

# Louisiana Tech University



## Doctor of Education (Ed.D.) Educational Leadership

# Handbook for Students and Advisors

Fall 2011

**IMPORTANT NOTICE:** The policies, procedures, and program forms set forth in this Handbook pertain to students who enrolled in their initial Louisiana Tech University Doctor of Education Educational Leadership program courses after May 1, 2011. Students who enrolled in their initial Doctor of Education courses on or prior to May 1, 2011 are governed by the policies and procedures set forth in the latest edition of the Louisiana Education Consortium (LEC) Doctor of Education Degree Handbook for Students and Advisors.

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## **Doctor of Education (Ed.D.) Educational Leadership Handbook for Students and Advisors**

### **Preamble**

The purpose of the **Doctor of Education (Ed.D.) Educational Leadership Handbook for Students and Advisors** is to provide convenient basic information about the Ed.D. program in the College of Education at Louisiana Tech University. This Handbook may not address all adopted policies and procedures that may pertain to doctoral studies in the College or at the University. Further, the reader should note that program policies and procedures are subject to change prior to the distribution of a subsequent edition of the Handbook. Persons needing additional information or clarification about any aspect of the Ed.D. program are encouraged to contact the Ed.D. Program Director or the College of Education Associate Dean for Graduate Studies and Research.

**IMPORTANT:** Student progression through the various components of the Ed.D. program are administratively monitored and must be officially approved using the appropriate forms provided in the Appendices section of the Handbook.

### **I. Program Overview**

The Doctor of Education (Ed.D.) Educational Leadership program offers a terminal degree for scholar-practitioners who desire to be effective educational leaders. The Ed.D. program is founded in rigorous coursework, practical experiences, and relevant research pursuits – all designed primarily for professional educators dedicated to continuing improvements in public education. The program components provide theoretical knowledge, practical insights, and applied fieldwork intended to produce educational leaders and practitioner-scholars who are:

- collaborative problem solvers
- effective change agents
- informed decision makers
- critical thinkers
- facilitators of teaching and learning
- competent communicators

#### **Educational Leader Certificate Level I**

An individual who holds, or who is eligible to hold, a valid Louisiana Type B or Level 2 teaching certificate or has a comparable level out-of-state teaching certificate and three years of teaching experience in his or her area of certification and who successfully completes the Ed.D. Educational Leadership program and obtains a passing score on the current School Leaders Licensure Assessment (SLLA) may qualify for Educational Leader Certificate Level I, in accordance with state requirements.

## II. Program Application, Admission, and Retention Requirements

### Application and Admission

Applications to the Ed.D. Educational Leadership program must be initiated with the Louisiana Tech Graduate School via the online application process at <https://app.applyyourself.com/?id=latech-g> and include required personal information as well as all college transcripts and official GRE scores. More specifically, the following criteria apply for admission to the Ed.D. program:

1. An appropriate application with supporting documentation must be submitted within the University timeline for applications;
2. Applicant must hold a master's degree in education or school counseling from a regionally accredited institution of higher education;
3. Applicant must provide a copy of his or her valid state-issued teaching certificate or state-issued school counseling certificate (practitioner licenses are not acceptable);
4. Applicant must have teaching, administration, or counseling experience in an educational setting;
5. Applicant must have a minimum undergraduate grade point average (UGPA) of 2.25 on all course work attempted or a minimum 2.50 on the last 60 hours of coursework attempted as set by the particular university to which he or she is applying and must also have a minimum graduate grade point average (GGPA) of 3.25;
6. Applicant must submit official Graduate Record Examination (GRE) scores and attain minimum scores as indicated below. For GRE tests completed prior to August 1, 2011, the following admission formula is calculated:
  - i. Verbal (V) + Quantitative (Q) = 1000 or more; or
  - ii. Any two (2) of Verbal (V) + Quantitative (Q) + Analytical (A) = 1000 or more; or
  - iii. Verbal (V) + Quantitative (Q) + Analytical (A) = 1500 or more
  - iv. Verbal (V) + Quantitative (Q) x GGPA = 3250 or more

**NOTE:** Comparable GRE and formula scores are required for applicants completing the GRE revised General Test available beginning August 1, 2011.
7. In addition to providing the Ed.D. Program Director with copies of complete post-secondary transcripts, official GRE scores, and a copy his or her teaching or counseling certificate, the applicant must provide a sample of scholarly writing, a resume' of his or her training and experiences, and three letters of recommendation from appropriate individuals able to attest to the applicant's potential to pursue doctoral studies.

## Program Retention

The following criteria apply for retention in the Ed.D. doctoral program:

1. Students enrolled in Doctor of Education program must maintain a minimum 3.00 graduate grade point average (GGPA) during each term of enrollment. Failure to earn a 3.00 grade point average in any term will result in the student being placed on probation for the following term.
2. Students placed on probation must remove the probation during the next term of enrollment by raising the cumulative grade point average to at least 3.00. 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 C grades in academic coursework during pursuit of the Doctor of Education degree. Any student earning three C grades or any grade lower than C will be dismissed from the program.
4. Appeals for reinstatement to the program must adhere to the published appeals process.
5. Students who do not maintain continuous enrollment are expected to request a leave-of-absence from the program. Students who are not enrolled for two or more consecutive quarters after initial admission to the program and who wish to be re-admitted to the program must submit a written request to the Associate Dean of Graduate Studies.
6. As per University policy, students who have earned master's degrees in the area of their doctoral studies are expected to complete the requirements for the Doctor of Education degree within seven years from initial enrollment.

## **III. Program Design**

The Ed.D. Educational Leadership program components were designed so that each group of courses and activities within the component will guide the candidates in the development and demonstration of expected outcomes. The program expected outcomes are as outlined below.

### **A. Foundation Courses** (12 credit hours of courses as specified in the official Plan of Study)

The required Ed.D. Educational Leadership Foundation Courses are:

- LECF 700: Introduction to Doctoral Research Design
- LECF 701: Applied Statistical Analyses
- LECF 702: Evaluation Theory and Practice
- LECF 703: Qualitative Research in Education

### Foundation Courses Expected Outcomes

The program completer will have skills, knowledge, and dispositions to:

- F1. Design, conduct, and interpret qualitative and quantitative research;
- F2. Design, conduct, and evaluate research and evaluation studies;
- F3. Understand the fundamentals of doctoral research design and the various resources and methods available to conduct dissertation research;
- F4. Understand the theories and practices of performance evaluations and associated decision processes;

### **B. Educational Leadership Core Courses** (24 credit hours of courses as specified in the official Plan of Study)

The required Ed.D. Educational Leadership Core Courses are:

- LECL 705: Decision Making for School Improvement & Accountability
- LECC 709: Research on Effective Teaching and Learning
- LECC 710: Foundations and Procedures for Professional Development
- LECL 711: Making Connections: Theory, Research, and Practice
- LECL 712: Organization and Administration of Schools
- LECL 713: Human Resource Development
- LECL 714: Law, Policy, and Ethics
- LECL 720: Building Effective Partnerships

### Core Courses Expected Outcomes

The program completer will have skills, knowledge, and dispositions to:

- C1 Use human relations theories effectively to develop and maintain a vision that enhances productive relationships with others;
- C2. Develop a student-centered vision, utilizing human resource skills, recognizing the contributions of individuals and groups so that students and faculty feel valued, thus enhancing student learning;
- C3. Apply appropriate system and organizational theories to use data and information gleaned from research, case studies, and other reliable sources to facilitate organizational change and enhance the performance of all students;
- C4. Utilize technology, information resources, and data collection and analysis strategies to support curricular and instructional improvement to enhance learning for all students.
- C5. Utilize effective supervisory models, conferencing skills, group-processes, and consensus building skills to enhance student learning and school improvement;

- C6. 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;
- C7. Employ conflict management techniques that effectively maintain a productive learning culture for students and staff and enhance relationships with others in a pluralistic society;
- C8. Analyze, interpret, and disseminate educational information to stakeholders within the school and community to support and enhance school improvement;
- C9. Utilize information obtained from research data and other reliable sources to determine effective leadership, professional development, and instructional strategies to improve teaching and learning;
- C10. Utilize effective decision-making strategies that are fair, ethical, and enhance learning for all students;
- C11. Develop and maintain school climates that support improvement in curriculum, instruction, and student learning;
- C12. Plan, implement, manage, and evaluate change in using a collaborative approach and incorporating the talents and abilities of various stakeholders;
- C13. Facilitate group processes that allow for contributions by stakeholders and the enhancement of individual and collaborative efforts to improve learning;

**C. Elective Courses** (12 credit hours, including at least 3 credit hours of diversity-oriented studies). All elective courses must be at the master's level or higher, must have been completed at a regionally accredited institution with a B grade or higher, must not be used to meet requirements of an initial master's degree in education, and must be approved by the student's adviser, the Ed.D. Program Director, and Associate Dean of Graduate Studies. Student's not having a master's degree in educational leadership may be required to complete specific additional educational leadership courses as their electives requirement.

#### Elective Courses Expected Outcomes

The program completer will demonstrate an extended knowledge base which is consistent with professional standards and career goals and which reflect an understanding and appreciation of the human and cultural diversity evident in schools and communities.

## D. Internship

Three credit hours of LECI 799 are required for each of two consecutive quarters. The internship requires a total of 240 clock hours of verified site- based activities. See Section VII below for additional internship information.

### Internship Expected Outcomes

The program completer will:

- I1. Demonstrate and apply the knowledge bases acquired in other program components in practical settings and which reflect changing demographics of schools and promote comparisons of school experiences;
- I2. Seek opportunities for and actively participate in professional improvement plans at the individual, school, and school system levels;
- I3. Seek opportunities and participate effectively at various levels of the professional community;
- I4. Create caring, inclusive, and challenging learning communities in schools and school systems;
- I5. Recognize, accept, and complete professional obligations in a timely manner;
- I6. Adapt appropriately to the rapid changes in educational contexts at local, state, and national levels;
- I7. Foster ethical relationships with parents, colleagues, and institutions to promote student personal and academic growth;
- I8. Demonstrate ethical behavior; and
- I9. Maintain standards of professional attire, grooming, demeanor, and communication.

## E. Research Design and Dissertation (12 credit hours)

### Research Design and Dissertation Expected Outcomes

The program completer will demonstrate skills and abilities to:

1. Select and utilize appropriate qualitative, quantitative, or mixed methods research designs to address educational problems and needs in a holistic manner; and
2. Design and conduct appropriate original research, analyze and discuss the research data, and prepare a scholarly written dissertation document.

#### **IV. Preliminary Academic Advising and Program Planning**

In most instances, the Associate Dean for Graduate Studies or Ed.D. Program Director will serve as each Ed.D. student's initial academic advisor. A preliminary course selection sequence will be developed in collaboration with the student. An official Plan of Study will be finalized and signed by relevant parties after the student has successfully completed his or her preliminary examination and his or her doctoral committee has been officially identified.

#### **V. Preliminary Examination**

The Preliminary Examination is to be completed after all Foundation Courses have been completed (or are being completed in a given Preliminary Exam quarter) and before 27 credit hours of Ed.D. program coursework have been completed or transferred. The Preliminary Examination is intended to measure competence in LECF 700, LECF 701, LECF 702, LECF 703, as well as knowledge of current issues and trends in education. This five-hour written (computer word processing must be utilized) examination is developed and evaluated by the program director and appropriate faculty.

The Preliminary Examination is regularly offered two times per academic year – near the end of the fall and spring quarters - at specific dates to be determined. The following policies and procedures pertain to the Preliminary Examination:

1. Computers will be provided for students to use to take the examination.
2. The examination will consist of five (5) questions, each having a one-hour maximum response time.
3. Designated faculty members will be responsible for reading and scoring the question(s).
4. Each examination question will be graded Pass or Fail in 5 areas (see scoring matrix in appendices). In order to pass a question, a student must receive at least 3 passes; in order to pass the exam, a student must pass 4 questions.
5. If a student does not pass the Preliminary Examination at the first attempt, she/he may retake the examination on one additional occasion. Failure to pass the 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.

The Preliminary Examination scoring rubric is located in the Appendices section of the Handbook.

## VI. Comprehensive Examination

The Comprehensive Examination is to be taken after completion of all program coursework, with the possible exception of the six-hour program internship. The examination consists of a written component and an oral component. The comprehensive examination components are scheduled by the major professor and the student and in consultation with the other committee members. The examination primarily evaluates the student's knowledge in the educational leadership program core, but also may incorporate aspects of the student's dissertation topic and intended research design.

The student must have completed all courses on his or her approved degree Plan of Study or currently be enrolled in them, with the possible exception of the six credit hours of internship. The student's major professor is responsible for securing the questions from committee members and for preparing and administering the examination. The examination is to consist of five (5) questions that may be oriented toward the student's proposed dissertation topic and research design. Each member of the student's committee will have the opportunity to read and evaluate each question. A committee member may abstain from evaluating one or more questions. 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. A majority of question passes will constitute a passing evaluation for the written portion of the exam. The Comprehensive Examination scoring rubric is located in the Appendices section of the Handbook. The written component of the Comprehensive Examination should precede the oral component of the Comprehensive Examination by a period of at least two weeks. The oral component is viewed as an extension of the written component and/or a demonstration of oral language skills and/or an opportunity for dialogue concerning the dissertation and/or other relevant topics. A majority score of passes (*Ps*) is required for a passing score on the oral component. Failure to complete the Comprehensive Examination satisfactorily may result in a revision of the student's Plan 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 only failed parts of the examination. A re-examination is permitted no sooner than the next quarter. The student may retake the Comprehensive Examination only once. A second failure will result in termination from the program. Advancement to Doctor of Education *candidacy* is granted after the student has passed both components of the comprehensive examination.

## VII. Internship (6 credit hours)

LECI 777 – Internship (3 credit hours X 2 consecutive quarters)

A student is eligible for internship after successful completion of all Foundation and all Core courses. The internship requires that the student register for LECI 777: Internship for two (2) consecutive quarters, complete a minimum 240 hours of acceptable internship service spread over those two consecutive quarters, submit an internship e-portfolio for evaluation, and receive a satisfactory evaluation of that e-portfolio. The internship experience must receive prior written approval by the student's major professor and the Ed.D. program director, must be undertaken at a site other than the

candidate's normal place of employment, and must not entail experiences and duties that are similar in nature to those of the candidate's regular employment. For example, an intern who is a teacher in one school may complete an internship under the supervision of a principal or assistant principal in another school, or an intern who is a current principal may complete an internship in a central office location under the supervision of a central office supervisor or superintendent.

### **VIII. Research/Dissertation** (minimum 12 credit hours)

The research and dissertation component of the Ed.D. program is comprised of LECD 778: Advanced Research Design (3 credit hours) and LECD 799: Dissertation (minimum 9 credit hours). Students are not permitted to register for either LECD 778 or LECD 799 until they have successfully completed all Foundation, Core, and Elective Courses and have successfully completed their Comprehensive Examination and all requirements of the Internship, including the culminating e-portfolio, and have been officially admitted to candidacy.

The Ed.D. dissertation proposal is supervised by the candidate's major professor in conjunction with the other doctoral committee members and is to consist of the following three chapters: Chapter One – Statement of the Problem; Chapter Two – Literature Review; and, Chapter Three – Research Methodology. The proposal should be viewed as a means of ensuring that the research effort is well planned and appropriately rigorous for doctoral-level work. Regardless of the type of study – whether it is quantitative, qualitative, or mixed methods – a dissertation proposal, and the subsequent dissertation, should be sufficiently comprehensive and significant to provide new information or extend existing knowledge bases involving P-16 related topics and issues. When it acquires sufficiently high quality, the dissertation proposal must be orally defended by the candidate before the doctoral committee and revisions made as deemed necessary prior to proceeding with the actual research phase of the dissertation. In addition to the doctoral committee's permission to proceed with the research, the candidate must also seek and attain Institutional Review Board (IRB) approval before data are collected or human research subjects are recruited.

Upon approval of the dissertation proposal by the doctoral committee and the IRB, the candidate, in consultation with the major professor, is to revise the proposal, if needed, undertake data collection, and proceed to the data analysis process (Chapter 4). At this stage, verb use should be changed from present or future tense to past tense and accurately reflect the actual methodology and procedures employed. The results of the analysis, the research findings, conclusions, and recommendations are to be presented in Chapter 5. Full and accurate references are to be provided and all necessary appendices provided. As with the dissertation proposal defense, the major professor is responsible for scheduling a time, date, and location for the oral defense of the full dissertation. Announcement of the oral defense is to be posted in a designated location in the College of Education at least one week prior to the defense date.

**NOTE:** The doctoral candidate is responsible for ensuring that all the requirements for dissertation completion and approval as identified by the College of Education and the Graduate School are met – including the appropriate application of the styling and

formatting guidelines outlined in the most recent edition of the Publication Manual of the American Psychological Association (APA) as it applies to dissertations. Adherence to the Louisiana Tech University and College of Education dissertation guidelines located on the Graduate School website is also expected. Candidates are also required to comply with all prescribed dissertation timeline requirements.

## **IX. Candidacy**

Advancement to Doctor of Education candidacy is granted after the student has passed the Comprehensive Examination and has formally applied for and been admitted to candidacy.

## **X. Ed.D. Program Appeal Procedures**

An applicant who is denied admission to the Doctor of Education program or a student who is denied continuation in the program may appeal for admission, readmission, or further continuance. The initial appeal should be made to the College of Education Graduate Committee via the Associate Dean of Graduate. Subsequent appeals should be made in the following sequence: the University Graduate Council, the Vice-President of Academic Affairs, the University President. In each case, a letter of appeal should be submitted with relevant supporting documentation.

Ed.D. program grade appeals are to follow the guidelines and procedures outlined in the most recent edition of the University Catalog.

## **XI. Academic Honesty and Ethical Behavior**

Academic honesty is required of all students and is subject to the Louisiana Tech University Academic Honor Code. Students in all coursework and all concomitant academic endeavors are to know and adhere to the considerations of scholarly ethics, including, but not limited to, instances 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 program. Students may be requested to verify authenticity of submitted work to instructors or committee members through plagiarism prevention software or other means.

## **XII. Ed.D. Program TaskStream Policy**

All Doctor of Education program course major assignments, or *signature pieces*, are to be evaluated via the *TaskStream* web-based toolset and assessment system. Each Ed.D. student 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.

**Doctor of Education  
Educational Leadership**

**Student and Advisor Handbook**

**APPENDICES**

**Doctor of Education Educational Leadership  
Form 1: Preliminary Examination Request**

**Student Information**

\_\_\_\_\_  
Last Name                                      First                                      Middle                                      CWID

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Degree Pursued Ed. D.                                      Major Educational Leadership

\_\_\_\_\_  
I hereby request to take the Doctor of Education Educational Leadership Preliminary Examination at the time and date to be specified for \_\_\_\_\_ Quarter, 20\_\_\_\_ .

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Major Professor/Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Assoc. Dean, Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Preliminary Examination Results:                                      PASS                                      FAIL

Ed.D. Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Assoc. Dean, Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor of Education Educational Leadership**  
**Preliminary Examination Scoring Rubric**

Scoring Components	LECF 700	LECF 701	LECF 702	LECF 703	Gen. Ques.	Totals
<b>Communication skills</b> (rhetoric, logic, clarity)	P F	P F	P F	P F	P F	
<b>Accuracy</b> of knowledge, information pertaining to the question	P F	P F	P F	P F	P F	
<b>Relation</b> to world of professional practice	P F	P F	P F	P F	P F	
<b>Content</b> – extent to which response directly addresses the question posed	P F	P F	P F	P F	P F	
<b>Citation</b> of appropriate research, theorists, references	P F	P F	P F	P F	P F	
<b>Totals</b>						

**Doctor of Education Educational Leadership**  
**Form 2: Doctoral Committee Appointment**

**Student Information**


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Last Name	First	Middle	CWID
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Mailing Address

Degree Pursued Ed. D. Major Educational Leadership

Each doctoral committee must be comprised of a minimum of three program-approved faculty members, including the student's major professor and a research methodologist.

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**Approval**

Major Professor: \_\_\_\_\_  
print name
signature
date

Committee Member: \_\_\_\_\_  
print name
signature
date

Committee Member: \_\_\_\_\_  
print name
signature
date

Methodologist: \_\_\_\_\_  
print name
signature
date

Ed.D. Program Director: \_\_\_\_\_  
signature
date

Assoc. Dean Graduate Studies: \_\_\_\_\_  
signature
date

Graduate School: \_\_\_\_\_  
signature
date

Louisiana Tech University College of Education  
**Doctor of Education Educational Leadership**  
**Form 3: Plan of Study**

Last Name	First	Middle	CWID
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Mailing Address	Phone Number
Degree Pursued <b>Ed. D.</b>	Major <b>Educational Leadership</b>

Prefix and Number	Course Title	Credit Hours	Grade
<b>Foundation Courses (12 credit hours)</b>			
LECF 700	Introduction to Doctoral Research Design	3	
LECF 701	Applied Statistical Analyses	3	
LECF 702	Evaluation Theory and Practice	3	
LECF 703	Qualitative Research in Education	3	
<b>Preliminary Examination</b>			
<b>Core Courses (24 credit hours)</b>			
LECL 705	Decision Making for School Improvement and Accountability	3	
LECC 709	Research on Effective Teaching & Learning	3	
LECC 710	Foundations and Procedures for Professional Development	3	
LECL 711	Making Connections: Theory, Research, and Practice	3	
LECL 712	Organization and Administration of Schools	3	
LECL 713	Human Resource Development	3	
LECL 714	Law, Policy, and Ethics	3	
LECL 720	Building Effective Partnerships	3	
<b>Elective Courses* (12 credit hours)</b>			
_____	_____	3	
_____	_____	3	
_____	_____	3	
_____	_____	3	
<b>Comprehensive Examination</b>			
<b>Internship (6 credit hours)</b>			
LECI 777: Internship	240 clock hours over 2 consecutive quarters; 3 credit hrs. X 2 = 6 credit hrs.	6	
<b>Research/Dissertation (12 credit hours)</b>			
LECD 778	Advanced Research Design (3 hrs.)	3	
LECD 799	Dissertation (min. 9 hrs.)	9	
<b>Total Minimum Program Hours</b>		<b>66</b>	

\* Electives must include at least 3 credit hours of diversity studies courses; additional educational leadership courses may be required as electives.

**Doctor of Education Educational Leadership**

**Form 3: Plan of Study (cont.)**

**Student Information**

Last Name	First	Middle	CWID
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Student Signature _____	Date: _____
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**Approval**

Major Professor: _____	Date: _____
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Doctoral Committee Member: _____	Date: _____
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Doctoral Committee Member: _____	Date: _____
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Methodologist: _____	Date: _____
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Ed.D. Program Director: _____	Date: _____
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Assoc. Dean, Graduate Studies: _____	Date: _____
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Graduate School: _____	Date: _____
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## Doctor of Education Educational Leadership Comprehensive Examination Scoring Rubric

Each examination question will be graded Pass (P) or Fail (F). A student must obtain a majority of passing scores (*Ps*) on each question on the written examination to be successful. The oral examination is typically scheduled to take place two to three 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 sufficient 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 Component (P=Pass; F=Fail)

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 Component (P=Pass; F=Fail)

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	

**Doctor of Education Educational Leadership****Form 5: Advancement to Candidacy Request**


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Last Name	First	Middle	CWID
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Mailing Address

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Phone Number

Degree Pursued Ed. D. Major Educational Leadership

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The following program criteria must be met prior to advancement to candidacy (please indicate YES or NO for each criterion):

- |  |     |    |
|--|-----|----|
| 1. Successful completion of all program foundation courses | YES | NO |
| 2. Successful completion of the preliminary examination    | YES | NO |
| 3. Successful completion of all program core courses       | YES | NO |
| 4. Successful completion of all approved elective courses  | YES | NO |
| 5. Successful completion of the comprehensive examination  | YES | NO |

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The above identified student has met all the requirements for advancement to candidacy in the Doctor of Education Educational Leadership program.

Major Professor: \_\_\_\_\_

Date: \_\_\_\_\_

Assoc. Dean, Graduate Studies: \_\_\_\_\_

Date: \_\_\_\_\_

Graduate School: \_\_\_\_\_

Date: \_\_\_\_\_

**Doctor of Education Educational Leadership****Form 6: Internship Application**

**Note:** The Ed.D. internship must be pre-approved and consist of a minimum of 240 clock hours over two consecutive quarters. The Internship Professional Development Plan (Form 7) and Internship Site Supervisor Agreement (Form 8) must be submitted with this Internship Application (Form 6).

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Last Name	First	Middle	CWID
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Mailing Address

Phone Number

Degree Pursued Ed. D. Major Educational Leadership


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1. Current Position/Place of Employment: \_\_\_\_\_

2. Place of Internship: \_\_\_\_\_

3. Internship Site Supervisor: \_\_\_\_\_

4. Period of Internship (two consecutive quarters): \_\_\_\_\_ and \_\_\_\_\_

**Approval:**

Major Professor: \_\_\_\_\_ Date: \_\_\_\_\_

Assoc. Dean, Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor of Education Educational Leadership****Form 7: Internship Professional Development Plan**

**Note:** The Ed.D. internship must be pre-approved and consist of a minimum of 240 clock hours over two consecutive quarters and the activities and experiences must be aligned with identified program outcomes. An e-portfolio providing evidence of completion of the required clock hours (signed log) and the identified activities must be submitted after completion of the internship.

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Student Last Name	First	Middle	CWID
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Mailing Address	Phone Number
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Degree Pursued <u>Ed. D.</u>	Major <u>Educational Leadership</u>
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Please provide the information requested below. Attach additional pages, as necessary.

1. List the various activities and experiences you will undertake during your Ed.D. internship and align them with program outcomes.

- i.
- ii.
- iii.
- iv.
- v.
- vi.

2. Indicate how you plan to demonstrate that you have successfully completed the planned activities and experiences (e.g., meeting minutes, completed curriculum documents, data sets and analysis, photos, copies of correspondences, personal reflections, etc.)

- i.
- ii.
- iii.
- iv.
- v.
- vi.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Major Professor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Doctor of Education Educational Leadership**  
**Form 8: Internship Site Supervisor Agreement**

Intern Name: \_\_\_\_\_ Site Supervisor Name: \_\_\_\_\_

**Dear Intern Site Supervisor:**

The Ed.D. internship must be pre-approved and consist of a minimum of 240 clock hours over two consecutive quarters and the activities and experiences must be aligned with identified program outcomes. A portfolio providing evidence that of completed the required clock hours (signed log) and the identified activities must be submitted after completion of the internship.

The site supervisor's signature on the internship activities log serves as verification that the intern completed the activities and experiences indicated. The supervisor is expected to assist in the provision of meaningful, quality learning experiences for the intern and to set aside time on a regular basis to discuss issues relating to those experiences. The intern is required to provide the supervisor with a copy of his or her Official Internship Professional Development Plan (Form 6). If he or she has any concerns about the performance of the intern, the supervisor is asked to contact the intern's major professor and/or the Ed.D. program director. Thank you for you valued contribution to your intern and to Louisiana Tech University.

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**Please fill in blanks and sign.**

I agree to supervise doctoral intern \_\_\_\_\_ during a minimum of 240 clock hours of internship at \_\_\_\_\_.

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Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Major Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Ed.D. Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor of Education Educational Leadership**

**Form 9: Dissertation Proposal Defense Request/Approval**

\_\_\_\_\_  
Last Name                                      First                                      Middle                                      CWID

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Degree Pursued Ed. D.                                      Major Educational Leadership

\_\_\_\_\_  
Date of Defense: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

\_\_\_\_\_  
Title of Dissertation Proposal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Major Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Dissertation Defense Successfully Completed**

\_\_\_\_\_  
Major Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Methodologist: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Ed.D. Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Assoc. Dean, Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor of Education Educational Leadership**

**Form 10: Dissertation Defense Request/Approval**

\_\_\_\_\_  
Last Name                                      First                                      Middle                                      CWID

\_\_\_\_\_  
Mailing Address

Phone Number

Degree Pursued Ed. D.                                      Major Educational Leadership

\_\_\_\_\_  
Date of Defense: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Title of Dissertation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Major Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Dissertation Successfully Completed** (sign after successful oral defense)

Major Professor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Ed.D. Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Assoc. Dean, Graduate Studies: \_\_\_\_\_ Date: \_\_\_\_\_

Dean, College of Education: \_\_\_\_\_ Date: \_\_\_\_\_

Graduate School: \_\_\_\_\_ Date: \_\_\_\_\_