia McJamerson, Grambling State University
Dr. Randy Parker, Louisiana Tech University
Dr. Thillainatarajan Sivakumaran, University of Louisiana at Monroe
Valerie S. Tewson, M. Ed., ADS President

Academic Vice Presidents – Ex Officio Members

Dr. Robert M. Dixon, Grambling State University
Dr. Kenneth Rea, Louisiana Tech University
Dr. Stephen Richters, University of Louisiana at Monroe

Table of Contents

Program Description	6
Program Design.....	7
I. Foundations/Core	7
II. Curriculum and Instruction	7
III. Educational Leadership	8
IV. Internship and Seminar	9
V. Cognate (9 semester hours: C & I).....	9
VI. Electives (9 semester hours: Ed. Lead)	9
VII. Research Design and Dissertations (12 semester hours)	9
Applicant Portfolio.....	10
Graduate Assistantships	10
Program Governance	10
Registration for LEC	10
Retention Standards	10
Conditional/Probationary Admission Status	11
Program Ethics	11
Program Design.....	12
Preliminary Program Development	13
Curriculum Advisor.....	13
Preliminary Plan of Study.....	13
Doctor of Education in Curriculum and Instruction	14
I. Foundations Core (15 semester hours)	14
II. Core Courses (24 semester hours)	14
IIIa. Cognate Courses (9 semester hours: C&I Only).....	14
Residence Requirements.....	14
Comprehensive Examination	15
IV. Internship (6 semester hours).....	16
V. Research and Dissertation (12 semester hours)	16
Doctor of Education in Educational Leadership	17
I. Foundations Core (15 semester hours)	17
II. Core Courses (24 semester hours)	17
IIIb. Electives (9 semester hours)	17
Residence Requirements.....	17
Comprehensive Examination	18
V. Internship (6 semester hours).....	19
VI. Research and Dissertation (9 semester hours)	19
LEC Preliminary Examination	20
DOCTORAL PROGRAM	22
Doctoral Committee.....	22
Program Development.....	22
TaskStream Policy	23
LEC Transition Points.....	24
Transfer Credit	25
Time Limitation for Completion of Program	25
Candidacy	25
Internship (LECI 776 & 777).....	25
Dissertation Proposal.....	26
Oral Defense of Dissertation	26
Specific HOME Campus Requirements for Dissertations.....	26
Graduation	27

Re-Application for Graduation	27
LEC Appeal Procedures	27

Appendices

A. STUDENT CHECKLIST, FORMS, GUIDELINES, & RUBRICS	29
Timeline and Checklist	30
Form 1: Appointment of Curriculum Advisor & Program Declaration	35
Form 2: Plan of Study (C & I)	36
Form 2: Plan of Study (Ed Leadership)	38
Form 3: Preliminary Written and Oral Examinations	40
Form 4: Preliminary Examination Rubric	41
Form 5: Recommendation for Appointment of Doctoral Committee.....	42
Form 6: Request for Change in Doctoral Committee.....	43
Form 7: Residency and Professional Activity Plan	44
Form 8: Residency Rubric—Major Professor Evaluation.....	45
Form 9: Residency Portfolio Rubric	46
Form 10: Comprehensive Written and Oral Examinations	47
Form 11: Comprehensive Examination Rubric.....	48
Form 12: Doctoral Degree Candidacy Application.....	49
Form 13: Doctoral Internship Application/Approval	50
Form 14: Internship Professional Development Plan.....	51
Form 15: Internship Site Supervisor Agreement.....	52
Internship Requirements	53
Form 16: Internship Experience Rubric	55
Form 17: Internship Self-Evaluation Rubric	56
Form 18: Internship Site-Supervisor Evaluation.....	57
Form 19: Dissertation Proposal Application and Approval	58
Form 20: Dissertation Proposal Rubric.....	59
Graduation Contact Information	60
Form 21: Approval to Submit Dissertation Draft to LEC Directors	61
Form 22: Dissertation Rubric	62
Form 23: Oral Defense of Dissertation Application/Approval	63
Form 24: Announcement of Oral Dissertation Defense.....	64
B. DISSERTATION PROPOSAL PROCESS	65
Dissertation Proposal	66
Human Subjects Review	66
Guidelines.....	67
Introduction/Problem	67
Review of Literature	68
Methodology/Procedures	68
C. COURSE DESCRIPTIONS	70
D. ASSOCIATION OF DOCTORAL STUDENTS BYLAWS	74
E. LEC GOVERNING BOARD	77
F. LEC DOCTORAL FACULTY, DOCTORAL FACULTY CRITERIA, FACULTY FORMS	80
Approved Doctoral Faculty.....	81
Form 25: Doctoral Faculty Criteria for Initial Appointment	83
Form 26: Leave from Duties Form	86
Form 27: Governing Board Proxy	87
G. Louisiana Education Consortium Handbook Updates.....	88

Program Description

The Ed. D. is conceptualized as a terminal degree program for scholar-practitioners in P-16 school settings who understand and address school problems and needs from a holistic perspective. The practitioner's degree is a solid, rigorous academic program of coursework, practical experiences and research pursuits designed primarily for school personnel dedicated to improvement in learning of children and youth. Graduates from this program will possess the knowledge, skills, attitudes, and other competencies necessary to fill leadership positions in P-16 school settings as explicated in the expected outcomes for each program component. Graduates will be prepared to fill newly created and emerging positions as curriculum development specialists, staff development specialists, consultants, lead teachers, mentor teachers, curriculum coordinators, clinical professors, adjunct professors, instructional supervisors, division chairpersons, principals, superintendents, and other leadership roles at school and school district levels.

The program design for the Ed. D. in Curriculum and Instruction and in Educational Leadership is presented in Figure 1 (Page 12). The program components are designed to provide theoretical and practical knowledge and applied field work designed to produce educational leaders and practitioner-scholars who are

- independent problem solvers
- effective change agents and managers
- effective decision makers
- critical thinkers
- learning facilitators
- effective communicators

Program Design

The program components were designed so that each group of courses within the component will guide the candidates in the development and demonstration of expected outcomes. These expected outcomes are described as follows:

I. Foundations/Core

EXPECTED OUTCOMES — Candidates have skills, knowledge, and dispositions to:

- I.1 Design, conduct, and interpret qualitative and quantitative research.
- I.2 Design, conduct, and evaluate research and evaluation studies.
- I.3 Design and implement student assessment programs utilizing a variety of techniques.
- I.4 Analyze influence structures, at local, national and global levels (cultural, social, economic, political), devise plans to understand and shape school values, and form collaborative relationships with appropriate stake-holders in support of student welfare including students with special needs.
- I.5 Know, understand, and comply with legal and ethical codes under which P-12 systems operate.
- I.6 Know and utilize effective verbal, non-verbal, and media communication techniques.

II. Curriculum and Instruction

EXPECTED OUTCOMES — Candidates have skills, knowledge, and dispositions to:

- II.1 Employ alternative approaches to decision-making based on (1) ethical and moral parameters and (2) understanding of physical, social, emotional, moral, and cognitive influences on learning and development.
- II.2 Employ appropriate conflict management techniques.
- II.3 Plan and implement effective curriculum and instruction appropriate for varied teaching and learning styles and student needs related to gender, ethnicity, culture, social class, and other exceptionalities.
- II.4 Design curriculum and instructional strategies based on research and theory about cognitive development, constructionist theories, information processing, and learning styles.
- II.5 Apply curriculum concepts (scope, sequence, balance, integration) in curriculum development and instructional design.
- II.6 Align curricula with state standards and national guidelines.
- II.7 Utilize technology to support curricula aims and professional productivity.

- II.8 Design and deliver staff development activities with professional colleagues (workshops, presentations, classroom demonstrations, etc.) based upon need assessment and other research.
- II.9 Analyze, interpret, and evaluate major trends in curriculum and instruction.

III. Educational Leadership

EXPECTED OUTCOMES — Candidates have skills, knowledge, and dispositions to:

- III.1 Employ conflict management techniques that effectively maintain a productive learning culture for students and staff and enhance relationships with others in a pluralistic society.
- III.2 Use human relations theories effectively to develop and maintain a vision that enhances productive relationships with others.
- III.3 Facilitate group processes that allow for contributions by stakeholders and the enhancement of individual and collaborative efforts to improve learning.
- III.4 Analyze, interpret, and disseminate educational information to stakeholders within the school and community to support and enhance school improvement.
- III.5 Utilize information obtained from research data and other reliable sources to determine effective leadership and instructional strategies to improve teaching and learning.
- III.6 Utilize effective decision-making strategies that are fair, ethical, and enhance learning for all students.
- III.7 Develop and maintain a school climate that supports improvement in curriculum, instruction, and student learning.
- III.8 Plan, implement, manage, and evaluate change in using a collaborative approach; incorporating the talents and abilities of various stakeholders.
- III.9 Apply appropriate system and organizational theories; using data and information gleaned from research, case studies, and other reliable sources; to facilitate organizational change and enhance the performance of all students.
- III.10 Develop a student-centered vision, utilizing human resource skills, recognizing the contributions of individuals and groups so that students and staff feel valued and important, thus enhancing student learning.
- III.11 Analyze and evaluate local, state, and national policy and practice impacting schools and school districts to ensure that P-12 students develop the knowledge, skills, and values needed to become life-long learners.
- III.12 Utilize effective supervisory models, conferencing skills, group-processes, and consensus building skills to enhance student learning and school improvement.
- III.13 Utilize technology, information resources, data collection and analysis strategies, to support curricular and instructional improvement to enhance learning for all students.

IV. Internship and Seminar

EXPECTED OUTCOMES – Candidates who can:

- IV.1 Demonstrate and apply the knowledge bases acquired in other program components in practical settings which reflect changing demographics of schools and promote comparisons of school experiences.
- IV.2 Seek opportunities for and actively participate in personal and professional improvement plans.
- IV.3 Seek opportunities and participate effectively in the professional community.
- IV.4 Create caring, inclusive, and challenging learning communities.
- IV.5 Recognize, accept, and complete professional obligations in a timely manner.
- IV.6 Adapt appropriately to the rapid changes in educational contexts at local, state, and national level.
- IV.7 Foster ethical relationships with parents, colleagues, and institutions to promote student personal and academic growth.
- IV.8 Maintain standards of professional attire, grooming, demeanor and communication.
- IV.9 Demonstrate ethical behavior.

V. Cognate (9 semester hours: C & I)

EXPECTED OUTCOMES - The candidate has enhanced knowledge base in discipline areas complementary to the program pursued and career goals.

VI. Electives (9 semester hours: Ed. Lead)

EXPECTED OUTCOMES - The candidate has extended knowledge base in content consistent with career goals.

VII. Research Design and Dissertations (12 semester hours)

EXPECTED OUTCOMES – Candidates have skills and abilities to:

- 1. Select and utilize appropriate qualitative and/or quantitative research designs to address school problems and needs in a holistic manner.
- 2. Conduct appropriate research and prepare a scholarly written document.

The courses included in each component are outlined on the Plan of Study (LEC Form 2 for Curriculum & Instruction or LEC Form 2 for Educational Leadership) in Appendix A.

Descriptions for these courses are presented in Appendix C.

Applicant Portfolio

The applicant's admission portfolio should include a personal resume, a copy of the state-issued teaching or counseling certificate, and writing samples, particularly writing that has been published. Finalists in the application process may be required to have a personal interview with the doctoral admission committee on the campus to which graduate application is made.

Graduate Assistantships

Graduate assistantships are competitive and require the applicant to follow the process of making application as designated by the HOME institutions. Applicants should consult the program coordinator on the HOME campus for additional details. LEC students are not eligible for assistantships on the other two campuses while they are registered at the HOME campus.

Program Governance

The LEC doctoral programs are guided by the decisions of the Louisiana Education Consortium Governing Board, consisting of representatives from each participating institution and a doctoral student.

Registration for LEC

- **HOME** institution will send a copy of its Application and Graduate Admission Letter for each LEC student admitted to each Admissions Office of the other LEC institutions. In essence, each LEC institution will have an application on file (entered in the main frame) of all students participating in the Consortium doctoral program (Example: If 15 students are enrolled at each of the three institutions, all 45 students will have a record at each University.)
- Required tuition and fees will be paid at the HOME institution, whether full- or part-time student. Registration will be at the HOME campus only.

Retention Standards

1. Students enrolled in consortium doctoral programs must maintain a minimum 3.0 grade point average during each term of enrollment. Failure to earn a 3.0 grade point average in any term will result in the student being placed on probation for the following term.
2. The student must remove the probation during the next term of enrollment by raising the cumulative grade point average to at least 3.0. Failure to achieve this grade point average will result in the student's termination from the program.
3. Students may earn no more than two Cs in academic coursework during pursuit of the doctorate. Any student earning three Cs or any grade lower will be dismissed.
4. Appeals for reinstatement to consortium doctoral programs must be approved on the student's campus of enrollment and by the Consortium Governing Board.
5. Students who cannot maintain continuous enrollment are to request a leave from the program. Students who are not enrolled for two or more consecutive terms after initial admission to the program must make a written request to the LEC Governing Board to be readmitted to the program.

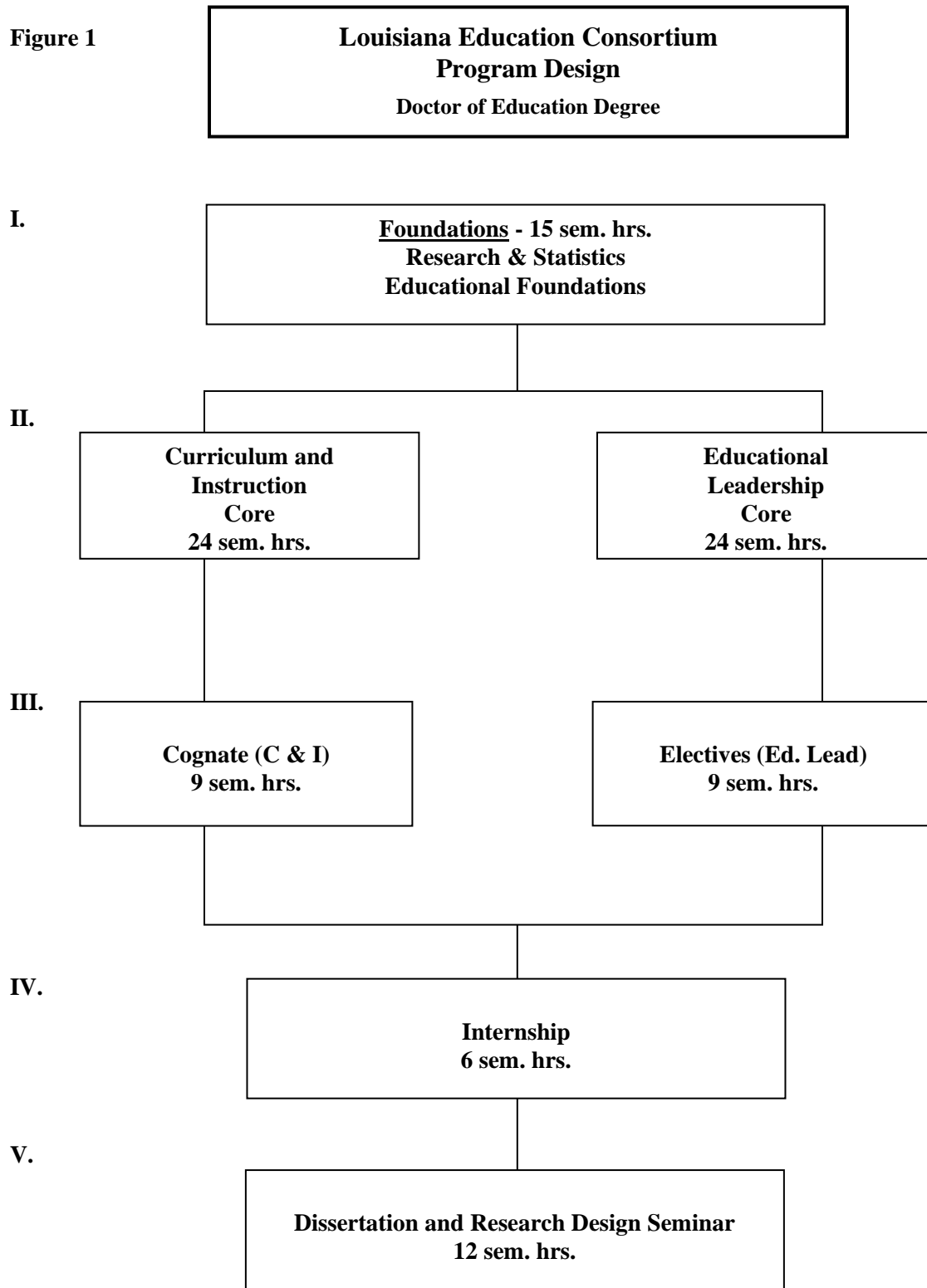
Conditional/Probationary Admission Status

Students admitted under this status must maintain a minimum 3.5 GPA until satisfactory completion of the preliminary examination. Students without a 3.5 GPA may not request to take the preliminary examination.

Program Ethics

Academic honesty is required of all students. The LEC requires that students in all coursework and all other concomitant academic endeavors know and adhere to the considerations of scholarly ethics, including, but not limited to, the issues of cheating on examinations or assignments, the accurate reporting of research, plagiarism, publication credit, undisclosed duplicate publication, or the unauthorized sharing of data. The intent of this code is also to prevent use of the same work for multiple courses or assignments. It is, however, appropriate for students to expand upon a theme or specific area of interest. Breach of academic honesty may result in dismissal from the LEC program.

Figure 1



Preliminary Program Development

Curriculum Advisor

Upon program admission, the student will be assigned an Advisor from the HOME institution. This advisor will provide initial guidance needed to ensure a successful program beginning. The student will be afforded the opportunity to become familiar with LEC doctoral faculty and the HOME institution. In addition, the student will be assisted with the identification of research interests and the development of a preliminary plan of study. (See Appendix A: Form 1: Appointment of Curriculum Advisor and Program Declaration)

Preliminary Plan of Study

A preliminary plan of study will be developed by the curriculum advisor in collaboration with the student. This plan will be used as an initial guide for the student's matriculation in the program and until the doctoral committee has been formed. (See Appendix A: Form 2: Plan of Study C&I or Form 2: Plan of Study Ed. L.)

The student's Plan of Study is official when it has appropriate signatures affixed to the document. (See Appendix A: Form 2 C&I or Ed. L.)

The preliminary plans of study for the Doctor of Education in Curriculum and Instruction and Doctor of Education in Educational Leadership follow:

Plan of Study
Doctor of Education in Curriculum and Instruction

I. Foundations Core (15 semester hours)

LECF 700 – Introduction to Doctoral Research	3 SCH Tech
LECF 701 – Applied Statistical Analyses	3 SCH ULM
LECF 702 – Evaluation Theory and Practice	3 SCH ULM
LECF 703 – Qualitative Research in Education	3 SCH Tech
LECF 704 – Sociocultural and Diversity Issues	3 SCH GSU

Preliminary Examination

This examination is to be completed after 15 and before 27 hours of doctoral coursework and measures competence in LECF 700, LECF 701, LECF 702, LECF 703, and LECF 704 and knowledge of current issues and trends in education.

II. Core Courses (24 semester hours)

LECC 705 – Decision Making for School Improvement And Accountability	3 SCH Tech
LECC 706 – Communication and Collaboration in Problem Solving	3 SCH ULM
LECC 707 – Curriculum Theory and Design	3 SCH GSU
LECC 708 – Models of Teaching: Theories and Application	3 SCH ULM
LECC 709 – Effective Teaching, Learning, and Assessment	3 SCH Tech
LECC 710 – Professional Development: Design and Implementation	3 SCH Tech
LECC 722 – Instructional Design & Technology Integration	3 SCH ULM
LECC 723 – Brain-Based Education	3 SCH GSU

IIIa. Cognate Courses (9 semester hours: C&I Only)

Courses are to be taken in an approved LEC general cognate area. The LEC cognate is in a specific area where a graduate degree program exists and is external to the major program area, although in some cases acceptable cognate specialization may be offered by the major department. Independent study or directed study courses are not allowed for cognate credit.

Residence Requirements

Students must complete 18 hours within a period of 12 consecutive months and complete an approved Professional Activity Plan aligned with LEC Expected Outcomes in order to meet residence requirements. (See Appendix A: Form 7)

During residency the student will be expected to maintain membership and involvement in at least one professional educational research association and to participate in additional professional growth activities such as writing for publication, conducting professional

development seminars focusing on research interests, and participating in other professional activities associated with the development of expertise in his/her subject area. See LEC Form 7 in Appendix A for the Professional Activity Plan which should be developed prior to pursuit of residency and validated as residency requirements are completed. A professional activity portfolio documenting activities and presenting products must be presented.

Residency and internship can be pursued concurrently by students who are otherwise not fully employed for at least one of the residency terms.

Comprehensive Examination

The comprehensive examination is to be completed after all program coursework, with the exception of LECI and LECD. The examination consists of a six-hour written component and a two-hour oral component. Comprehensive exams are scheduled by the major professor and the student and with the coordination of the other committee members. Comprehensive examinations are announced at the LEC Governing Board meeting prior to the examination. The examination evaluates the student's knowledge in the program core (Curriculum and Instruction or Educational Leadership) and, for Curriculum and Instruction, the cognate area. Comprehensive exams are scheduled by the major professor and the student and with the coordination of the other committee members. Dates of the comprehensive examinations are announced at the LEC Governing Board meeting prior to the examination.

To be eligible, a student must file an application (Appendix A: Form 10) with the HOME campus's Graduate School to take the comprehensive examination according to the campus semester/quarter deadlines. The student must have completed all courses shown on the approved degree plan or be enrolled in them. All grades of *I* excluding dissertation, must be completed at the time the candidate takes the written comprehensive examination. The LEC Governing Board shall be informed of dates, times, and places for each comprehensive exam at least two (2) weeks before the examination. The oral examination is open for participation by any interested doctoral faculty.

The Major Professor is responsible for securing the questions from committee members and for preparing and administering the examination. The HOME institution provides the site for the examination. The exam will consist of 5 questions: 4 general questions and 1 question from the cognate. Each member of the student's Doctoral Committee will have the opportunity to read and evaluate each question. A committee member who feels as though she/he does not have the expertise to evaluate a question may abstain. Each committee member will score the response as *P* (pass) or *F* (fail). A majority score of *Ps* (passes) will constitute a pass on an individual item. Three passes out of five will constitute a passing evaluation for the written portion of the exam. (Appendix A: Form 11 contains the rubric.)

The written exam should precede the oral exam by *four weeks* in order to allow committee members time to evaluate, question, and schedule the oral portion of the examination. The oral is viewed as a clarifier of the written exam and/or a demonstration of oral language skills and/or an opportunity for dialogue concerning the dissertation and/or other relevant topics.

Failure to complete this examination satisfactorily may result in a revision of the program of study or an additional examination. If part(s) of the written or oral is (are) not successfully completed, the part(s) may be retaken once. The student's doctoral committee determines whether the student will retake the entire examination or failed parts of the examination and makes appropriate recommendation to the LEC Governing Board. Re-examination is permitted no sooner than the next term. The student must reapply and be approved for the second examination. The student may retake the examination only once. A second failure will result in termination from the program.

IV. Internship (6 semester hours)

LECI 776 – Internship Seminar

3 SCH GSU

LECI 777 – Internship

3 SCH All

Students are eligible for internship after successful completion of the Comprehensive Examination. The internship must be completed at a site other than the student's place of employment. (See Appendix A for appropriate forms and additional information.)

V. Research and Dissertation (12 semester hours)

LECD 778 – Advanced Research Design

3 SCH

GSU/ULM

LECD 799 – Dissertation

9 SCH All

Plan of Study

Doctor of Education in Educational Leadership

I. Foundations Core (15 semester hours)

LECF 700 – Introduction to Doctoral Research	3 SCH Tech
LECF 701 – Applied Statistical Analyses	3 SCH ULM
LECF 702 – Evaluation Theory and Practice	3 SCH ULM
LECF 703 – Qualitative Research in Education	3 SCH Tech
LECF 704 – Sociocultural and Diversity Issues	3 SCH GSU

Preliminary Examination

This examination is to be completed after 15 and before 27 hours of doctoral coursework and measures competence in LECF 700, LECF 701, LECF 702, LECF 703, and LECF 704 and knowledge of current issues and trends in education.

II. Core Courses (24 semester hours)

LECL 705 – Decision Making for School Improvement And Accountability	3 SCH Tech
LECL 707 – Curriculum Theory and Design	3 SCH GSU
LECL 711 – Making Connections: Theory, Research, & Practice	3 SCH Tech
LECL 712 – Organization and Administration of Schools	3 SCH GSU
LECL 713 – Human Resource Development	3 SCH ULM
LECL 714 – Law, Policy, and Ethics	3 SCH GSU
LECL 720 – Building Effective Partnerships	3 SCH Tech
LECL 721 – Leading Effective Teaching and Learning	3 SCH ULM

IIIb. Electives (9 semester hours)

The electives can be any LEC Governing Board -approved graduate course. Independent study or directed study courses are not allowed for elective credit.

Residence Requirements

Students must complete 18 hours within a period of 12 consecutive months and complete an approved Professional Activity Plan aligned with LEC Expected Outcomes in order to meet residence requirements. (See Appendix A: Form 7)

During residency the student will be expected to maintain membership and involvement in at least one professional educational research association and to participate in additional professional growth activities such as writing for publication, conducting professional development seminars focusing on research interests, and participating in other professional activities associated with the development of expertise in his/her subject area. See Form 7 in Appendix A for the Professional Activity Plan which should be developed prior to pursuit of residency and validated as residency requirements are completed. A professional activity

portfolio documenting activities and presenting products must be presented.

Residency and internship can be pursued concurrently by students who are otherwise not fully employed for at least one of the residency terms.

Comprehensive Examination

The comprehensive examination is to be completed after all program coursework, with the exception of LECI and LECD. The examination consists of a six-hour written component and a two-hour oral component. Comprehensive exams are scheduled by the major professor and the student and with the coordination of the other committee members. Comprehensive examinations are announced at the LEC Governing Board meeting prior to the examination. The examination evaluates the student's knowledge in the program core (Curriculum and Instruction or Educational Leadership) and, for Curriculum and Instruction, the cognate area. Comprehensive exams are scheduled by the major professor and the student and with the coordination of the other committee members. Dates of the comprehensive examinations are announced at the LEC Governing Board meeting prior to the examination.

To be eligible, a student must file an application (Appendix A: Form 10) with the HOME campus's Graduate School to take the comprehensive examination according to the campus semester/quarter deadlines. The student must have completed all courses shown on the approved degree plan or be enrolled in them. All grades of *I* excluding dissertation, must be completed at the time the candidate takes the written comprehensive examination. The LEC Governing Board shall be informed of dates, times, and places for each comprehensive exam at least two (2) weeks before the examination. The oral examination is open for participation by any interested doctoral faculty.

The Major Professor is responsible for securing the questions from committee members, preparing and administering the examination. The HOME institution provides the site for the examination. The exam will consist of 5 general questions. Each member of the student's Doctoral Committee will have the opportunity to read and evaluate each question. A committee member who feels as though she/he does not have the expertise to evaluate a question may abstain. Each committee member will score the response as *P* (pass) or *F* (fail). A majority score of *Ps* (passes) will constitute a pass on an individual item. Three passes out of five will constitute a passing evaluation for the written portion of the exam. (Appendix A: Form 11 contains the rubric.)

The written exam should precede the oral exam by *four weeks* in order to allow committee members time to evaluate, question, and schedule the oral portion of the examination. The oral is viewed as a clarifier of the written exam and/or a demonstration of oral language skills and/or an opportunity for dialogue concerning the dissertation and/or other relevant topics.

Failure to complete this examination satisfactorily may result in a revision of the program of study or an additional examination. If part(s) of the written or oral is (are) not successfully completed, the part(s) may be retaken once. The student's doctoral committee determines

whether the student will retake the entire examination or failed parts of the examination and make appropriate recommendation to the LEC Governing Board. Re-examination is permitted no sooner than the next term. The student must reapply and be approved for the second examination. The student may retake the examination only once. A second failure will result in termination from the program.

V. Internship (6 semester hours)

LECI 776 – Internship Seminar	3 SCH	GSU
LECI 777 – Internship	3 SCH	All

Students are eligible for internship after successful completion of the Comprehensive Examination. The internship must be completed at a site other than the student's place of employment. (See Appendix A for appropriate forms and additional information.)

VI. Research and Dissertation (9 semester hours)

LECD 778 – Advanced Research Design	3 SCH	
	GSU/ULM	
LECD 799 – Dissertation	9 SCH	All

LEC Preliminary Examination

Upon completion of a minimum of all foundation courses (15 semester hours) and not more than 27 semester hours of doctoral coursework, each student will be required to take a Preliminary Examination. The Preliminary Examination is designed to measure student competence in 1) educational foundations, 2) research, 3) statistics, and 4) general professional knowledge. This six-hour written examination will be constructed and evaluated by appropriate LEC faculty. Following the evaluation of the written Preliminary Examination, at the discretion of the LEC Directors, an oral examination may be conducted. Student performance on this examination will form the basis for any revision of the program of study. Such a revision may be inclusive of additional course work. Failure to pass this examination after two attempts will result in termination of the student from the program. The Preliminary Examination scoring matrix can be found in Appendix A: Form 4.

The Preliminary Examination will be regularly offered three times per year: the first Saturday of May, August, and December. A fourth administration may be provided in February for students enrolled in LECF 703 Winter Quarter. Each student must make application for the examination at least one month prior to the expected examination date. The application form can be found in Appendix A: Form 3. Students who do not take and pass the Preliminary Examination must re-apply to the LEC Governing Board for a subsequent examination. Students in conditional/probationary admission status must attain a 3.5 GPA prior to completing 27 hours and prior to taking the Preliminary Examination.

Additional information about the LEC Preliminary Examination follows:

1. Computers will be provided for students to use to take the examination.
2. The examination will consist of six comprehensive questions, each having a one-hour maximum writing time. Three questions will be addressed in the morning session and three in the afternoon session.
3. Faculty who have taught LECF 700, 701, 702, 703, and 704 will each be asked to submit questions from the respective course. LEC Directors will be asked to submit a general question (Question 6) regarding issues and trends. The questions are to be comprehensive, utilize the top levels of Bloom's Taxonomy, and cover a broader area than just the course content. Faculty submitting questions are encouraged to address current educational issues and trends as they relate to their course content.
4. The LEC Directors will select the six questions. They will be placed in a sealed envelope and given to the appropriate campus director or designee for use at the examination; each examinee will have an I. D. number for security purposes.
5. Designated LEC faculty members will be responsible for reading and scoring the question(s). The director or designee will collect the examination printouts and/or blue books and will forward these to the respective readers. After the reader has scored the examination, she/he will return the examinations to the director or designee who will report the results to the LEC Governing Board. Students who do not receive a passing grade on the Preliminary Examination must submit another application prior

to retaking the exam.

6. Each examination question will be graded Pass or Fail in 5 areas (see scoring matrix). In order to pass a question, a student must receive at least 4 passes; in order to pass the exam a student must pass 4 questions.
7. If a student passes the examination but does not receive 4 or more passes on all scoring components, the student will be scheduled for an oral examination. The LEC Governing Board reserves the right to recommend that any student take an oral examination.
8. If the student does not pass the Preliminary Examination, she/he may take the exam again at the end of the following term (Aug., Dec., or May). Failure to pass this examination after two attempts will result in termination of the student from the program.

The scoring components for the Preliminary Examination are as follows:

- Communication skills (rhetoric, logic, clarity)
- Accuracy of knowledge, information pertaining to the question
- Relation to world of professional practice
- Content, extent to which response directly addresses the question posed
- Citation of appropriate research, theorists, references.

Scoring Matrix

The scoring matrix for the Preliminary Examination is located in Appendix A: Form 4.

DOCTORAL PROGRAM

Doctoral Committee

After satisfactory completion of the Preliminary Examination, the student should select the doctoral committee. The student's Doctoral Committee shall consist of the Major Professor and a minimum of three additional faculty. The Major Professor is the committee chair and must be selected from the student's HOME institution. Each institution shall have at least one representative on each doctoral committee. For C & I candidates, each committee will include a professor from the cognate area. The cognate member may or may not be from the cognate granting institution but must have graduate faculty status on the respective campus and have a doctoral degree. One committee member must be designated as a research methodologist. Additional committee members may be added to address specific program or research needs. Students request faculty to serve on their Doctoral Committee. If the faculty accept, appointment is made by the appropriate campus administrator and approved by the LEC Governing Board. Committee members must be full-time employees of member institutions. In circumstances of retirement, etc. of Major Professors, the LEC Director on the respective campus becomes the interim chair until a chair can be appointed. With the approval of the LEC Governing Board, retired faculty may continue to serve as committee members for students who have been advanced to candidacy. (See Appendix A for forms.) It is the responsibility of this committee to approve the following:

- Program of Study
- Dissertation Topic
- Residency Activities
- Readiness for Required Examinations
- Internship
- Comprehensive Examinations
- Dissertation Proposal
- Dissertation

The student's Doctoral Committee must also prepare, administer, and evaluate the comprehensive examination. The Major Professor directs this process. All committee meetings must be mutually arranged at least two weeks in advance. Members who cannot attend must complete the Leave from Duties form. (Appendix F: Form 26)

Program Development

The approved degree program for each doctoral student must include a minimum of 66 hours beyond the master's degree of which at least one half must be in coursework open only to doctoral students. Individuals possessing the Education Specialist Degree in the area in which

they are pursuing the doctorate must complete a minimum of 51 additional semester hours of credit for the doctorate.

The consortium program for the Doctor of Education degree consists of the following components:

		C&I	EDL
I.	Education Foundations/Research/Statistics	15 sem. hrs.	15 sem. hrs.
II.	Core Courses for Specific Degree	24 sem. hrs.	24 sem. hrs.
III	Cognate (C & I Program Only)	9 sem. hrs.	
	Electives (Ed Lead Program Only)		9 sem. hrs.
IV.	Internship	6 sem. hrs.	6 sem. hrs.
V.	Dissertation/Research Design Seminar	12 sem. hrs.	12 sem. hrs.
Minimum Total hours		66 sem. hrs.	66 sem. hrs.

The C & I cognate is a support area that is generally external to the major program area, must be in an area with a graduate program already in place, and contributes to the integrity of the total degree program.

Initial campus enrollment may not be changed during the student's matriculation in the doctoral program. Each student pursuing the doctorate through the Louisiana Education Consortium will be required to enroll in classes on the campus of each participating institution. A minimum of 15 semester hours of the minimum 66 hours required for the doctorate must be taken on the campuses of participating institutions other than the HOME campus. At least two courses must be taken on each campus.

TaskStream Policy

Beginning Fall 2007, course major assignments, or *signature pieces*, will be evaluated via the *TaskStream* web-based toolset and assessment system. All LEC program participants must individually subscribe to TaskStream, submit course signature pieces via TaskStream, and receive assignment feedback and scores via TaskStream. TaskStream subscription and operating information is available online at <http://www.taskstream.com>. Failure to subscribe to and use TaskStream as directed will result in an F grade (0%) in the designated course assignments. See Figure 2 on p. 24.

Figure 2

LEC Transition Points

Admission Application for Doctoral Studies	
LEC	<ul style="list-style-type: none"> • Masters or Specialist Degree, college transcripts, GPA • GRE Acceptable Scores • Program applications with letters of recommendation • Writing sample • Interview • Valid Teaching or Counseling Certificate (Does not include PL)
Portal IX Admission to Doctoral Studies	
XA. Program Outcomes	<ul style="list-style-type: none"> • Foundation Courses Major Assignments (Signature Pieces via TaskStream) • Preliminary Examinations
XB. Applications and Approvals	<ul style="list-style-type: none"> • Plan of Study
XC. Review via TaskStream for eligibility to move through Portal X	
Portal X Admission to Candidacy	
XIA. Program Outcomes	<ul style="list-style-type: none"> • Core Courses Major Assignments (Signature Pieces via TaskStream)
XIB. Applications and Approvals	Residency
	<ul style="list-style-type: none"> • Comprehensive Exams • Candidacy Application • Application for Internship (H.1)
XIC. Review via TaskStream for eligibility to move through Portal XI	
Portal XI: Admission to Internship and Dissertation	
XIIA. Program Outcomes	<ul style="list-style-type: none"> • Site Log, Service Log, Professional Development Plan • Internship completion • Dissertation Proposal Approved • Dissertation Completed and Approved • Oral Defense Successful
XIIB. Final Applications and Forms	<ul style="list-style-type: none"> • Application to Graduate • GPA • Exit Survey
XIIC. Review via TaskStream for eligibility to move through Portal XII	
Portal XII: Exit Doctoral Program with Ed.D.	
<i>Post-Doctoral Track</i>	

Transfer Credit

A maximum of fifteen semester hours of graduate credit appropriate to the student's degree program may be transferred from institutions offering regionally accredited graduate programs. No course for which a grade of less than “B” has been earned may be transferred. Neither internship nor dissertation credit may be transferred into LEC programs. Any hours to be transferred must be documented with transcript and course syllabus, recommended by the student's doctoral committee, and approved by the LEC Governing Board.

Time Limitation for Completion of Program

Coursework, internship, and the dissertation must be completed within a nine-year period from the date of admission to the doctoral program.

Candidacy

Admission to a program does not mean that a student is a candidate for the Doctor of Education degree. Advancement to candidacy is granted after the student has (a) passed the comprehensive examination, and (b) made formal written application for advancement to candidacy. After advancement to candidacy, students must be continuously enrolled until program completion.

Internship (LECI 776 & 777)

The internship is a supervised, on-site set of activities completed external to the candidate's regular, compensated professional duties. This experience is designed to enable the practitioner-scholar to demonstrate and apply knowledge bases and dispositions acquired in other program components in practical settings which reflect changing demographics of schools and promote comparison of school experiences.

The internship consists of a minimum of 300 hours of experiences allocated as follows:

- 200 hours at the internship placement site [LECI 777]
- 50 hours of service initiatives [LECI 777]
- 50 hours of seminar [LECI 776]

The internship may be pursued in one or two terms (3 or 6 semester hours credit).

Students are eligible to pursue internship after satisfactory completion of the comprehensive examination. Students should apply for internship at least one term in advance (Appendix A: Form 13) and should identify the program outcomes which will be demonstrated through internship experiences (Appendix A: Form 14).

Arrangements for appropriate internship placements and outcomes to be demonstrated should be organized through the major professor and doctoral committee. Final approval will be through LEC Governing Board action. (Appendix A: Form 16, Form 17, & Form 18 contain the internship rubrics.)

Dissertation Proposal

The dissertation proposal serves as an approved plan for the conduct of the dissertation. The proposal should be viewed as a means of ensuring that the research effort is well planned and appropriately rigorous for doctoral level study. Regardless of the type of study, a dissertation should reflect a well-developed problem statement, a clear rationale for the study, a research plan, and sufficient information to accurately reflect what will be studied and that the study is significant enough to provide new information or extend existing knowledge bases involving P-16 related issues. (Appendix B: Dissertation Proposal Process) The major professor shall invite the committee members to participate in the process of proposal development. It is the responsibility of the major professor to schedule with the committee and the candidate a time, date, and location for proposal defense.

Upon approval of the dissertation proposal, the candidate, in consultation with the major professor, will revise the proposal, if needed, begin the data collection and proceed to the data analysis process. In this process, material in the Introduction and Methodology sections should be changed from present to past tense, with revisions as needed to reflect the actual methodology and procedures employed. A Data Analysis Section presenting the results of the analysis, and a Findings, Conclusions and Recommendation Section discussing the findings and presenting recommendations based on the research will be added to form the completed dissertation along with expanded references (literature review), appendices, and other information as guided by the dissertation committee and the requirements of the HOME institution. Final dissertation format decisions, such as a determination as to the use of a four or five chapter format, should be left to the discretion of the candidate and major professor.

Oral Defense of Dissertation

Each dissertation must be defended at a public oral examination administered by the student's doctoral committee. (See Appendix A: Form 23) It is the responsibility of the major professor to schedule with the committee and candidate a time, date, and location for the dissertation defense. Announcement of the oral defense shall be posted on all LEC campuses. LEC faculty and students are invited to this defense.

A defense must be formally requested by the student's major professor. (See Appendix A: Form 24.) Upon receipt of the request, the LEC Director will arrange a schedule and inform the other campuses through the LEC Governing Board at least two (2) weeks in advance. In the oral dissertation defense, if consensus cannot be reached, the issue is remanded to the three deans. Revisions to the dissertation recommended by the examining committee must be made prior to a student's clearance for graduation.

Specific HOME Campus Requirements for Dissertations

Refer to the HOME institution policy for dissertations.

Graduation

Before applying to the Graduate School for graduation, the doctoral candidate must have met all of the criteria listed below:

- A. Completed all required course work with a minimum 3.25 GPA
- B. Successfully passed all required course and program examinations
- C. Been advanced to candidacy
- D. Completed and defended the dissertation and in process of making final revision or is working on the final draft of the dissertation
- E. Submitted approved dissertation in accord with HOME campus guidelines
- F. Registered for dissertation credit the term of graduation
- G. Submitted all required program forms as evidenced by files in the offices of the department and the dean of the Graduate School.

Re-Application for Graduation

If a student does not meet all of the above criteria, or is unable to meet the deadlines, the student must reapply for graduation. Re-application requires that the student register again for dissertation credit and pay any additional fees assessed by the university. The same application for graduation and for program requirement deadlines is to be used for re-application for graduation.

All coursework, internships and the dissertation must be completed within a nine-year time period from date of admission to the program. Courses transferred into the doctoral program must also be within the nine-year limit for completion. Any appeal for extension must be approved by the institution's Graduate Council and the Consortium Governing Board. (Appendix A contains graduation contact information for each LEC institution.)

LEC Appeal Procedures

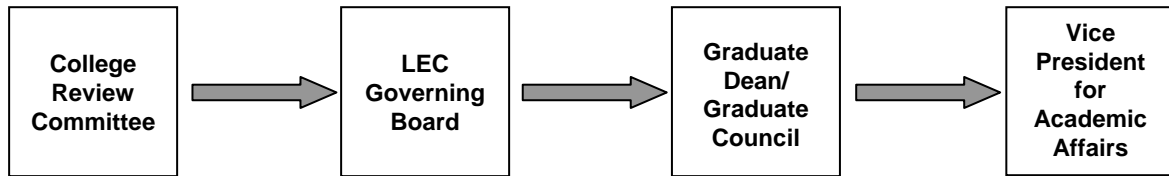
A doctoral student who is denied admission to or further continuance in programs of study in the Ed. D. program may appeal for admission, readmission, or further continuance.

The student may appeal to the appropriate admission and retention review committee of the specific department or college of the HOME university at which the degree is offered.

The following supportive information should accompany the appeal and be sent to the Doctoral Program Coordinator of the HOME university.

- 1. A personal letter of appeal from the student. In this letter the case of admission/re-admission/continuance should be clearly specified.
- 2. Scores from the Graduate Record Examination.
- 3. Three letters of support from those (especially professors) who can attest to the student's scholarly ability and potential for doctoral work.
- 4. Any other evidence of professional competence which will enhance the appeal.

Should the student desire to appeal a decision of the college committee, the following decision-making hierarchy is in place for the student to follow:



Grade appeals follow the guidelines and procedures in the catalog of the institution where the grade is received.