

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

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Doctor of Education Degree

Curriculum and Instruction

Educational Leadership

Handbook for Students and Advisors

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Louisiana Tech University
University of Louisiana at Monroe

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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 stake holders 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.

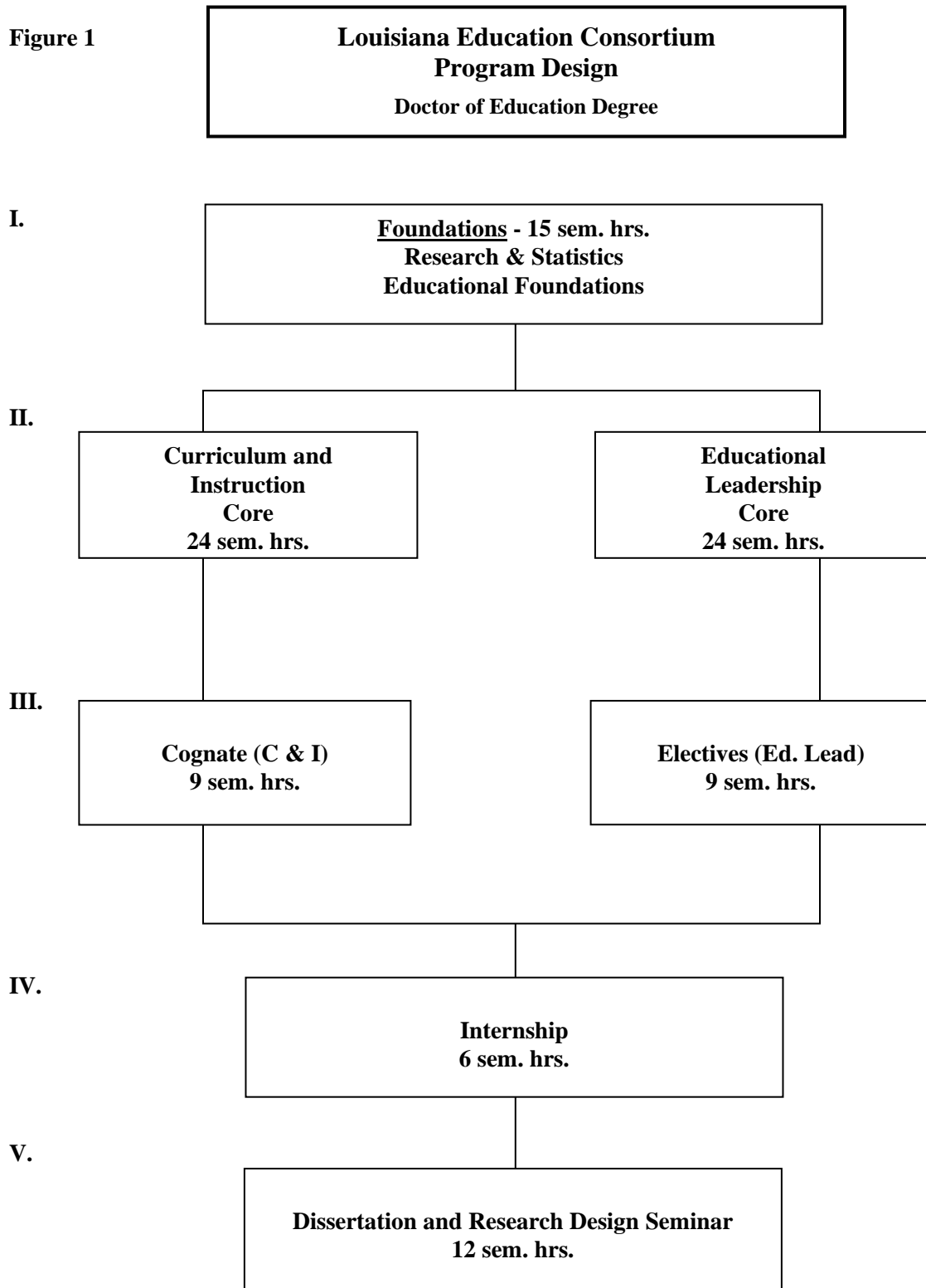
Conditional/Probationary Admission Status

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/U LM
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
<p style="text-align: center;"><u>LEC</u></p> <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
<p>XA. Program Outcomes</p> <ul style="list-style-type: none"> • Foundation Courses Major Assignments (Signature Pieces via TaskStream) • Preliminary Examinations <p>XB. Applications and Approvals</p> <ul style="list-style-type: none"> • Plan of Study <p>XC. Review via TaskStream for eligibility to move through Portal X</p>
Portal X Admission to Candidacy
<p>XIA. Program Outcomes</p> <ul style="list-style-type: none"> • Core Courses Major Assignments (Signature Pieces via TaskStream) <p>XIB. Applications and Approvals</p> <p style="padding-left: 20px;">Residency</p> <ul style="list-style-type: none"> • Comprehensive Exams • Candidacy Application • Application for Internship (H.1) <p>XIC. Review via TaskStream for eligibility to move through Portal XI</p>
Portal XI: Admission to Internship and Dissertation
<p>XIIA. Program Outcomes</p> <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 <p>XIIB. Final Applications and Forms</p> <ul style="list-style-type: none"> • Application to Graduate • GPA • Exit Survey <p>XIIC. Review via TaskStream for eligibility to move through Portal XII</p>
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

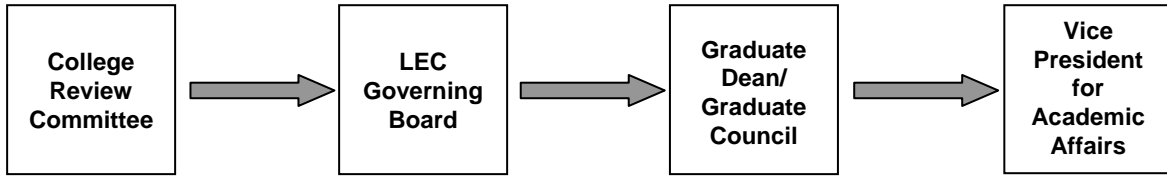
A doctoral student who is denied admission to or further continuance in programs of study in the Ed. D. program may appeal for admission, readmission, or further continuance.

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.

Appendix A

**STUDENT CHECKLIST, FORMS,
GUIDELINES, & RUBRICS**

Louisiana Education Consortium Doctor of Education Degree Timeline and Checklist

*Note: All coursework, internship and the dissertation must be completed within a **nine-year** time period from date of admission to the LEC program.*

Milestones	Stepping Stones	Date Completed
A. Admitted to LEC program	1. Hold a master's degree from a regionally accredited institution in an area related to his/her proposed program of study.	
	2. Have teaching and/or administrative experience in a P-12 school or similar education setting.	
	3. Submit application to graduate school.	
	4. Submit transcripts from all prior universities with a minimum undergraduate GPA of 2.75 and a minimum graduate GPA of 3.25. <i>(If applicant's credentials do not meet GPA or GRE minimums he/she may qualify for probationary or conditional status).</i>	
	5. Submit scores from: GRE (taken prior to October 1, 2002) with minimum scores of 1000 (V+Q) or 1500 (V+Q+A). <i>OR</i> GRE (taken after October 1, 2002) with minimum 1000 (V + Q) + Minimum 4.5 Analytical for Full Admission <i>OR</i> minimum 1000 (V + Q) + minimum 3.5 Analytical for Probational Admission.	
	6. Submit three letters of recommendation.	
	7. Submit writing sample.	
	8. Submit copy of state-issued teaching or counseling certificate.	
	9. Submit personal resume.	
	10. Personal interview with the doctoral admission committee/director on home campus may be required.	
B. Preliminary Program Development	1. Upon admission to the LEC program the student is assigned a Curriculum Advisor by the home institution. (Form 1)	
	2. With assistance of Curriculum Advisor, identify research interests.	
	3. With assistance of Curriculum Advisor, develop preliminary plan of study. (See LEC Form 2 for Curriculum & Instruction or LEC Form 2 for Educational Leadership)	
C. Complete LEC Preliminary Examination	1. Register and pay fees for all LEC classes (regardless of class location) through the home campus.	
	2. Complete fifteen to twenty-seven hours of doctoral work, including the Foundations core (LECF 700, 701, 702, 703, and 704). Note: Students are not allowed to register for additional LEC courses until successfully completing the preliminary examination.	
	3. Submit application (LEC Form 3) to Curriculum Advisor during registration period for the term that the Preliminary Examination is requested.	
	4. Sign LEC Form 3.	
	5. Secure Curriculum Advisor's signature on LEC Form 3.	
	6. Secure LEC Program Director's signature on LEC Form 3.	
	7. Secure approval of LEC Governing Board on LEC Form 3.	

Milestones	Stepping Stones	Date Completed
	8. Sit for preliminary examination (1st Saturday in December, May, & August). Note: The Preliminary Examination is offered three times per year: fall, spring, and summer. The LEC Board reserves the right to recommend that any student take an oral exam. Failure to pass the preliminary examination after two attempts will result in termination from the program.	
D. Select Major Professor and Doctoral Committee	1. Select Major Professor from LEC faculty at home institution. 2. Select one committee member from LEC faculty (any campus) in cognate area. (C&I only) 3. Select one committee member from the LEC faculty from each of the other two LEC institutions. 4. Select an additional committee member, if needed, to address specific student, program, or research needs. 5. Designate one committee member as a methodologist. 6. Secure signature of Major Professor, denoting acceptance of appointment. (LEC Form 5) 7. Secure signature of each committee member, denoting acceptance of appointment. (LEC Form 5) 8. Secure Major Professor's approval of committee. (Signature on LEC Form 5) 9. Secure LEC Program Director's approval of committee. (Signature on LEC Form 5) 10. Secure College of Education Dean's approval of committee. (Signature on LEC Form 5) 11. Secure LEC Governing Board's approval of committee. (Signature on LEC Form 5) 12. Secure Graduate Dean's signature. (LEC Form 5)	
E. Submit Plan of Study	1. Formulate Plan of Study with Major Professor. (LEC Form 2 C&I, or LEC Form 2 Ed. L.) 2. Sign Plan of Study. (LEC Form 2 C&I, or LEC Form 2 Ed. L.) 3. Secure approval of Major Professor. (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 4. Secure approval of each committee member (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 5. Secure approval of department head. (Signature on LEC) 6. Secure approval of College of Education Dean. (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 7. Secure approval of LEC Governing Board (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 8. Secure approval of Graduate School. (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 9. Verification of receipt of plan by Graduate School. (Signature on LEC Form 2 C&I, or LEC Form 2 Ed. L.) 10. Secure a copy of signed Plan of Study to place in personal files. <i>Note: All coursework, internships, and the dissertation must be completed within a nine-year time period from date of admission to program. A maximum of fifteen semester credit hours of graduate credit may be transferred from institutions offering regionally accredited graduate programs.</i>	
G. Complete Residency	1. Formulate Professional Activity Plan with Major Professor prior to beginning residency. (LEC Form 7)	

Milestones	Stepping Stones	Date Completed
	2. Sign Professional Activity Plan. (Signature on LEC Form 7) 3. Secure Major Professor's approval of plan upon beginning enrollment as a full-time student in residence. (Signature on LEC Form 7) 4. Submit portfolio of final products and documentation with rubrics to the Major Professor. (LEC Form 8 and LEC Form 9) 5. Secure Major Professor's approval of portfolio. (Signature on LEC Form 7) 6. Secure at least one other committee member's approval of portfolio. (Signature on LEC Form 7) 7. Secure verification of residency requirements on Plan of Study. (Signatures of the Major Professor and one committee member on LEC Form 7)	
H. Pass Comprehensive Examinations	1. Complete all program coursework with no incomplete grades, excluding dissertation. 2. Secure Major Professor's consent to apply and qualify for the examinations. 3. Complete and sign LEC Form 10. 4. Submit LEC Form 10 to major professor during the registration period for the term that the comprehensive examination is requested. 5. Secure proposed schedule of examinations from major professor (LEC Form 10). 6. Submit LEC Form 10 to LEC Director to present to LEC Governing Board. 7. LEC Governing Board approves schedule for written comprehensive examination and oral comprehensive examination. 8. Sit for written comprehensive examination. 9. Sit for oral comprehensive examination. 10. Examination results verified by Major Professor and doctoral committee. (Signatures on LEC Form 10) 11. Examination results verified by LEC Director. (Signature on LEC Form 10) 12. Examination results verified by LEC Governing Board. (Signature on LEC Form 10)	
F. Advance to Doctoral Degree Candidacy	1. Evidence that Preliminary and Comprehensive Examinations have been passed (Forms 3 & 10), evidence of compliance with approved Plan of Study (Form 2 C&I, or LEC Form 2 Ed. L.), evidence that residency requirements including approved Professional Plan activities (LEC Form 7) have been completed. 2. Complete Doctoral Degree Candidacy Application. (LEC Form 12) 3. Secure Major Professor's approval of candidacy application. (Signature on LEC Form 12) 4. Secure LEC Director's approval of candidacy form. (Signature on LEC Form 12) 5. Secure Graduate School's approval of candidacy form. (Signature on LEC Form 12) 6. Secure LEC Governing Board approval of candidacy application. (Signature on LEC Form 12)	
H. Complete Doctoral Internship	1. Apply for internship at least one term in advance. (LEC Form 13) 2. Complete Professional Development Plan (LEC Form 14) and attach to Internship Application/Approval Form (LEC Form 13). 3. Complete and sign Professional Development Plan. (LEC Form 14) 4. Secure Major Professor's approval of professional development plan. (Signature on LEC Form 14) 5. Complete Site Supervisor Agreement. (LEC Form 15)	

Milestones	Stepping Stones	Date Completed
	6. Secure site supervisor's approval of agreement (Signature on LEC Form 15)	
	7. Secure Major Professor's approval of agreement. (Signature on LEC Form 15)	
	8. Secure LEC Governing Board's approval of internship (Signature on LEC Form 15).	
	9. Provide site supervisor with copies of approved Professional Development Plan (LEC Form 14) and LEC Internship requirements.	
	10. Complete and document 200 hours at the internship placement site. (Must be registered in LECI 777.)	
	11. Complete and document 50 hours of service initiatives.	
	12. Complete and document 50 hours of seminar/class. (LECI 776)	
	13. Complete Self-evaluation Rubric. (LEC Form 17)	
	13. Secure site supervisor's Internship Evaluation Rubric. (LEC Form 18)	
	14. Submit internship portfolio to Major Professor.	
	15. Major professor completes LEC Internship Experience Rubric. (LEC Form 16)	
	16. LEC Governing Board approves completed internship portfolio.	
I. Develop Dissertation Prospectus	1. Develop dissertation prospectus.	
	2. Submit Dissertation Prospectus/Presentation Approval form to Major Professor during the registration period for the academic term in which the Prospectus will be presented. (LEC Form 19)	
	3. Major Professor schedules Doctoral Committee meeting and notifies appropriate persons.	
	4. Submit written proposal to Doctoral Committee and LEC Program Directors at least two weeks prior to the oral presentation.	
	5. Present oral presentation to Doctoral Committee.	
	6. Secure Doctoral Committee approval of proposal. (Signatures of all committee members on LEC Form 19)	
	7. Revise proposal, if necessary and present revised proposal to the LEC Directors on each of the three campuses at least two weeks prior to the LEC Board meeting.	
	8. Secure LEC Governing Board approval of proposal. (Signature on LEC Form 19)	
	9. Secure approval of Human Subjects Research Review Committee on home campus. (Use home campus forms.)	
J. Defend Dissertation	1. Register for LECD 799 each term until completion of dissertation and graduation (minimum of 9 hours).	
	2. Submit completed dissertation to Major Professor and Doctoral Committee.	
	3. Submit Doctoral Committee-approved completed dissertation draft to LEC Directors. (Doctoral Committee signatures on LEC Form 21)	
	4. Major Professor proposes Oral Defense schedule. (LEC Form 21)	
	5. Secure LEC Director's approval on LEC Form 21.	
	6. Secure College of Education Dean's approval of schedule on LEC Form 21.	
	7. Secure LEC Governing Board's approval of Oral Dissertation Defense schedule and posting of LEC Form 23.	
	8. Contact all LEC Directors with copy of abstract and LEC Form 23. (Form 23 must be posted two weeks prior to dissertation.)	
	9. Defend dissertation.	

Milestones	Stepping Stones	Date Completed
	10. Secure Doctoral Committee's approval of dissertation. (Signatures of all Doctoral Committee members on LEC Form 21)	
	11. Secure Governing Board approval of dissertation. (Signature on LEC Form 21)	
K. Graduate	1. Complete all coursework with a minimum GPA of 3.25.	
	2. Successfully pass all required course and program examinations.	
	3. Complete and defend the dissertation study.	
	4. Register for dissertation credit (LECD 799) the term of graduation and apply for graduation through Registrar's Office on home campus.	
	5. Submit all required program forms and dissertation copies as evidenced by files in the offices of the appropriate college graduate office and the Dean of Graduate School.	
	6. Follow home campus instructions for clearance for graduation.	
	7. Participate in graduation ceremony.	

**Louisiana Education Consortium
Appointment of Curriculum Advisor
and Program Declaration**

Form 1

Date: _____

_____, a member of the doctoral faculty, is recommended for appointment as Curriculum Advisor for:

Student's Name _____
Last First Middle

Street Address _____

City State Zip Code Phone

CWID Number: _____

Program: Curriculum and Instruction Ed. D.
 Educational Leadership Ed. D.

Department Head

Institution

LEC Program Director

Institution

**Louisiana Education Consortium
PLAN OF STUDY
Doctor of Education in Curriculum and Instruction**

Last Name _____ First _____ Middle _____ CWID Number _____

Mailing Address _____ Phone Number _____

Degree Pursued Ed. D. Degree Granting Consortium Institution _____

Major Curriculum and Instruction Cognate _____

–All committee members required to sign prior to LEC Board approval. –

Department and Number	Course Title	Consortium Institution	Credit Hours Date	Grade
FOUNDATIONS CORE (15 hours)				
LECF 700	Introduction to Doctoral Research Design	Tech	3_____	_____
LECF 701	Applied Statistical Analyses	ULM	3_____	_____
LECF 702	Evaluation Theory and Practice	ULM	3_____	_____
LECF 703	Qualitative Research in Education	Tech	3_____	_____
LECF 704	Sociocultural and Diversity Issues in Education	GSU	3_____	_____
PRELIMINARY EXAMINATION				P/F
CORE COURSES (24 hours)				
LECC 705	Decision Making for School Improvement and Accountability	Tech	3_____	_____
LECC 706	Communication & Collaboration in Problem Solving	ULM	3_____	_____
LECC 707	Curriculum Theory and Design	GSU	3_____	_____
LECC 708	Models of Teaching Theories and Application	ULM	3_____	_____
LECC 709	Effective Teaching, Learning and Assessment	Tech	3_____	_____
LECC 710	Professional Development: Design and Implementation	Tech	3_____	_____
LECC 722	Instructional Design and Technology Integration	ULM	3_____	_____
LECC 723	Brain-Based Education	GSU	3_____	_____
COGNATE COURSES (9 hours)				
_____	_____	_____	3_____	_____
_____	_____	_____	3_____	_____
_____	_____	_____	3_____	_____
RESIDENCE REQUIREMENTS		Verified by: _____		
18 Semester Hours within a consecutive twelve-month period		(Signature)		
Professional Activity Plan		_____		
			(Date)	
COMPREHENSIVE EXAMINATION				P/F
INTERNSHIP (6 hours)				
LECI 776	Internship Seminar (3) (P/F or C/NC or S/F)	GSU	3	_____
LECI 777	Internship (3)	All	3	_____
RESEARCH /DISSERTATION (12 hours)				
LECD 778	Advanced Research Design (P/F or C/NC or S/F)	GSU/ULM	3	_____
LECD 799	Dissertation (P/F or C/NC or S/F)	All	9	_____

List all previously earned credits which are to be applied toward the degree (maximum 15 hours).

Department and Number	Course	Institution	Credit	Grade

Additional course assessment based on program exams.

Department and Number	Course	Institution	Credit	Grade

Signature of Student

Date

Approved:

Chairperson, Doctoral Committee Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Department Head Date

College Dean Date

Graduate School Date

LEC Governing Board Date

Received by Graduate School Date

**Louisiana Education Consortium
PLAN OF STUDY
Doctor of Education in Educational Leadership**

**Form 2,
Ed. L**

Last Name _____ First _____ Middle _____ CWID Number _____

Mailing Address _____ Phone Number _____

Degree Pursued Ed. D. Degree Granting Consortium Institution _____

Major Educational Leadership

All committee members required to sign prior to LEC Board approval

Department and Number	Course Title	Consortium Institution	Credit Hours Date	Grade
FOUNDATIONS CORE (15 hours)				
LECF 700	Introduction to Doctoral Research Design	Tech	3 _____	_____
LECF 701	Applied Statistical Analyses	ULM	3 _____	_____
LECF 702	Evaluation Theory and Practice	ULM	3 _____	_____
LECF 703	Qualitative Research in Education	Tech	3 _____	_____
LECF 704	Sociocultural and Diversity Issues in Education	GSU	3 _____	_____
PRELIMINARY EXAMINATION				P/F
CORE COURSES (24 hours)				
LECL 705	Decision Making for School Improvement and Accountability	Tech	3 _____	_____
LECL 707	Curriculum Theory and Design	GSU	3 _____	_____
LECL 711	Making Connections: Theory, Research, and Practice	Tech	3 _____	_____
LECL 712	Organization and Administration of Schools	GSU	3 _____	_____
LECL 713	Human Resource Development	ULM	3 _____	_____
LECL 714	Law, Policy, and Ethics	GSU	3 _____	_____
LECL 720	Building Effective Partnerships	Tech	3 _____	_____
LECL 721	Leading Effective Teaching and Learning	ULM	3 _____	_____
ELECTIVE COURSES (9 hours)				
_____	_____	_____	3 _____	_____
_____	_____	_____	3 _____	_____
_____	_____	_____	3 _____	_____
RESIDENCE REQUIREMENTS		Verified by: _____		
18 Semester Hours within a consecutive twelve month period		_____ (Signature)		
Professional Activity Plan		_____ (Date)		
COMPREHENSIVE EXAMINATION				P/F
INTERNSHIP (6 hours)				
LECI 776	Internship Seminar (3) (P/F or C/NC or S/F)	GSU	3	_____
LECI 777	Internship (3)	All	3	_____
RESEARCH /DISSERTATION (12 hours)				
LECD 778	Advanced Research Design (P/F or C/NC or S/F)	GSU/ULM	3	_____
LECD 799	Dissertation (P/F or C/NC or S/F)	All	9	_____

List all previously earned credits which are to be applied toward the degree (maximum 15 hours).

Department and Number	Course	Institution	Credit	Grade

Additional course assessment based on program exams.

Department and Number	Course	Institution	Credit	Grade

Signature of Student

Date

Approved:

Chairperson, Doctoral Committee Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Doctoral Committee Member Date

Department Head Date

College Dean Date

Graduate School Date

LEC Governing Board Date

Received by Graduate School Date

Louisiana Education Consortium Preliminary Written and Oral Examinations

Form 3

Doctoral applicants for the Preliminary Examinations must be admitted to the Ed. D. program and have successfully completed a minimum of 15 semester hours, which include the Foundations Core (LECF 700, 701, 702, 703, 704), and not more than 27 semester hours of doctoral coursework. Student must submit this form to their LEC Program Director during the registration period for the term that the examination is requested. Material must be submitted no later than two (2) weeks prior to the LEC Board Meeting. Program Directors should verify student's transcript.

Application

Last Name	First	Middle
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Street Address

City	State	Zip
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Phone – Home	E-mail
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Phone – Work	Phone – Cell	Program: [] Curriculum and Instruction Ed. D. [] Educational Leadership Ed. D.
--------------	--------------	---

Cognate: (C&I Only) _____

CWID Number: _____

I herewith request scheduling of my Preliminary Examinations during _____ term, 20__

Student's Signature

Schedule

	Time	Date	Location
A. Written Examination	_____	_____	_____
B. Oral Examination	_____	_____	_____
LEC Program Director	_____		Date _____
LEC Governing Board	_____		Date _____

(Please return signed schedule to LEC Program Director)

Results/Approval of Preliminary Examinations

Examination
[] Pass [] Fail

LEC Program Director _____ Date _____

Graduate School _____ Date _____

LEC Governing Board _____ Date _____

**Louisiana Education Consortium
Preliminary Examination Rubric**

Form 4

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.

The scoring matrix for the Preliminary Examination is as follows:

<i>Scoring Components</i>	Q1	Q2	Q3	Q4	Q5	Q6	Component Totals
	700	701	702	703	704	GEN	
COMMUNICATION	P F	P F	P F	P F	P F	P F	
ACCURACY	P F	P F	P F	P F	P F	P F	
RELATION	P F	P F	P F	P F	P F	P F	
CONTENT	P F	P F	P F	P F	P F	P F	
CITATION	P F	P F	P F	P F	P F	P F	
QUESTION Totals							

**Louisiana Education Consortium
Recommendation for Appointment of Doctoral Committee**

Form 5

Date: _____

The Major Professor/Advisor and Doctoral Committee members listed below are recommended for:

Last Name	First	Middle
Street Address		
City	State	Zip
Phone – Home	E-mail	
Phone – Work	Phone – Cell	Program: [] Curriculum and Instruction Ed. D. [] Educational Leadership Ed. D.
CWID Number: _____	Cognate (C & I Only) _____	

Doctoral Committee

(A minimum of four members is required with at least one representative from each of the three consortium institutions. Among these four members, one must be a methodologist (**denote** the methodologist below with an asterisk to the left of his/her printed name.) For C & I candidates, one of these four members must be from the cognate area.

<u>Printed Name</u>	<u>Institution</u>	<u>Department</u>	<u>Signature</u>	<u>Date</u>
Major Professor/Advisor	_____	_____	_____	_____
Committee Member, Cognate Area	_____	_____	_____	_____
Committee Member	_____	_____	_____	_____
Committee Member	_____	_____	_____	_____
Optional Committee Member	_____	_____	_____	_____

Approved (all signatures required)

Major Professor/Advisor	Date
LEC Program Director	Date
College of Education Dean	Date
Graduate School	Date
LEC Governing Board	Date

**Louisiana Education Consortium
Request for Change in Doctoral Committee**

Form 6

Date: _____

Last Name First Middle

Street Address

City State Zip

Phone – Home E-mail Address

Phone – Work Phone – Cell Program: [] Curriculum and Instruction Ed. D.

CWID Number: Cognate(C & I Only):

Requested Changes in Doctoral Committee

(A minimum of four members is required, with one member from the cognate area (C&I only) and at least one representative from each of the three consortium institutions. If there is a change in methodologist, **denote** the methodologist below with an asterisk to the left of his/her printed name.)

I herewith request the following changes in my Doctoral Committee. My rationale for these changes is explained on the attached page.

Student Signature					
	<u>Committee Member</u>	<u>Institution</u>	<u>Department</u>	<u>Signature</u>	<u>Date</u>
Add:	_____	_____	_____	_____	_____
Delete:	_____	_____	_____	_____	_____
Add:	_____	_____	_____	_____	_____
Delete:	_____	_____	_____	_____	_____

Approved by: (Each committee member must sign.)

	<u>Committee Member</u>	<u>Institution</u>	<u>Department</u>	<u>Signature</u>	<u>Date</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Approved (all signatures required)

Major Professor/Advisor Date

LEC Program Director Date

College of Education Dean Date

Graduate School Date

LEC Governing Board Date

**Louisiana Education Consortium
Residency and Professional Activity Plan**

Form 7

The Professional Activity Plan must be approved by the major professor prior to enrollment as a resident student. The final products and documentation of the Plan must be presented in a Professional Activity Portfolio and then submitted to the major professor and one other committee member at the conclusion of Residency for evaluation according to the established rubric.

Last NameFirstMiddle

Street Address

CityStateZip

Phone – HomePhone – WorkPhone – Cell

Email Program: Curriculum and Instruction Ed. D.

Educational Leadership Ed. D.

CWID Number: _____ Cognate (C & I Only): _____

My Professional Activity Plan includes the indicated activities to be conducted and completed during my period of Residency, from _____ to _____

Student Signature

Date

Professional Activities Planned/Conducted During Residency

Candidate must be a current member of a professional research association and must complete a minimum of three additional, substantive activities/projects that contribute to scholarship, the field, or LEC Programs. A summary of the proposed activities/projects must be attached to this form showing how activities are aligned with LEC Expected Outcomes)

ACTIVITIES

- Membership in Professional Research Association [Required] (e.g. AERA, LERA, MSERA, SERA, IRA)
- Article submitted for publication List Other activities
- National presentation proposal submitted [] _____
- State/Regional presentation proposal submitted [] _____
- Grant Proposal submitted [] _____
- Pilot study conducted/reported [] _____
- Curriculum developed/adopted [] _____
- Leadership in a professional organization [] _____
- Committee member (dept., univ., LEC) [] _____
- Other activities contributing to major field, scholarship, and/or LEC program enhancement [] _____

Plan Approved:

Major Professor's SignatureDate

Portfolio Approved:

Major Professor's SignatureDate

Additional Committee Member's SignatureDate

**Louisiana Education Consortium
Residency Rubric
Major Professor Evaluation**

Form 8

Name _____

Date of Residency _____ to _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Accepted constructive suggestions for improvement.	3	2	1
2. Completed site log with documentation of activities.	3	2	1
3. Completed activities in a timely manner.	3	2	1
4. Demonstrated mastery of knowledge of responsibilities.	3	2	1
5. Demonstrated characteristics of a responsible and professional educator.	3	2	1
6. Engaged in meaningful professional development learning activities.	3	2	1
7. Demonstrated initiative.	3	2	1
8. Demonstrated effective communication skills (oral, written, and inter-personal).	3	2	1
9. Demonstrated ability to work collaboratively on teaching/learning issues.	3	2	1
10. Demonstrated cooperativeness.	3	2	1
Total Score and Evaluation _____30	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

Major Professor Signature

Date

Student Signature

Date

**Louisiana Education Consortium
Residency Portfolio Rubric**

Form 9

Name _____

Date of Residency _____ to _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Portfolio logically organized and presented.	3	2	1
2. Activities were effective in promoting professional growth.	3	2	1
3. Portfolio approved by major professor and one committee member.	3	2	1
4. Activities demonstrated and applied knowledge bases acquired in other program components in practical settings which reflect the changing demographics of schools and promote comparisons.	3	2	1
5. Reflective journal of each activity, including self-evaluation of performance and extent of growth related to professional goals and program outcomes.	3	2	1
6. Engagement in meaningful professional development learning activities.	3	2	1
7. Activities directly related to LEC program outcomes.	3	2	1
8. Activities/experiences align with Form 7.	3	2	1
9. Goals for Residency met (Form 7).	3	2	1
10. Professional Presentation.	3	2	1
Total Score and Evaluation _____ 30	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

 Major Professor Signature

 Date

**Louisiana Education Consortium
Comprehensive Written and Oral Examinations**

Applicants must have completed coursework in the approved program of study and have their Major Professor's consent to apply and qualify to take the examinations. Student should submit this form to the Major Professor during the registration period for the semester/quarter that the examination is requested.

NOTE: Signatures of all committee members are required on SECTION B AFTER oral examinations are completed.

Last Name First Middle

Street Address

City State Zip

Phone - Home Email

CWID Number: _____

Phone - Work Program: [] Curriculum and Instruction Ed. D.

[] Educational Leadership Ed. D.

Phone - Cell Cognate(C & I Only): _____

I herewith request scheduling of my Comprehensive Examination during _____, term 20____.

Student Signature

Date

SECTION A: Schedule Proposed by Major Professor (Return schedule to LEC Program Director)

Major Professor Signature

Date

A. Written Examination Date Time Location

B. Oral Examination _____ _____ _____

SECTION B: Completion of Written and Oral Comprehensive Exams

NOTE: Signatures below indicate completion of both written and oral examinations.

Printed Name Institution Department Signature Date

Major Professor _____ _____ _____ _____

Committee Member, Cognate Area _____ _____ _____ _____

Committee Member _____ _____ _____ _____

Committee Member _____ _____ _____ _____

Optional Committee Member _____ _____ _____ _____

SECTION C: Results/Approval of Comprehensive Examinations (after oral examination): [] Pass [] Fail

LEC Program Director (*Signature*) _____ Date

Graduate School (*Signature*) _____ Date

LEC Governing Board (*Signature*) _____ Date

**Louisiana Education Consortium
Comprehensive Examination Rubric**

Form 11

Each examination question will be graded Pass or Fail. A student must obtain a majority of passing scores (*Ps*) on each question on the written examination to be successful. The oral examination is scheduled four weeks after the written examination. The purpose of the oral examination is to clarify responses on the written examination. A majority score of *Ps* is required for a passing score on the oral component. If part(s) of the written or oral is (are) not successfully completed, the part(s) may be retaken once.

The scoring components of the comprehensive 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

Written Examination

Scoring Components	Q1	Q2	Q3	Q4	Q5	Component Totals
Communication	P F	P F	P F	P F	P F	
Accuracy	P F	P F	P F	P F	P F	
Relation	P F	P F	P F	P F	P F	
Content	P F	P F	P F	P F	P F	
Citation	P F	P F	P F	P F	P F	
Question Totals	P F	P F	P F	P F	P F	

Oral Examination

Scoring Components	Q1	Q2	Q3	Q4	Q5	Component Totals
Communication	P F	P F	P F	P F	P F	
Accuracy	P F	P F	P F	P F	P F	
Relation	P F	P F	P F	P F	P F	
Content	P F	P F	P F	P F	P F	
Clarity of thought	P F	P F	P F	P F	P F	
Poise	P F	P F	P F	P F	P F	
Question Totals	P F	P F	P F	P F	P F	

Major Professor/Committee Member

Date

**Louisiana Education Consortium
Doctoral Degree Candidacy Application**

Form 12

All applicants must have the following information on file prior to being admitted to candidacy:

1. Evidence the Preliminary and Comprehensive Examinations have been passed (Forms 3 and 10).
2. Evidence of compliance with the approved Plan of Study (Form 2.)
3. Evidence of Residency Requirements, including approved Professional Activity Plan activities (Form 7), have been completed and verified (Form 2).
4. Cumulative GPA of at least 3.25 on all doctoral coursework.

Note: This form must be approved before the student is permitted to register for dissertation credit or is recommended for graduation.

Application

Last Name First Middle

Street Address

City State Zip

Phone – Home Email

Phone – Work CWID Number: _____

Phone – Cell Program: Curriculum and Instruction Ed. D.
 Educational Leadership Ed. D.

Cognate(C & I Only): _____

I certify that I have completed all prerequisite requirements for Doctoral Degree Candidacy during the _____ term, 20____.

Student Signature Date

Approved (all signatures required)

Major Professor Date

LEC Program Director Date

Graduate School Date

LEC Governing Board Date

**Louisiana Education Consortium
Doctoral Internship Application/Approval**

Form 13

Last Name _____ First _____ Middle _____

Street Address _____

City _____ State _____ Zip _____

Phone – Home _____ Email _____

Phone – Work _____ CWID Number: _____

Phone – Cell _____

Program: [] Curriculum and Instruction Ed. D.
[] Educational Leadership Ed. D.

Major Professor: _____

Internship requested for _____ term, 20 _____.

Place of Regular Employment: _____

Primary Responsibilities: _____

Professional Development Plan (Attach Internship Professional Development Plan – Form 14)
Evidence of Liability Insurance during Internship [] YES

Internship Assignment: (Attach Internship Site Supervisor Form – Form 15)

Term/Year _____ Location _____

Description _____

Major Professor: _____
Signature _____ Date _____

LEC Program Director: _____
Signature _____ Date _____

LEC Board: _____
Signature _____ Date _____

Evaluation Report

Upon completion of the internship the student must submit to the major professor an Internship Portfolio, including 1) site log with documentation and sign-off by site supervisor, 2) service log with documentation and sign-off by major professor, 3) seminar log with documentation and passing grade from LECI 776 faculty, and 4) a weekly journal of professional reflection of the week’s activities, including self-evaluation of performance and extent of growth related to professional goals and program outcomes. The Internship Portfolio will be evaluated by the major professor using the rubric in Form 16.

**Louisiana Education Consortium
 Internship Professional Development Plan***

Form 14

I. Professional Experience: Briefly describe previous instructional/leadership experience.

II. Goals for Internship: Correlate with LEC Expected Outcomes and other knowledge and skills to be acquired/refined.

III. Strategies: List specific strategies designed to meet goals.

IV. Evaluation: Describe the process for assessing movement toward the successful completion of the goals.

 Student Signature

 Date

 Major Professor Signature

 Date

*Attach to Internship Application/Approval Form (Form 13)

**Louisiana Education Consortium
Internship Site Supervisor Agreement**

Form 15

LEC doctoral student _____ has enrolled in LECI 777 for internship during the _____ term of 20_____. The Home institution is _____.

The student is required to complete a minimum of 200 hours on site (excluding travel time). The site hours are to be determined by the intern and the site supervisor with the approval of the major professor. Your sign-off on the student's site log is required for validation that an activity has been successfully completed. Site supervisors agree to view PowerPoint and other professional development materials related to LEC Internship supervision through the LEC website. Site supervisors are encouraged to set aside time on a regular basis to meet with the intern to discuss issues relating to the internship experiences. The student should provide the site supervisor with a copy of his/her approved Professional Development Plan and LEC Internship Requirements so that the site supervisor may facilitate the experiences and share resources and information necessary for the student to meet the goals of the internship. Should the site supervisor have any questions or concerns, the major professor at the home institution should be contacted. The site supervisor's signature below indicates agreement to these policies.

Site Supervisor Information

Site Supervisor – Signature Date

Position

Street Address

City State Zip

Phone Numbers Email

Major Professor Information

Major Professor – Signature Date

Street Address

City State Zip

Phone Numbers Email

***Attach to Internship Application/Approval Form (Form 13)**

Louisiana Education Consortium LEC Internship Requirements

The student is required to match LEC Program Expected Outcomes and other knowledge and skills to be acquired/refined with professional goals of internship. Listed below are the LEC Outcomes. The student should submit the Internship Application/Approval Form (Form 13) with the Professional Development Plan (Form 14).

Activities/experiences designed to meet internship goals (and, hence, LEC Outcomes) should be determined by the student and the site supervisor with the major professor. Examples of activities include completing focused research on a curriculum issue and present findings at a curriculum meeting or attending a professional conference.

Sign-off for site hours should be by the site supervisor, for service hours by the major professor, for seminar by the LECI 776 faculty. Documentation should accompany the logs. Hours should not be “dipped” from job-related activities or financially compensated experiences. Service hours may be “banked” beginning after successful completion of the comprehensive examination with approval of the major professor.

Expected Outcomes

The program components were designed so that each group of courses within the component will guide the candidate 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.

Programs

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 — The candidate who has 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 stake holders 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 – Candidate 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.

**Louisiana Education Consortium
Internship Experience Rubric**

Name _____

Intern Placement _____

Date of Internship _____ to _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Demonstrates and applies programmatic knowledge and skills in practical settings that reflect the changing demographics of schools and promote comparisons.	3	2	1
2. Seeks opportunities for and actively participates in professional improvement plans, which include weekly reflections and self-evaluations of performance.	3	2	1
3. Seeks opportunities for and participates effectively in the professional community.	3	2	1
4. Creates caring, inclusive, and challenging learning communities.	3	2	1
5. Recognizes, accepts, and completes professional obligations in a timely manner.	3	2	1
6. Adapts appropriately to the rapid changes in educational contexts at local, state, and national levels.	3	2	1
7. Demonstrates ethical behavior and fosters relationships with parents, colleagues, and institutions to promote student personal and academic growth.	3	2	1
8. Maintains high standards of professional appearance, decorum, and communication.	3	2	1
9. Aligns activities/experiences with Professional Development Plan (Form 14).	3	2	1
10. Presents organized internship portfolio that includes completed site and service logs with appropriate documentation.	3	2	1
11. Presents documentation of 50 hours of service related to candidates/program outcomes to the LEC program, university, or school district – not related to job description or financially-compensated experiences.	3	2	1
Total Score and Evaluation _____33	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

Major Professor Signature _____

Date _____

**Louisiana Education Consortium
Internship Self-Evaluation Rubric**

Form 17

Name _____

Intern Placement _____

Date of Internship _____ to _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Demonstrated and applied the knowledge bases acquired in practical settings which reflect changing demographics of schools and promote comparisons of school experiences.	3	2	1
2. Sought opportunities to participate in professional improvement.	3	2	1
3. Sought opportunities to participate in the professional community.	3	2	1
4. Demonstrated initiative in creating caring, inclusive, and challenging learning communities.	3	2	1
5. Recognized, accepted, and completed professional obligations in a timely manner.	3	2	1
6. Adapted appropriately to the rapid changes in educational contexts at local, state, and national level.	3	2	1
7. Fostered ethical relationships with parents, colleagues, and institutions to promote student personal and academic growth.	3	2	1
8. Maintained standards of professional attire, grooming, demeanor and communication.	3	2	1
9. Demonstrated ethical behavior.	3	2	1
10. Completed site log with documentations.	3	2	1
Total Score and Evaluation _____ 30	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

 Student Signature

 Date

**Louisiana Education Consortium
Internship Rubric
Site Supervisor Evaluation**

Form 18

Name _____

Intern Placement _____

Date of Internship _____ to _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Demonstrated and applied the knowledge bases acquired in practical settings which reflected changing demographics of schools and promoted comparisons of school experiences.	3	2	1
2. Sought opportunities to participate in professional improvement.	3	2	1
3. Sought opportunities to participate in the professional community.	3	2	1
4. Demonstrated initiative in creating caring, inclusive, and challenging learning communities.	3	2	1
5. Recognized, accepted, and completed professional obligations in a timely manner.	3	2	1
6. Adapted appropriately to the rapid changes in educational contexts at local, state, and national level.	3	2	1
7. Demonstrated ethical behavior and fostered ethical relationships with parents, colleagues, and institutions to promote student personal and academic growth.	3	2	1
8. Maintained high standards of professional appearance, decorum, and communication.	3	2	1
9. Aligned activities/experiences with Professional Development Plan (Form 14).	3	2	1
10. Presented organized internship portfolio that included site and service logs with appropriate documentation.	3	2	1
Total Score and Evaluation _____ 30	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

 Site Supervisor Signature

 Date

 Student Signature

 Date

Louisiana Education Consortium Dissertation Prospectus APPLICATION and APPROVAL
--

Form 19

Presentation/Approval

All applicants must have the following information on file prior to presentation of Dissertation Prospectus:

1. Residency and Professional Activity Plan verified on approved Plan of Study (Form 2).
2. Comprehensive Examination Approval Form (Form 10).
3. Internship Approval (Form 13).
4. Completion date of all coursework.
5. Copy of committee approved Prospectus.

Note: Students should submit this form to the Major Professor at the beginning of the academic term in which the Prospectus will be presented.

Last Name	First	Middle
-----------	-------	--------

Street Address

City	State	Zip
------	-------	-----

Phone – Home	E-mail
--------------	--------

Phone – Work	Phone – Cell	Program: [<input type="checkbox"/>] Curriculum and Instruction Ed. D. [<input type="checkbox"/>] Educational Leadership Ed. D.
--------------	--------------	---

CWID Number: _____	Cognate(C&I Only): _____
--------------------	--------------------------

Tentative Title of Proposed Dissertation:

Student Signature	Date
-------------------	------

Major Professor Signature	Date
---------------------------	------

Committee Approval of Prospectus	Signatures AFTER Prospectus is defended and approved			
Printed Name	Institution	Department	Signature	Date
Major Professor	_____	_____	_____	_____
Committee Member, Cognate Area	_____	_____	_____	_____
Committee Member	_____	_____	_____	_____
Committee Member	_____	_____	_____	_____
Optional Committee Member	_____	_____	_____	_____
LEC Governing Board	Date			

**Louisiana Education Consortium
Prospectus Rubric**

Form 20

Name _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Problem, theoretical framework, and hypotheses are stated clearly.	3	2	1
2. Significance of problem is stated.	3	2	1
3. Assumptions and limitations are clearly stated.	3	2	1
4. Important terms are defined conceptually and operationally.	3	2	1
5. Coverage of the literature is adequate.	3	2	1
6. Literature review is well organized.	3	2	1
7. Studies are critically examined.	3	2	1
8. Source(s) of important findings is (are) noted.	3	2	1
9. Relationship of the problem to previous research is made clear.	3	2	1
10. The research design is described fully.	3	2	1
11. Research design is free of specific weaknesses	3	2	1
12. Population and sample are described.	3	2	1
13. Sampling methods, data gathering methods, and procedures are appropriate.	3	2	1
14. Data gathering methods or procedures are described and used correctly.	3	2	1
15. Data gathering instruments are valid and reliable or implications of invalidity or unreliability are discussed.	3	2	1
Total Score and Evaluation _____45	T	A	U

Comments must be provided for scores less than 2.

Comments: _____

Major Professor Signature

Date

**Louisiana Education Consortium
Graduation Contact Information**

GRAMBLING STATE UNIVERSITY

**PLEASE CONTACT THE REGISTRAR'S OFFICE
GRAMBLING HALL, ROOM 18
OFFICE: (318) 274-2385
FAX: (318) 274-2777
<http://www.gram.edu>**

LOUISIANA TECH UNIVERSITY

**PLEASE CONTACT THE REGISTRAR'S OFFICE
KEENY HALL, ROOM 207
OFFICE: (318) 257-2176
FAX: (318) 257-4041
<http://www.latech.edu>**

UNIVERSITY OF LOUISIANA AT MONROE

**PLEASE CONTACT THE REGISTRAR'S OFFICE
ADMINISTRATION BUILDING 1-109
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FAX: (318) 342-5274
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**Louisiana Education Consortium
Dissertation Rubric**

Form 22

Name _____

Dissertation Title _____

Target 3	Acceptable 2	U = Unacceptable 1	
1. Problem, theoretical framework, and hypotheses are stated clearly.	3	2	1
2. Significance of problem is stated.	3	2	1
3. Assumptions and limitations are clearly stated.	3	2	1
4. Important terms are defined conceptually and operationally.	3	2	1
5. Coverage of the literature is adequate.	3	2	1
6. Literature review is well organized.	3	2	1
7. Studies are critically examined.	3	2	1
8. Source(s) of important findings is (are) noted.	3	2	1
9. Relationship of the problem to previous research is made clear.	3	2	1
10. The research design is described fully.	3	2	1
11. Research design is free of specific weaknesses	3	2	1
12. Population and sample are described.	3	2	1
13. Sampling methods, data gathering methods, and procedures are appropriate.	3	2	1
14. Data gathering methods or procedures are described and used correctly.	3	2	1
15. Data gathering instruments are valid and reliable or implications of invalidity or unreliability are discussed.	3	2	1
16. Appropriate methods are selected to analyze data.	3	2	1
17. Correct methods are used to analyze data.	3	2	1
18. Analysis of results are presented clearly.	3	2	1
19. Tables and figures are effectively used and follow current APA edition.	3	2	1
20. Conclusions are clearly stated.	3	2	1
21. Conclusions are substantiated by the evidence presented.	3	2	1
22. Conclusions are fully addressed in terms of their relevance to the identified problem and to the potential implications of those findings.	3	2	1
23. Generalizations are confined to the population from which the sample was drawn.	3	2	1
24. References are listed according to the current APA edition and are accurately stated.	3	2	1
25. Appendixes contain appropriate information such as (a) Letters of permission; (b) Informed consent form; (c) Copy(ies) of data collection instrument(s); (d) Copy of Approved Human Use Form; and (e) Other pieces of important information.	3	2	1
Total Score and Evaluation	75	T	A

Major Professor Signature _____

Date _____

**Louisiana Education Consortium
Oral Defense of Dissertation Application/Approval**

Form 23

All applicants must have the following information on file prior to approval of Oral Defense date.

1. Residency and Professional Activity Plan verified on approved Plan of Study (Form 2).
2. Comprehensive Examination Approval Form (Form 10).
3. Internship Approval, including the written Evaluation Report (Form 13).
4. Completion date of all coursework.
5. Copy of Approved Dissertation Prospectus.
6. Copy of Dissertation to be defended.

Note: Students should submit this form to their major professor during the registration period for the academic term in which the Dissertation Defense will be scheduled.

SECTION A: Application

Student's Name	Last	First	Middle
Street Address			
City	State	Zip Code	Phone
CWID: _____		Program: [] Curriculum and Instruction Ed. D. [] Educational Leadership Ed. D.	
Major Professor: _____		Cognate Area: _____	
Please schedule my Oral Dissertation during the _____ term, 20 _____.			
Student's Signature _____			Date _____

**SECTION B: Schedule
(Proposed by Major Professor)**

	Time	Date	Location
Oral Dissertation Defense			
Major Professor _____			Date _____
LEC Program Director _____			Date _____
Dean, College of Education _____			Date _____

SECTION C: Approval of Dissertation

Signatures ONLY AFTER successful Defense of Dissertation

Committee Member	Institution	Department	Signature/Date
Major Professor			
Member, Cognate Area (if applicable)			
Committee Member			
Committee Member			
Optional Committee Member			
LEC Governing Board _____			Date _____

**Louisiana Education Consortium
Announcement of Oral Dissertation Defense**

**Must be received and posted on all consortium campuses, along with an abstract of the dissertation,
at least two weeks prior to defense date.**

Candidate: _____

Degree: _____

Major: _____

Cognate (C&I Only): _____

Dissertation Title:

Brief Summary of Findings (see also attached Abstract) _____

Committee	<u>Signature</u>	<u>Institution</u>
Major Professor	_____	_____
Committee Member, Cognate Area	_____	_____
Committee Member	_____	_____
Committee Member	_____	_____
Optional Committee Member	_____	_____

Defense Schedule		
<u>Date</u>	<u>Time</u>	<u>Location</u>
_____	_____	_____

*Interested faculty and students are invited to attend and participate,
but only committee members will evaluate candidate's performance.*

Appendix B
Dissertation Proposal Process

Dissertation Proposal Process

Students are eligible to enroll in LECD 799 once they have satisfactorily completed the comprehensive examinations and have been admitted to candidacy. To satisfy requirements for the doctoral degree, a student must demonstrate mature scholarship and the ability to conduct independent research. The intent of the research should be that its findings will contribute significantly to knowledge and practice in education. Once work begins on the dissertation, the student must register for dissertation credit (LECD 799) each term until the dissertation is completed and the student graduates. A student must earn a minimum of 9 hours credit for dissertation and 3 hours of Advanced Research Design (LECD 778).

It is the responsibility of the major professor to supervise preparation of the dissertation proposal and the dissertation. Final approval of the dissertation by the doctoral committee is prerequisite to the awarding of the degree, regardless of the number of credit hours devoted to the study or the grades earned.

The editorial style for the dissertation proposal and the dissertation is the *Publication Manual of the American Psychological Association*, most recent edition, as modified by the *Manual for Writing Specialty Studies and Dissertations* which is available at the HOME institution. (Appendix A: Form 20 contains the rubric for the proposal.)

Dissertation Proposal

The dissertation proposal is a detailed and specific plan of the proposed dissertation study. *No data may be formally gathered by the student until the proposal is approved and signed by the committee.* A proposal cannot be submitted until the student has been advanced to candidacy. The approved dissertation proposal becomes a "contract" between the student and the doctoral committee. Each proposal should contain the elements described in Appendix A: Form 20.

Human Subjects Review

The written proposal must be approved by the doctoral committee prior to the initiation of the study. Should the research require use of human subjects, the proposal must also be approved by the Human Subjects Research Review Committee (HSRRC) on the HOME campus and other applicable institutions and agencies. All project proposals requiring HSRRC approval must be received by the committee prior to the meeting at which the project is to be reviewed. All submissions for committee review must be in the form of a proposal and include the 1) purpose of the project and its significance, 2) justification for using humans as subjects in the project, 3) identification of possible risks to the subject and specific measures designed to minimize such risks, 4) experimental plan including a detailed explanation of how subjects will be recruited and selected for the project, 5) informed consent measures including a sample or description of all written documents to be furnished to volunteer subjects.

Guidelines

The development of a dissertation proposal is a significant activity required for LEC doctoral candidates. The development and submission of a proposal for committee review is dependent upon the candidate's having already completed successful performance on a preliminary examination, an approved plan of study, and a comprehensive examination. The proposal is a planning and contractual document initiated by the student with guidance from the student's major professor and dissertation committee. The major professor and candidate are expected to confer with committee members during the development of the proposal. Written and oral presentations of the proposal are made to the doctoral committee for approval. The committee has the responsibility of determining the soundness, significance, and feasibility of the proposed study, as well as the appropriateness of the proposed methods and data analysis. A committee member's signature attests to his/her endorsement of the integrity of the proposal.

Submission of the written proposal to the committee should be made at least two weeks prior to the oral presentation. The major professor is responsible for scheduling the meeting and notifying appropriate persons. The results of the oral presentation are to be used by the doctoral committee and the candidate to revise the proposal, if necessary. The proposal must be approved by the student's doctoral committee, and then must be forwarded to the LEC Governing Board for review and approval.

The dissertation proposal should include three essential sections: 1) an introduction which describes the problem to be investigated, 2) a review of the literature, and 3) a description of the methodology and procedures to be used in the proposed study. The proposal should model proper written language and should follow the guidelines set forth in the most recent edition of *American Psychological Association Publication Manual* for unpublished documents, but with modifications and format approved by the HOME institution. The candidate must adhere to graduate school and dissertation deadlines as they pertain to the appropriate LEC member institution. The style used in the proposal must be the same as that required for the dissertation on the student's HOME LEC member campus. A determination as to the use of a four or five chapter format, for example, should be left to the discretion of the candidate and major professor.

In general, dissertation studies can be quantitative, qualitative, or mixed methods. While the overall format of a dissertation should be similar, there may be differences that should be considered. The following guidelines are intended to assist doctoral candidates in preparing a doctoral level proposal that carefully describes a well-conceptualized and explained research effort.

While the overall length of a proposal varies, it is expected that the completed document will reflect both the breadth and volume to clearly delineate appropriate sections and expectations addressed in these guidelines.

Introduction/Problem

This section should provide the reader with a rationale for conducting the study and clearly describe the overall study. Candidates should address the purpose or importance of the study and briefly describe the uniqueness of the topic, audience, methodology, or other

characteristics of the study that establish the reason a particular study should be conducted. This section could include, but not be limited to, the following five sections:

1. *Purpose of the study.* This section should include a statement for the problem and state succinctly what the researcher proposes to investigate.
2. *Justification for the study.* The research should make clear why this particular subject is important to investigate.
3. *Theoretical framework (model).* The model upon which the research is based should be briefly described.
4. *Hypotheses or research questions.* The specific questions to be investigated should be clearly stated.
5. *Definition.* All key terms relevant to the study should be defined. These terms typically describe the variables of the study.

Review of the Literature

This section is necessary to ensure that a candidate is aware of past and present knowledge involving the proposed topic of inquiry. In areas where limited published information is available, a thorough review of any related literature is required. This review should provide a sound conceptual or theoretical basis for the proposed study.

This review will include attention to considerations such as theoretical conceptions, directly related studies, and studies that provide additional perspectives on the research question(s). The review of studies is expected to be a critical review of appropriate studies that describe the purpose, research questions and/or hypotheses and other appropriate elements such as methodology and procedures (research design, sampling, instrumentation) results, conclusions, and limitations of each study. The specific items to be reported should be determined by the nature, scope, and type of study being conducted. Elements considered to be essential for a more quantitative study will not necessarily be the same for studies concerned with more qualitative factors.

This section should end with an overall summary of the literature that clearly reflects existing knowledge and provides a foundation upon which the proposed study should be based.

Methodology/Procedures

This section is of major importance in that it describes the parameters and means by which the researcher plans to collect and analyze data. In qualitative studies, the analysis section may be limited since the actual data may dictate the nature of the analysis. In general, consideration should be given to the following eleven areas:

- A. *Research design.* The particular research design to be used in the proposed study should be identified along with a description of how the design applies to the proposed study and why the design is appropriate.
- B. *Sample.* The researcher should indicate in detail how subjects for the study would be obtained.
- C. *Instrumentation.* This section should describe the type of instrument(s) used to collect data, including a discussion of their validity and reliability.

- D. *Procedural details*. The procedures to be followed in the study should be described in this section. This usually contains a detailed description of what will be done, when, where, and how it will be done.
- E. *Validity and Reliability*. The researcher should describe what should be done to assure validity and reliability of both the instruments used to collect data and the study itself.
- F. *Pilot study (if appropriate)*. A pilot study is not required, but in some instances, such a small-scale trial of the proposed procedures or instrumentation is used. Results from the study should be described in this section and a copy of any instrumentation should be included in the appendix.
- G. *Data analysis*. The researcher should describe exactly how the data to be collected should be organized and analyzed. Attention should also be given to support the appropriateness of the analysis.
- H. *Limitations/Delimitations*
- I. *Interpretation Plans*. The researcher should describe how the data, findings, conclusions, and recommendations will be presented.
- J. *References*.
- K. *Appendices*.

Appendix C
Course Descriptions

<p style="text-align: center;">Louisiana Education Consortium Course Descriptions</p>
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LECF 700 (3 semester hours)

COURSE TITLE: Introduction to Doctoral Research Design

DESCRIPTION: This course is designed to extend the student's knowledge of and expertise in areas of research design, style, and format of writing a dissertation as well as use of graduate electronic resources and statistical analysis. Exposure to the *LEC Handbook* and LEC governing processes are also covered.

LECF 701 (3 semester hours)

COURSE TITLE: Applied Statistical Analyses

COURSE DESCRIPTION: This course surveys procedures for using the computer in text editing, data management, and statistical processing of research data. Emphasis is placed on using the Statistical Package for the Social Sciences (SPSS) for data analyses and hypothesis testing. Participants, through use of the Education Doctoral Laboratory, are able to produce printouts and learn to interpret their findings. Prerequisite: LECF 700 or other doctoral level research course

LECF 702 (3 semester hours)

COURSE TITLE: Evaluation Theory and Practice

COURSE DESCRIPTION: This course is designed to investigate the current theory and practice of program, personnel and student evaluation. Emphasis is placed on instrument design, administration, data collection and analyses, and reporting of the evaluation. Participants will have the opportunity to conduct and/or model evaluation strategies through field projects and reports. Alternative approaches to educational evaluation will be emphasized.

LECF 703 (3 semester hours)

COURSE TITLE: Qualitative Research in Education

COURSE DESCRIPTION: This course examines theories and methods of qualitative educational research including ethnography, case studies, interview studies, and document analysis. Emphasis is placed on selecting methods appropriate to the research question from among qualitative and other research traditions. Techniques for data collection, analysis, and presentation are studied and practiced through the design of a research project.

LECF 704 (3 semester hours)

COURSE TITLE: Sociocultural Issues in Education

COURSE DESCRIPTION: This course involves intensive examination and analysis of issues relating to the delivery of educational services in school districts with diverse student populations. Topics examined and analyzed include ethnic cultural, gender, class, religious, and linguistic diversity, as well as human exceptionality. Participants will be required to participate in observation and/or research activities in classrooms, schools, and/or school districts. An observation or research report is part of class expectations.

LECC 705 (3 semester hours)

COURSE TITLE: Decision-Making for School Improvement & Accountability

COURSE DESCRIPTION: Various problem-solving models and decision-making strategies are examined, applied in authentic educational settings, and evaluated for their impact in the area of school improvement and accountability.

LECL 705 (3 semester hours)

COURSE TITLE: Decision-Making for School Improvement & Accountability

COURSE DESCRIPTION: Various problem-solving models and decision-making strategies are examined, applied in authentic educational settings, and evaluated for their impact in the area of school improvement and accountability.

LECC 706 (3 semester hours)

COURSE TITLE: Communication and Collaboration in Problem Solving

COURSE DESCRIPTION: The primary objectives of this course are to present methods and styles of communication which facilitate positive interpersonal communication and to introduce techniques and methods of conflict resolution which can be effectively utilized by administrators and faculty. Conflict resolution will focus on relationships between administration and faculty, faculty and faculty, faculty and students, students and students, and administration/faculty and parents/public.

LECC 707 (3 semester hours)

COURSE TITLE: Curriculum Theory and Design

COURSE DESCRIPTION: Focuses on school curriculum theory, design, revision, reform and critical issues.

LECL 707 (3 semester hours)

COURSE TITLE: Curriculum Theory and Design

COURSE DESCRIPTION: Focuses on school curriculum theory, design, revision, reform and critical issues.

LECC 708 (3 semester hours)

COURSE TITLE: Models of Teaching: Theories and Application

COURSE DESCRIPTION: This course is designed to build the requisite knowledge and skills for selecting and implementing teaching models congruent with specific teaching and learning needs. Course content focuses on three areas: 1) theory, research, and practice of a variety of information-processing, behavioral, social, personal, outcome-based, student-centered, and eclectic teaching models; 2) instructional adaptations appropriate for individual teaching styles, special needs, and learning styles; and 3) classroom and instructional management strategies that facilitate implementation. Participants analyze, interpret, and evaluate models and strategies, and select or design, justify, and then implement those most appropriate for a specific field situation.

LECC 709 (3 semester hours)

COURSE TITLE: Effective Teaching, Learning, and Assessment

COURSE DESCRIPTION: This course examines research-based theories and practices of teaching, learning, and assessment, including diagnosing student needs and selecting appropriate learning strategies.

LECC 710 (3 semester hours)

COURSE TITLE: Professional Development: Design and Implementation

COURSE DESCRIPTION: This course focuses on analysis of the professional environment with emphasis on procedural strategies for professional development as evidenced by teaching, service, and research. In effect, it is comprised of two complementary facets: 1. organizational behavior in educational environments, and 2. the development and maintenance of effective professional development programs in school settings.

LECL 711 (3 semester hours)

COURSE TITLE: Making Connections: Theory, Research, & Practice

COURSE DESCRIPTION: This course is designed to explore conceptual models used to define and explain learning organizations and the investigation of roles, strategies, and methods used by educational leaders.

LECL 712 (3 semester hours)

COURSE TITLE: Organization and Administration of Schools

COURSE DESCRIPTION: This course is a study of the organization and administration of schools in the United States. Concepts of organization, administration and management are explored. Theory and practice are integrated regarding the means by which schools should be run.

LECL 713 (3 semester hours)

COURSE TITLE: Human Resource Development

COURSE DESCRIPTION: This course is designed to investigate theories of human resource development as exemplary models are identified and analyzed. The utilization of human resource information technology is included as a practice throughout the course.

LECL 714 (3 semester hours)

COURSE TITLE: Law, Policy, & Ethics

COURSE DESCRIPTION: This course is designed to provide an in-depth study of the Educational Policy Process in Public School Administration and Supervision. The Educational Policy Process consists of ways in which decisions are made, including authority and responsibility; power and influence; public policy; methods of determining power structure; roles and tasks of school boards; the principalship; and the superintendency.

LECL 720 (3 semester hours)

COURSE TITLE: Building Effective Partnerships

COURSE DESCRIPTION: This course focuses on advanced study and application of leadership theories and skills to develop effective educational partnerships with public, civic, government and community organizations, as well as the broader community.

LECL 721 (3 semester hours)

COURSE TITLE: Leading Effective Teaching and Learning

COURSE DESCRIPTION: The primary objectives of this course are to develop the candidate's instructional leadership skills for analyzing effective teaching/learning behaviors, implementing selected leadership methods for the specific organizational process of staff development, and communicating an awareness of multicultural issues impacting the school.

LECL 722 (3 semester hours)

COURSE TITLE: Instructional Design & Technology Integration

COURSE DESCRIPTION: The focus of this course is on the design, development, implementation, and evaluation of instructional materials that are created according to instructional design principles. By applying the principles of instructional design learned in the course, students will have knowledge, skills and dispositions to solve instructional problems in educational settings.

LECL 723 (3 semester hours)

COURSE TITLE: Brain-Based Education

COURSE DESCRIPTION: This course is designed to introduce doctoral candidates to the methods, procedures and educational implications of brain-based research. This course contrasts current research findings to traditionally held theories and conjectures about brain functioning. Research will be connected to school improvement areas including student learning, the developing brain, cognitive and emotional competence in students.

LECI 776 (3 semester hours)

COURSE TITLE: Doctoral Internship Seminar

COURSE DESCRIPTION: This seminar is designed to enable students to demonstrate and apply knowledge bases and dispositions acquired/refined in the other program components and courses and to share their internship experiences with other students.

LECI 777 (3 – 6 semester hours) (Pass/Fail or Credit/No Credit – depending on institution)

COURSE TITLE: Internship This course is a supervised on-site educational experience in curriculum, instruction, supervision, or administration.

LECD 778 (3 semester hours) (Pass/Fail or Credit/No Credit – depending on institution)

COURSE TITLE: Advanced Research Design

COURSE DESCRIPTION: This is a specialized research design course, which will provide students with the knowledge and skills needed to complete the dissertation prospectus and to begin the dissertation using quantitative, qualitative and mixed methods of inquiry. The product of this class is a prospectus. Course prerequisite is admission to candidacy.

LECD 799 (3 – 12 semester hours) (Pass/Fail or Credit/No Credit – depending on institution)

COURSE TITLE: Dissertation

COURSE DESCRIPTION: This course is an independent application of research, design, and methods that leads to the completion of an original research study under the guidance of the student's doctoral committee.

Appendix D

Association of Doctoral Students (ADS) Bylaws

**Louisiana Education Consortium
Association of Doctoral Students (ADS) Bylaws**

Preamble:

The purpose of this organization is to promote scholarship and camaraderie among those individuals pursuing a Doctor of Education Degree in the Louisiana Education Consortium (LEC).

Article I: Name

The name of this organization shall be the Association of Doctoral Students (ADS), Louisiana Education Consortium.

Article II: Membership

Section 1: Membership shall be open to any student enrolled in a degree program under the auspices of LEC.

Section 2: Voting privileges shall be extended to members who are enrolled in one or more LEC courses, who are in good standing on the host campus, and who have paid dues.

Section 3: The title of Member Emeritus shall be granted to all members who graduate from the program. They shall have voice, but no vote, in Association matters.

Section 4: Honorary membership may be awarded based upon a 2/3 vote of the membership. Honorary members shall have voice, but no vote, in Association matters.

Article III: Officers

Section 1: The elected officials of ADS shall be President, First Vice President, Second Vice President, Secretary, Treasurer, and Publicity Director, and they, with the Advisor, shall comprise the Executive Council.

Section 2: Officers shall be elected during the first meeting of each year with the exception of the President. Following the first election (1997), the First Vice President shall ascend to the presidency.

Section 3: Officers may be enrolled in any of the three consortium institutions with the exception of the President and First Vice President who must be enrolled in different home universities. All three institutions should be represented on the Executive Council. If an institution is not represented, it may designate a representative.

Section 4: The term of office shall be one year, but terms may be multiple. The President shall appoint members to complete unexpired terms of other officers. If necessary, the First Vice President shall complete the unexpired term of the President.

Section 5: The membership may remove an officer upon receipt of a petition signed by 50% of the membership and a subsequent recall vote of 75%. The Executive Committee shall count the ballots, and the officer in question shall not be present.

Article IV: Responsibilities of Officers

Section 1: The President shall preside at ADS and Executive Council meetings appoint members to fill unexpired terms of office, and serve as student representative on the LEC Governing Board.

Section 2: The First Vice President shall preside in the absence of the President, shall plan programs and secure speakers, and shall ascend to the presidency.

Section 3: The Second Vice President shall serve as Parliamentarian at all meetings, will maintain a Scrapbook of ADS activities, and will forward to the LEC Governing Board professional activities of LEC students.

Section 4: The Secretary shall record and keep minutes of all ADS and Executive Committee meetings, inform the membership of ADS meetings, distribute membership certificates, and maintain correspondence.

Section 5: The Treasurer shall collect and deposit membership fees and other monies and provide the Secretary with a list of members in good financial standing.

Section 6: The Publicity Director shall publicize LEC and ADS as directed by the Executive Council and shall serve as Editor of the ADS Newsletter to be published twice a year, three weeks before the Winter and Spring meetings.

Article V: Executive Council

The Executive Council shall consist of the elected officers and the Faculty Advisor. It shall meet at least once prior to each ADS meeting. The President shall call the regular meetings and inform the committee of arrangements.

Article VI: Faculty Advisor

The Faculty Advisor shall serve at the joint approval of ADS and the LEC Governing Board. The Faculty Advisor must have full LEC doctoral faculty status.

Article VII: Meetings

Section 1: The organization shall meet on the second Thursday of September, December, and April at 7:30. The Secretary shall post notices at least one week before meetings in classrooms where LEC courses are taught.

Section 2: The September meeting will be for the purpose of enrolling members and distributing information about the organization; the December meeting will focus on philanthropic activity; and the April meeting shall be either an honors banquet or convocation with speaker.

Article VIII: Finances

Section 1: Annual dues shall be \$20.00 payable at the September meeting.

Section 2: Disbursement of funds must have written sanction from the President or Treasurer and the Faculty Advisor.

Section 3: Written bids will be required for purchases, orders, or other disbursements of over \$100.00. These are to be kept on file with the treasurer for at least three (3) years.

Section 4: An annual audit will be conducted by two Executive Council members other than President and Treasurer and the Chair of the LEC Governing Board.

Article IX: Governance

Section 1: *Robert's Rules of Order* (Newly Revised) shall be used in all instances not specifically addressed herein.

Section 2: This organization pledges to abide by regulations and policies governing organizations at Grambling State University, Louisiana Tech University, and University of Louisiana at Monroe.

Article X: Amendments

These By-laws may be amended by two-thirds vote of the membership in good standing with approval of LEC Governing Board.

Appendix E

Louisiana Education Consortium Governing Board

<p style="text-align: center;">Louisiana Education Consortium Governing Board</p>
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Governance

The Louisiana Education Consortium is unique among Louisiana doctoral programs. While most degree programs are guided by the decision of faculty/administrators on individual campuses, the Consortium programs offered by member institutions of the Louisiana Education Consortium are guided by the decisions of a governing board consisting of representatives from each participating institution. Policies established by the Louisiana Education Consortium Governing Board are binding for all participating institutions.

Doctoral program decisions made on individual campuses which affect the operation of the Consortium programs and/or the quality of programs are subject to the review of the Louisiana Education Consortium Governing Board. Decisions rendered by the Louisiana Education Consortium Governing Board are final and subject only to the policies of the Louisiana Board of Trustees and the State Board of Regents.

Membership

The Louisiana Education Consortium Governing Board shall consist of 16 members. The membership shall include the following:

Three faculty and/or administrators from each participating campus

- A. One member must be a faculty member from an area of study offered through the Consortium.
- B. One member shall be chosen from among the following group:
 1. Graduate Dean
 2. College of Education Administrators
 3. Content Area Deans
 4. Registrar
- C. Deans of Education from participating institutions shall serve as members.
- D. One doctoral student, president of ADS, shall serve a one-year term.
- E. Academic Vice Presidents from participating institutions shall serve as ex-officio members.
 1. Type of examination
 2. Construction and evaluation of examinations

Functions of the Governing Board

The Louisiana Education Consortium Governing Board shall serve to establish the policies by which individual campus Consortium components operate. It is expected that the initial functions of the Board will change as the organization matures and as the needs of each campus program become more evident. This initial list of functions is not intended to be inclusive; rather, it is expected that some change and modification will occur.

The LEC Board will serve as policy-making body.

1. Establish criteria for Consortium Graduate Faculty Membership.
2. Approve new and revised courses and curriculum changes.
3. Approve consortium degree requirements.
4. Establish admissions and retention criteria.
5. Review and approve doctoral examination procedures.
6. Approve curriculum offerings and schedules.
7. Approve student doctoral committees.
8. Approve individual programs of study.
9. Approve dissertation prospecti and give final approval to completed dissertations.
10. Serve as appeal and due process committee for all consortium matters.

Terms of Office

The existing board (with the exception of the rotating student) and its chair will serve until the end of the school year in 1997 to facilitate the program in its conceptual operation and to participate in initial review. Beginning in September 1997 board rotation will proceed as follows in order to ensure continuity of the program:

1997-1998	One member from each university rotates off New member on board has three year tenure
1998-1999	Second member from each university rotates off Second new member on board has three year tenure
1999-2000	Third members from each university rotates off Third new member on board has three year tenure
2000 – Present	Continue process

A student representative elected by ADS, recommended by the LEC Board, and approved by the Vice Presidents, will have a one-year tenure beginning annually in September. Vice Presidents and Deans will serve concurrently with their respective terms of office. Each university may at its discretion choose to allow a board member to have consecutive terms. New members, excluding student member, must have full LEC doctoral status.

Standing Committees

1. Admissions (students and doctoral faculty)
2. Marketing and Management (Comprised of the 3 Deans of Education)
3. Policies and Procedures (Board members)
4. Curriculum (Board members, President of ADS)

Appendix F

**Louisiana Education Consortium Doctoral Faculty
and
Doctoral Faculty Criteria
and
Faculty Forms**

Appendix G

Louisiana Education Consortium Handbook Updates

Louisiana Education Consortium Handbook Updates

October 8, 2009

1. Dissertation Proposal – Page 26: Added statement re major professor responsibility and committee involvement
2. Oral Defense of Dissertation – Page 26: Added statement re major professor responsibility.

**Louisiana Education Consortium
Approved Doctoral Faculty**

Full Doctoral Faculty

Dr. Rhonda Adams-Jones
University of Louisiana at Monroe

Dr. Wilton A. Barham
Grambling State University

Dr. Vicki Brown
Grambling State University

Dr. Bob N. Cage
University of Louisiana at Monroe

Dr. Carrice Cummins
Louisiana Tech University

Dr. Vernon L. Farmer
Grambling State University

Dr. David Gullatt
Louisiana Tech University

Dr. Andolyn B. Harrison
Grambling State University

Dr. Kimberly Kimbell-Lopez
Louisiana Tech University

Dr. Lawrence Leonard
Louisiana Tech University

Dr. Pauline Leonard
Louisiana Tech University

Grambling State University

Dr. Kathryn Newman
Grambling State University

Dr. Olatunde A. Ogunyemi
Grambling State University

Dr. Sherlyn Powell
University of Louisiana at Monroe

Dr. Ava Pugh
University of Louisiana at Monroe

Dr. George Rice
University of Louisiana at Monroe

Dr. Thillainatarajan Sivakumaran
University of Louisiana at Monroe

Dr. Gary Stringer
University of Louisiana at Monroe

Dr. John Thomas
Grambling State University

Dr. Mitchell Young
University of Louisiana at Monroe

**Louisiana Education Consortium
Approved Doctoral Faculty**

Associate Doctoral Faculty

Dr. Felicie Barnes
Grambling State University

Dr. Dawn Basinger
Louisiana Tech University

Dr. Walter Buboltz
Louisiana Tech University

Dr. Charles Ciccirella
Louisiana Tech University

Dr. Augusta Clark
University of Louisiana at Monroe

Dr. Beverly Flowers-Gibson
University of Louisiana at Monroe

Dr. Bennie Lowery
Grambling State University

Dr. Rebecca Smith
Louisiana Tech University

Dr. Jerry Tobacyk
Louisiana Tech University

Dr. Amy Vessel
Louisiana Tech University

Dr. Reuben Wanjohi
Louisiana Tech University

Dr. Tony Young
Louisiana Tech University

Louisiana Education Consortium
Doctoral Faculty Criteria for Initial Appointment
 (Checklist – Check all that apply)

Form 25

I. Documentation of Scholarship (6 points within most recent 5 year period and other significant works)

A. Publication of Scholarly Work - research or practical applications (up to 5 points maximum)
Publications should be program specific and should not include vanity press.

	Local (.05)	State (.10)	National (.25)
Book Review			
	Local/State (.10)	Regional (.25)	National (.50)
Non-refereed Publication			
	State (.50)	Regional (.75)	National (1.00)
Refereed publication			
	(1.00)		
Chapter in Professional Book			
	(2.00)		
Editor of Professional Book			
	(3.00)		
Author of Professional Book			

B. Presentations made at Meetings and Conventions (4 points maximum)

	State or Regional (.25)	National/International (.75)
Non-refereed		
	State or Regional (.50)	National/International (1.00)
Refereed or Invited		

II. Evidence of Involvement in Teaching/Graduate Study/Productivity/Curriculum Development/Leadership (5 points required within the most recent 5 year period and other significant experiences)

	Local/University (.50)	State/Regional/ Consortium (1.00)	National/International (1.50)
A. Teaching Excellence (Honors/Awards/Recognition up to 3 points maximum)			
	Dissertation Committee Membership (.25)	Direct Master's/ Specialist Thesis (.50; add .25 for completion)	Direct Doctoral Dissertation (1.00; add .50 for completion)
B. Graduate Student Research (up to 3 points maximum)			
	Submitted State (.10; add .50 for funded grant)	Submitted Foundation/Corporatio n (.25; add .75 for funded grant)	Submitted National/International (.50; add 1.00 for funded grant)
C. Grant Application Submission (up to 3 points maximum)			

D. Curriculum Development [modules, print and non-print materials, films, software testing programs, audio or video, and graduate course development for an LEC institution (which can account for a maximum of 1.5 points)] up to 3 points maximum	Locally adopted (University, Consortiums, LEA) (.50)	State/Regional (1.00)	National/International (2.00)
E. LEC Initiated Professional Development (LEC Seminars, Research Symposia/ .25 per Documented event)	Local/University (.50)	State/Regional/ Consortium (1.00)	National/International (1.50)
F. Administration, Supervision and Leadership (Honors/Awards/ Recognition up to 3 points)	Local/University (.50)	State/Regional/ Consortium (1.00)	National/International (1.50)

III. Documented Professional Service (4 points within most recent 5 year period and other significant experiences)

A. Conducting Professional Development Workshops/ Program or institutional consulting (up to 3 points maximum)	Local (University, consortium, LEA) (.25)	State/Regional (.50)	National/International (.75)	
B. Professional Organization Leadership (officer, executive board) up to 2 points maximum	Local (.25)	State (.50)	Regional (.75)	National (1.00)
C. Committee Work (up to a maximum of 1 point)	Campus/Local Education Agency (.25)	State/Consortium (.50)	National (.75)	
D. Editorship/Advisory Board (up to 2 points maximum)	Campus/Local Education Agency (.25)	State/Consortium (.50)	National (.75)	
Editor of Journal	University or Consortium (.50)	State (.75)	Regional (1.00)	National (1.50)

	University or Consortium (.50)	State (.75)	Regional (1.00)	National (1.50)
Editor of Newsletter				
	University or Consortium (.50)	State (.75)	Regional (1.00)	National (1.50)
Editor of Column				
	University or Consortium (.50)	State (.75)	Regional (1.00)	National (1.50)
Editorial Board				

Total Points _____

**Louisiana Education Consortium
LEAVE from DUTIES FORM for LEC FACULTY**

Form 26

LEC Faculty Member's Name _____

Date of Request _____

Request Absence from:

_____ General Doctoral Committee Meeting

_____ Presentation of Prospectus

_____ Oral Comprehensive

_____ Oral Defense of Dissertation

_____ Other

Reason for Absence: _____

Explanation of Delegation of Responsibilities for Absence: _____

LEC Faculty Member's Signature _____ Date _____

Department Head's Signature _____ Date _____

Dean's Signature _____ Date _____

**Louisiana Education Consortium
Governing Board Proxy**

Form 27

In the event I am unable to attend any official meeting of the Louisiana Education Consortium Governing Board, I hereby constitute and appoint as my proxy the board member named below to vote in my name and stead on any and all matters pertaining to policy, procedure, and/or the governance of the Louisiana Education Consortium:

Primary Proxy _____
LEC Board Member

Secondary Proxy _____
LEC Board Member

Member, LEC Governing Board _____

Date _____