

Louisiana Education Consortium (LEC) Courses, Fall 2007

LECF 700 INTRODUCTION TO DOCTORAL RESEARCH	3
This course is designed to extend the students' knowledge of and expertise in areas of research design, styles, and format of writing a dissertation as well as the use of graduate electronic resources and statistical analysis. Exposure to the <i>LEC Handbook</i> and LEC governing processes are also covered. Prerequisite for LECF 701 and LECF 703.	
LECF 701 UTILIZING TECHNOLOGY FOR STATISTICAL ANALYSIS IN EDUCATION	3
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 EVALUATION THEORY AND PRACTICE	3
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 QUALITATIVE RESEARCH IN EDUCATION	3
This course is designed to examine theories and methods of qualitative 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. Prerequisite: LECF 700.	
LECF 704 SOCIO-CULTURAL AND DIVERSITY ISSUES IN EDUCATION	3
This course examines and analyzes socio-cultural issues as they relate to the existence and delivery of educational programs and services in schools for equity and excellence in the education of diverse student populations. The course explores the social and political dimensions of education with emphasis on cultural pluralism in society, the impact of social systems on educational decisions, competing educational belief systems, and institutional responsiveness to multiculturalism. Implications that socio-cultural issues have for teachers and administrators in the K-12 educational system are also examined.	
LECC 705 DECISION-MAKING FOR SCHOOL IMPROVEMENT AND ACCOUNTABILITY	3
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 COMMUNICATION AND COLLABORATION IN PROBLEM SOLVING	3
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 may be effectively utilized by administrators and faculty. Conflict resolution will focus on relationships between administrators and faculty, faculty and faculty, faculty and students, students and students, and administration/faculty and parents/public.	
LECL 707/LECC 707 CURRICULUM THEORY AND DESIGN	3
Focuses on school curriculum theory, design, revision, reform and critical issues.	
LECC 708 MODELS OF TEACHING: THEORIES AND APPLICATION	3
This course is designed to build 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 appropriate for specific field situation.	
LECC 709 RESEARCH ON EFFECTIVE TEACHING, LEARNING AND ASSESSMENT	3
This course examines research-based theories and practices of teaching, learning, and assessment, including diagnosing student needs and selecting appropriate learning strategies.	

- LECC 710 PROFESSIONAL DEVELOPMENT DESIGN AND IMPLEMENTATION** 3
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 ADVANCED THEORY AND RESEARCH IN EDUCATIONAL LEADERSHIP** 3
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 ORGANIZATION AND ADMINISTRATION OF SCHOOLS** 3
This course is designed to provide a study of the organization and administration of schools in the United States. Fundamental concepts of organization, administration, and management are explored. Theory and practice are integrated regarding the means by which schools should be run.
- LECL 713 FOUNDATIONS OF HUMAN RESOURCE DEVELOPMENT** 3
This Course is designed to investigate theories of human resource development and exemplary models are identified and analyzed. The utilization of human resource information technology is included as a practice throughout the course.
- LECL 714 LAW, POLICY AND ETHICS** 3
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.
- LECC 715 ADVANCED CONTENT METHODOLOGY AND TECHNIQUES** 3
This course is designed to conduct, analyze, and evaluate pertinent research methodology in the areas of early childhood/ elementary/secondary education. Based on previous experiences and designed studies, students critique current research articles in the content fields and evaluate these articles for making future contributions to education. These methods, techniques, and trends are designed to assist the elementary/middle/secondary instructor to develop a comprehensive style of teaching.
- LEC 716 PROBLEMS AND ISSUES IN CURRICULUM AND INSTRUCTION** 3
This course analyzes and evaluates current curriculum concepts and designs as well as major trends in curriculum and instruction for K-12 settings.
- LEC 717 GRANTS PLANNING AND MANAGEMENT** 3
Strategies are presented to identify relevant funding sources at the local, regional, and national levels and to prepare, submit, and manage effective proposals.
- LEC 718 PRINCIPLES AND PRACTICES IN INSTRUCTIONAL SUPERVISION** 3
Strategies and techniques of supervising instruction are presented and reviewed. Models of supervising instructional programs are analyzed, interpreted, and evaluated.
- LECL 720 BUILDING EFFECTIVE PARTNERSHIPS** 3
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 LEADING EFFECTIVE TEACHING AND LEARNING** 3
The primary objectives of this course are to develop the candidates' 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.
- LECC 722 INSTRUCTIONAL DESIGN & TECHNOLOGY INTEGRATION** 3
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.
- LECC 723 BRAIN-BASED EDUCATION** 3
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 DOCTORAL INTERNSHIP SEMINAR

3

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 DOCTORAL INTERNSHIP

3-6

This course is a supervised on-site educational experience in curriculum, instruction, supervision, or administration. It consists of 200 hours at the internship placement site as well as an additional 50 hours of service initiative. Each internship is customized on an individual student basis and is based on identified program outcomes. (Pass/Fail or Credit/No Credit, depending on the institution)

LECD 778 ADVANCED RESEARCH DESIGN

3

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 DISSERTATION

3-12

This course is an independent application of research design that leads to the completion of an original research study under the guidance of the student's doctoral committee. (Pass/Fail or Credit/No Credit, depending on the institution). The dissertation is intended to address applicable LEC program outcomes.

Louisiana Education Consortium (LEC) Courses by LEC Governing Board Action

LEC Courses	Action
<p>LECF 700 INTRODUCTION TO DOCTORAL RESEARCH (3) This course is designed to extend the students' knowledge of and expertise in areas of research design, styles, and format of writing a dissertation as well as the use of graduate electronic resources and statistical analysis. Exposure to the <i>LEC Handbook</i> and LEC governing processes are also covered. Prerequisite for LECF 701 and LECF 703.</p>	Replaces LEC 700
<p>LECF 701 UTILIZING TECHNOLOGY FOR STATISTICAL ANALYSIS IN EDUCATION (3) 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.</p>	Replaces LEC 701
<p>LECF 702 EVALUATION THEORY AND PRACTICE (3) 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.</p>	Replaces LEC 702
<p>LECF 703 QUALITATIVE RESEARCH IN EDUCATION (3) This course is designed to examine theories and methods of qualitative 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. Prerequisite: LECF 700.</p>	Replaces LEC 703
<p>LECF 704 SOCIO-CULTURAL AND DIVERSITY ISSUES IN EDUCATION (3) This course examines and analyzes socio-cultural issues as they relate to the existence and delivery of educational programs and services in schools for equity and excellence in the education of diverse student populations. The course explores the social and political dimensions of education with emphasis on cultural pluralism in society, the impact of social systems on educational decisions, competing educational belief systems and institutional responsiveness to multiculturalism. Implications that socio-cultural issues have for teachers and administrators in the K-12 educational system are also examined.</p>	Replaces LEC 704
<p>LECC 705 DECISION-MAKING FOR SCHOOL IMPROVEMENT AND ACCOUNTABILITY (3) 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.</p>	Replaces LEC 705
<p>LECC 706 COMMUNICATION AND COLLABORATION IN PROBLEM SOLVING (3) 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 may be effectively utilized by administrators and faculty. Conflict resolution will focus on relationships between administrators and faculty, faculty and faculty, faculty and students, students and students, and administration/faculty</p>	Replaces LEC 706

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Courses	Action
and parents/public.	
LECL 707/LECC 707 CURRICULUM THEORY AND DESIGN (3) Focuses on school curriculum theory, design, revision, reform and critical issues.	Replaces LEC 707
LECC 708 MODELS OF TEACHING: THEORIES AND APPLICATION (3) This course is designed to build 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 appropriate for specific field situation.	Replaces LEC 708
LECC 709 RESEARCH ON EFFECTIVE TEACHING, LEARNING AND ASSESSMENT (3) This course examines research-based theories and practices of teaching, learning, and assessment, including diagnosing student needs and selecting appropriate learning strategies.	Replaces LEC 709
LECC 710 PROFESSIONAL DEVELOPMENT DESIGN AND IMPLEMENTATION (3) 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.	Replaces LEC 710
LECL 711 ADVANCED THEORY AND RESEARCH IN EDUCATIONAL LEADERSHIP (3) 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.	Replaces LEC 711
LECL 712 ORGANIZATION AND ADMINISTRATION OF SCHOOLS (3) This course is designed to provide a study of the organization and administration of schools in the United States. Fundamental concepts of organization, administration, and management are explored. Theory and practice are integrated regarding the means by which schools should be run.	Replaces LEC 712
LECL 713 FOUNDATIONS OF HUMAN RESOURCE DEVELOPMENT (3) This Course is designed to investigate theories of human resource development and exemplary models are identified and analyzed. The utilization of human resource information technology is included as a practice throughout the course.	Replaces LEC 713
LECL 714 LAW, POLICY AND ETHICS (3) 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.	Replaces LEC 714
LECC 715 ADVANCED CONTENT METHODOLOGY AND TECHNIQUES (3) This course is designed to conduct, analyze, and evaluate pertinent research methodology in the areas of early childhood/ elementary/secondary education. Based on previous experiences and designed studies, students critique current research articles in the content fields and evaluate	Replaces LEC 715

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Courses	Action
these articles for making future contributions to education. These methods, techniques, and trends are designed to assist the elementary/middle/secondary instructor to develop a comprehensive style of teaching.	
LEC 716 PROBLEMS AND ISSUES IN CURRICULUM AND INSTRUCTION (3) This course analyzes and evaluates current curriculum concepts and designs as well as major trends in curriculum and instruction for K-12 settings.	No change
LEC 717 GRANTS PLANNING AND MANAGEMENT (3) Strategies are presented to identify relevant funding sources at the local, regional, and national levels and to prepare, submit, and manage effective proposals.	No change
LEC 718 PRINCIPLES AND PRACTICES IN INSTRUCTIONAL SUPERVISION (3) Strategies and techniques of supervising instruction are presented and reviewed. Models of supervising instructional programs are analyzed, interpreted, and evaluated.	No change
LECL 720 BUILDING EFFECTIVE PARTNERSHIPS (3) 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.	New
LECL 721 LEADING EFFECTIVE TEACHING AND LEARNING (3) The primary objectives of this course are to develop the candidates' 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.	New
LECC 722 INSTRUCTIONAL DESIGN & TECHNOLOGY INTEGRATION (3) 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.	New
LECC 723 BRAIN-BASED EDUCATION (3) 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.	New
LECI 776 DOCTORAL INTERNSHIP SEMINAR (3) 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.	Replaces LEC 776
LECI 777 DOCTORAL INTERNSHIP (3-6) This course is a supervised on-site educational experience in curriculum, instruction, supervision, or administration. It consists of 200 hours at the internship placement site as well as an additional 50 hours of service initiative. Each internship is customized on an individual student basis and is based on identified program outcomes. (Pass/Fail or Credit/No Credit, depending on the institution)	Replaces LEC 777
LECD 778 ADVANCED RESEARCH DESIGN (3) 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.	New

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Courses	Action
<p>LECD 799 DISSERTATION (3-12) This course is an independent application of research design that leads to the completion of an original research study under the guidance of the student's doctoral committee. (Pass/Fail or Credit/No Credit, depending on the institution). The dissertation is intended to address applicable LEC program outcomes.</p>	<p>Replaces LECD 799</p>