

Chapter 19 - Graduate Programs

College of Education

Administration

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Address

More information about the College of Education can be obtained by writing to:

Louisiana Tech University

College of Education

P.O. Box 3163

Ruston, Louisiana 71272

(318) 257-3712

and by visiting the College's web site at:

<http://www.latech.edu/tech/education>

Graduate Degrees Offered

Master of Arts

- ? Counseling and Guidance
- ? Educational Psychology
- ? Industrial/Organizational Psychology

Master of Science

- ? Curriculum and Instruction
- ? Health and Physical Education

Master of Education

- ? Elementary Education
- ? Secondary Education

Doctor of Philosophy

- ? Counseling Psychology

Doctor of Education

- ? Curriculum and Instruction
- ? Educational Leadership

Mission

The mission of the College of Education is three-fold:

- ? to provide high quality educational experiences for current and prospective professionals from baccalaureate through doctoral levels;
- ? to enhance and extend the knowledge bases undergirding professional programs through research and other scholarly activities;
- ? to deliver professional services to the various business, civic, and educational communities through collaborative endeavors.

The mission is fostered through the following goals of the College of Education:

- ? To recruit, admit, and graduate quality candidates and students who exemplify the capacity and commitment to become effective public educators, school counselors, psychologists, and health promotion specialists in diverse settings throughout Louisiana and elsewhere;
- ? To provide education and human sciences students with quality programs of study and diverse practical experiences that prepare them to be wholly proficient in the knowledge, skills, and dispositions of their chosen areas of concentration and which are linked to competencies identified by recognized professional organizations;
- ? To support continuous personal and professional development opportunities for all candidates, students, and instructors;
- ? To recruit and retain a diverse student body;
- ? To recruit and retain diverse faculty who demonstrate high levels of competencies in the College's programs of study and who are committed to the College's vision, mission, philosophical approaches, and professional model;
- ? To continue to collaborate closely with personnel in the other colleges at Louisiana Tech University as well as at other university campuses, state agencies, professional organizations, school and health systems, and the community-at-large who are involved in the preparation of teacher candidates and other program students;
- ? To continually refine curricula and instructional procedures ensuring that research, theory, and professional practice optimally inform all programs;
- ? To enable faculty and program graduates to serve as positive change agents through the implementation of innovative ideas, strategies, research, and technology;
- ? To generate original, quality research by faculty, candidates, and students consistent with the College programs and goals;
- ? To maintain a physical and psychological environment that is conducive to optimal student and faculty growth and development;
- ? To maintain positive interaction with alumni, corporate sector, public institutions, and other valued members of the College's external community.

Accreditation

The College of Education is a member of the American Association of Colleges for Teacher Education and of the American Association of Business Teachers. Degree programs offered by the College of Education at the undergraduate and graduate levels are accredited by the National Council for the Accreditation of Teacher Education.

Division of Graduate Studies

The Division of Graduate Studies is administered by the Associate Dean, Education Graduate Committee, Graduate Faculty, Department Heads, and the Dean of the College. The purpose of the Graduate Studies Division is to encourage excellence in teaching, research, and service for the College of

Education faculty and to administer all graduate programs offered by the College of Education.

The Education Graduate Committee consists of three Graduate Faculty appointed by the Dean of the College from the departments of Curriculum, Instruction, and Leadership; Psychology and Behavioral Sciences; Health and Physical Education; and one graduate student. Actions of the Education Graduate Committee are subject to approval of the Dean of the College and, when appropriate, the Teacher Education Council, the University Graduate Council, and the Dean of the Graduate School.

The Associate Dean administers the graduate programs in accordance with approved procedures. The Education Graduate Committee, chaired by the Associate Dean, establishes and reviews admission/retention policies, acts on new program or course proposals, and reviews appeals for readmission.

A Review Committee, consisting of all graduate faculty, examines the credentials of graduate faculty applicants for evidence of continued scholarly productivity according to published criteria. Recommendations for membership on the graduate faculty are then made to the Dean of the College of Education and the Dean of the Graduate School.

The Master's Degree Programs

Master's degree programs are offered in the Departments of Psychology and Behavioral Sciences, Health and Physical Education, and Curriculum, Instruction, and Leadership.

The Psychology and Behavioral Sciences Department offers the Master of Arts degree in Educational Psychology, Counseling and Guidance, and Industrial/Organizational Psychology.

The Health and Exercise Sciences Department offers the Master of Science degree in Health and Physical Education. Candidates may select one of the following concentrations: Teacher Preparation, Adapted Physical Education, Exercise Science, and Sports Science. The programs in Teacher Preparation and Adapted Physical Education require teacher certification for admission to these programs.

The Curriculum, Instruction, and Leadership Department offers the Master of Science in Curriculum and Instruction and the Master of Education program in both elementary and secondary education. The Master of Education leads to teacher certification while the Master of Science Degree is intended for already certified teachers.

The Master of Education (MEd) Fifth-Year Program is designed for liberal arts and sciences graduates who seek initial certification in a teaching area and a master's degree. Certification areas for the MEd degree include:

- ? Art Education
- ? Business Education
- ? Elementary Education
- ? English Education
- ? Foreign Languages Education
- ? Health and Physical Education
- ? Mathematics Education
- ? Music Education
- ? Science Education
- ? Social Studies Education
- ? Speech Education
- ? Vocational Agriculture Education.

Graduate students in the College of Education, along with graduate students in the other academic colleges, are eligible to compete for University Graduate Assistantship positions. Inquiries concerning these assistantships should be directed to the college Office of Graduate Studies.

Admission Requirements

In addition to the general admission requirements of the Graduate School, a student seeking a Master of Science degree in any of the teaching areas must hold a teaching certificate for the area. In addition, students seeking the Master of Arts in Educational Psychology and in School Counseling must also hold a teaching certificate. Students desiring to enter a master's program in the College of Education should submit a Graduate Record Examination (GRE-General) score *before or at the time of application*. For conditional admission, students must have a Grade Point Average (GPA) of 2.25 on all hours pursued or 2.50 on the last 60 hours (excluding the MEd candidates). For unconditional admission, students must have a GPA of 2.50 on all hours pursued or 2.75 on the last 60 hours. Students entering the MEd degree must have a minimum cumulative GPA of a 2.50 and present evidence of satisfactory completion of the PRAXIS Reading, Writing, and General Knowledge Tests.

Following review of the undergraduate GPA, an admissions formula is calculated. The formula is $GPA \times 200$ plus GRE V plus Q. Conditional admission is granted to those who have 1200 points while unconditional admission is granted to those with 1300 points or more. Conditional status is removed upon earning a GPA of 3.0 on nine graduate credits.

New students who have not taken the GRE will be admitted to Graduate School "on condition" if their grade point averages are satisfactory. They *must* submit acceptable GRE scores during their first quarter of enrollment or be dropped from graduate status.

A *maximum of 9 semester hours* earned at Louisiana Tech in a non-degree status and prior to admission to the Master's degree program may be included in the 33-36 semester hours of required work.

Please note that graduate credit cannot be awarded for any 300-level courses and only certain 400-level courses are approved to receive graduate credit.

A comprehensive examination must be passed during the last quarter of enrollment in the student's program.

Department of Curriculum, Instruction, & Leadership

Master of Science in Curriculum & Instruction (MS)

The candidate seeking a Master of Science degree in Curriculum and Instruction will be required to earn a minimum of 36 semester hours, which may include 6 hours credit for a thesis. *An approved plan of study must be submitted during the first quarter of enrollment.*

Required core courses for the degree include:

EDCI 541, Introduction to Graduate Study and Research; EDCI 572, Education Foundations and Public Policy; EDCI 521, Assessment of Students and Programs; EDCI 522, Instructional Theory and Practice; and EDCI 526, Curriculum Development. The student may choose one of the following: EDCI 575, Practicum; EDCI 471, Classroom Management; EDCI 524, Supervision of Student Teachers; an education elective; or EDCI 551, Research and Thesis (6 hours).

To complete the 36 hour program, students choose a cognate of 15 hours (12 hour concentration from a designated area plus a three hour elective) which may lead to an additional area of certification. *Candidates may choose from the areas of adult education, early childhood, computer literacy, reading, middle grades, special education, fifteen hours in a subject area, elementary or secondary principalship, special education, and/or supervisor of instruction.* Additional information regarding the cognate areas may be obtained from the Head of

Curriculum, Instruction, and Leadership or from the Director of Graduate Studies.

Advisors will assist candidates in developing a Plan of Study during the first quarter of enrollment. *No more than 9 hours* may be transferred toward this degree with the approval of the advisor, department head, and college Director of Graduate Studies. No deviation can be made from the plan of study without prior permission of the advisor.

Master of Education (MEd)

The Master of Education program is offered with concentrations available in:

- ? Early Childhood Education (PK-3)
- ? Elementary Education (1-6)
- ? Middle School Education (4-8)
- ? Special Education Mild/Moderate (1-12)
- ? Secondary Education (7-12)

A master's paper will be guided and approved by the advisor and completed prior to the fourth week of the final quarter. The professional knowledge and area specialty components of the PRAXIS and a comprehensive examination must be successfully completed before the candidate is recommended for the MEd and teacher certification. A professional portfolio must be completed during the internship quarter. APA format will be required and enforced.

In addition to successfully completing the coursework, the following are graduation requirements:

1. Passing scores on remaining parts of PRAXIS must be on file before graduation. Score requirements are listed by various degrees in the booklet under "Louisiana."
2. Successful completion of the Speech and Hearing Test given by the Tech Speech Department must be recorded.
3. The Master's paper must be signed by the advisor and graduate director by the final quarter.
4. A comprehensive examination must be passed in the final quarter.

Department of Health & Physical Education

Master of Science in Health & Physical Education (MS)

The candidate seeking a Master of Science degree in Health and Physical Education will be required to earn 36 semester hours, which may include 6 semester hours for a thesis. The program in Health and Physical Education offers opportunities for various career interests providing with concentration areas in:

- ? teacher preparation
- ? adapted physical education
- ? sports science
- ? exercise science

The teacher preparation and adapted physical education concentration areas require a valid teaching certificate in physical education issued by the Louisiana State Department of Education or its equivalent. The sports science and exercise science concentration areas do not require teacher certification for admission to the program.

The *teacher preparation concentration* is designed for individuals interested in teaching physical education at the elementary and/or secondary level. The teacher preparation concentration requires 18 hours in health and physical education classes, 6 hours of health and physical education electives, 6

required hours in professional education, and 6 elective hours in education.

The *adapted physical education concentration* is provided for individuals interested in teaching adapted physical education in a school setting. Twenty-one hours are required in health and physical education, 6 hours are required in professional education, and 9 elective hours may be chosen from related areas within the University. Upon completion of the degree with an Adapted concentration, the candidate will be certified to teach adapted physical education in Louisiana.

The *exercise science concentration* is available for individuals interested in exercise physiology. Eighteen hours of health and physical education classes are required with 6 elective hours in health and physical education, 3 required hours in professional education, and 9 elective hours from related fields from any college within the University.

Department of Psychology & Behavioral Sciences

Master of Arts in Counseling & Guidance (MA)

The counseling and guidance MA program is designed to prepare counselors for counseling and human service positions in educational institutions and other agencies. The program provides enrollees with basic preparation in counseling and psychology with various elective options offered to prepare counselors for particular institutional settings, e.g., educational, mental health, and community service agencies.

Two concentrations are offered in this field

- ? school counseling
- ? general (**community**) counseling.

Consistent with state certification requirements, elementary and secondary counseling curricula have been combined into a single *school counseling concentration*. The school counseling concentration requires 33 semester hours of study including a practicum in a school setting. The general counseling concentration requires completion of a 48 semester hour curriculum (including a practicum and two internship courses.) The school counseling concentration is available on both the main campus and the Barksdale AFB campus. The general counseling concentration is offered on the main campus only. The *general counseling concentration* prepares students for Licensed Professional Counseling roles, the school counseling concentration for certified school counselor roles. Students should consult their advisors for current degree requirements. Counseling & guidance MA general counseling concentration students must submit three letters of reference, a statement of purpose, GRE scores, and transcripts for admission consideration. For more information, contact the Department of Psychology and Behavioral Sciences, P.O. Box 10048, Ruston, LA 71272 or email: psychology@latech.edu.

Master of Arts in Educational Psychology (MA)

The Department of Psychology and Behavioral Sciences offers the MA degree in Educational Psychology with five areas of concentration available:

- ? Educational Diagnostics
- ? Mild/Moderate
- ? Gifted/Talented
- ? Psychoeducational Research and Evaluation
- ? Visual Impairments - Orientation & Mobility

Some of the concentrations require a valid teaching certificate.

For more information on this program, please contact the Department Head, Department of Psychology and Behavioral

Sciences, P.O. Box 10048, Ruston, LA 71272 or email to psychology@latech.edu.

Master of Arts in Industrial/Organizational Psychology (MA)

Persons trained in Industrial/Organizational Psychology frequently find employment in private and public organizations, consulting firms, and government.

The candidate seeking a Master of Arts degree with a major in Industrial/Organizational Psychology must complete a prescribed course of study (see advisor for current degree requirements). Up to 9 semester hours may be taken in management (to be selected from Management 419, 447, 470, 472, 478, 537, 547, 571, or Economics 418). This program requires at least 18 hours credit from academic and/or professional courses designed exclusively for graduate credit.

The Doctoral Degree Programs

The Doctor of Philosophy Degree in Counseling Psychology (PhD)

The Department of Psychology and Behavioral Sciences offers the PhD degree in Counseling Psychology. The Doctor of Philosophy (PhD) degree in Counseling Psychology embodies a balanced training experience designed to train professional psychologists in the scientist-practitioner model. The scientist-practitioner is prepared to reflect attitudes and competencies arising from the effective internalization and blending of both scientific and counseling approaches. The Counseling Psychology program at Louisiana Tech University is firmly committed to the scientist-practitioner model, hence the primary goal of the program is to produce professional psychologists who are competent in both the conduct of research and professional practice.

Admission Requirements

Application for admission requires a completed Graduate School Application form, Graduate Record Exam (GRE) scores, official transcripts of all college or university work, three letters of reference, a professional vita, and a statement of purpose. Other requisites may be specified by the program and department such as, but not limited to, interviews and statements of intent, philosophy, and professional goals. Students are admitted to the program on a yearly basis during the Fall quarter of each year.

Admission to Louisiana Tech University's Counseling Psychology PhD program is highly competitive. Meeting minimal admission standards of the University or College does not guarantee admission. The Counseling Psychology Admissions Committee carefully reviews all applicants and selects those determined to be best qualified and best suited for training in the profession of Counseling Psychology. In addition to demonstrating evidence of academic competence and capability, persons selected each year for this program are expected to show personal maturity, interpersonal confidence, and an outstanding ability to accept feedback and work cooperatively with faculty and peers.

Degree Requirements

Students admitted to the program will receive current degree requirements from their advisor. All students must complete required coursework, a qualifying research project, a minimum of 1000 hours in practicum training, a supervision training experience, a dissertation based on original research and a one-year full-time counseling psychology internship. The program is

a full-time in-residence (including summers) program normally requiring four to six calendar year to complete.

Advising

At matriculation the student will be appointed a temporary advisor by the department head of Psychology and Behavioral Sciences. By the end of the first quarter of enrollment the student must formally decide upon a permanent advisor and an advisory committee who will assist in creating the plan of study.

Eligibility to Remain in the Doctor of Philosophy in Counseling Psychology Program

Each student's academic performance, progress toward degree completion, and professional performance will be reviewed annually by the Counseling Psychology Core Faculty Training Committee. Reviews may occur more frequently if judged appropriate or necessary by a vote of the Counseling Psychology Core Faculty Training Committee. A student that does not meet the minimal grade point average requirements specified by the Graduate School and Department (a minimum grade point average of 3.0; no grade lower than C; no more than 6 semester hours of C grades in the program) or is not meeting professional and ethical standards as determined by the Counseling Psychology Core Faculty Training Committee may be dismissed from the Counseling Psychology Program. Other reasons for dismissal include, but are not limited to, academic dishonesty, violations of provisions of the American Psychological Association's Standards for Ethical Conduct, and certain legal violations.

Program of Study for the Doctor of Philosophy in Counseling Psychology

Coursework

The approved degree program for each doctoral student must include 108 semester hours. Because of the dynamic nature of Counseling Psychology as a discipline, and the developmental nature of this Counseling Psychology program, the curriculum is necessarily dynamic and subject to change and refinement.

Each student's program of study will be individualized to some degree, based on that student's past training, experiences, coursework, needs, interests, and resources. Notwithstanding this individualization, the following core courses are required to meet minimum Ph.D. requirements in Counseling Psychology:

Psychological Foundations (minimum)	27
Empirical/Research Foundations (minimum).....	15
Required Professional Core (minimum)	48
Supervised Practica (minimum)	18
Dissertation Research (minimum).....	6
Predoctoral Professional Psychology Internship (minimum)	4
Total Program Hours (minimum)	<hr/> 108

Qualifying Research Project

In lieu of a qualifying examination, all students must complete a defensible research project prior to taking the doctoral level comprehensive examination. Students are expected to exhibit mastery in research design and analysis through completion of a qualifying research project. This project is designed to ensure that doctoral students have mastered minimal standards in their knowledge of research design, methodology, and data analysis.

Students entering the program with a master's degree who have completed a master's level thesis may submit their thesis

for approval as their qualifying research project. Students entering the program with a bachelor's degree and those with a master's degree who have not completed an approved master's thesis are required to complete a qualifying research project prior to taking comprehensive exams.

Doctoral Comprehensive Examination

After an appropriate amount of coursework (minimum of 2 years or equivalent) has been completed, and after consultation with and approval from his or her advisor, the student may take the Doctoral Comprehensive Examination in Counseling Psychology. Successful completion of the Doctoral Comprehensive Examination in Counseling Psychology is required prior to acceptance of internship offers, as well as prior to registration for dissertation hours.

The purpose of this examination is both educative and evaluative. The Doctoral Comprehensive Examination in Counseling Psychology assesses whether minimal competencies in the substantive areas of counseling psychology have been achieved through coursework and training experiences. However the process of becoming a competent counseling psychologist extends well beyond coursework. In this regard, the Doctoral Comprehensive Examination in Counseling Psychology provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as to move beyond minimal competencies and toward a solid professional identity.

Failure to successfully pass this examination after two attempts will result in termination of the student from the program. After satisfactory completion of the Doctoral Comprehensive Examination in Counseling Psychology, the student is granted doctoral candidacy.

Practicum Training

Students may enter the program with either a bachelor or master's degree in psychology or a related field. Thus, considerable variation exists in student' counseling skills and counseling-relevant coursework. During their first year in the program, students enroll in a sequence of classes in which they are given didactic instruction in, and exposure to, counseling theories, techniques, group, and psychopathology. Once students complete this sequence of courses they are eligible to begin practicum training.

Practicum serves to ensure the competence of students in both the science and practice of Counseling Psychology. That is, throughout their practica experiences, students are expected to integrate relevant research findings with their clinical practice. Students are expected to begin practicum during the Summer quarter after their first year in the program. A 12 month beginning practicum experience, which involves supervised practicum placement at the Psychological Services Clinic (PSC) and practicum courses on campus, is followed by a similar more advanced 12 month experience either on or off campus. Following these two practica experiences (beginning and advanced), students may elect to continue receiving supervised clinical experiences through independent field placements.

Dissertation

One of the core components of the doctoral program in Counseling Psychology is the successful completion of a dissertation. The dissertation is an integral part of the doctoral program and demonstrates that a student has successfully acquired and mastered the fundamental components of conducting independent empirical research. The dissertation consists of original empirical research conducted under the direction of a Dissertation Chair and Dissertation Committee. A student must enroll in a minimum of 6 total semester credit hours for dissertation, and must enroll in at least 1 semester

credit hour of dissertation every quarter after successful completion of the Doctoral Comprehensive Examination in Counseling Psychology. Following completion of the dissertation, the student is required to publicly defend this scholarly work.

Internship

Counseling psychology doctoral students are required to complete a predoctoral internship (PSYC 624) which must equate to one calendar year of full-time supervised counseling psychology experience (4 to 12 semester hours.). Ideally, internship sites will be American Psychological Association (APA)-approved; however, at minimum the site must be Association of Psychology Postdoctoral and Internship Centers (APPIC) approved and be reviewed and approved by the Counseling Psychology Training Director, the Counseling Psychology Program Core Faculty Committee at least one quarter prior to commencing the internship. Before accepting a predoctoral internship, the student must be in good academic standing as certified by the Counseling Psychology Director of Training and must have received specific permission to accept the internship from the Counseling Psychology Program Core Faculty Committee.

The internship is an essential component of doctoral training programs in Counseling Psychology. Internships should provide the trainee with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervision support, professional role modeling, and awareness of administrative structures. Students apply for and obtain an internship after completion of relevant didactic and practicum work, a qualifying research project, Doctoral Comprehensive Examination in Counseling Psychology, and before the granting of a doctoral degree.

The internship experience is crucial preparation for functioning as an independent professional Counseling Psychologist. It should be an intensive and extensive experience related to the graduate program's training objectives and should further the development of the knowledge, skills and clinical sensitivities of the trainee.

Transfer Credits

With the approval of the student's advisor, the Core Counseling Psychology Program Faculty Committee, the Department Head, and the College Director of Graduate Studies, a maximum of 18 graduate-level semester credit hours may be transferred in the PhD program in Counseling Psychology. Transfer credit is limited to the following courses: PSYC 602 (physiological Psychology), PSYC 601 (Historical Foundations of Modern Psychology), PSYC 604 (Theories of Social Psychology), PSYC 609 (Personality Theory), PSYC 608 (Life-Span Developmental Psychology), COUN 529 (Cross-Cultural Counseling), COUN 516 (Group Processes/Dynamics), COUN 518 (Techniques of Counseling), PSYC 629 (Rotating Seminar in Counseling Theories) and approved electives. The student will work with his/her advisor, who will then present the student's materials to the Core Counseling Psychology Program Faculty Committee in order to gauge equivalency of transfer coursework. (Students who have prior doctoral coursework, materials for transfer of more than 18 semester credit hours may be handled on a case-by-case basis). If a course from another college or university is approved for transfer credit, the student still has full responsibility for material covered in the comparable Louisiana Tech course that is part of the doctoral program curriculum and assessed by the comprehensive exam. This issue is particularly important with respect to the Doctoral Comprehensive Examination in Counseling Psychology because the comprehensive examination might contain material covered in the Louisiana Tech course that was not covered in the course

for which transfer credit was obtained. The student needs to ensure his/her own adequate preparation for the Doctoral Comprehensive Examination in Counseling Psychology

Time Limit for the PhD in Counseling Psychology

The doctoral degree in counseling psychology must be completed within 7 years after admission to the program following University policy.

Curriculum

The curriculum may be obtained from our homepage (<http://www.latech.edu/tech/education/phd.html>), or by email (psychology@latech.edu), or by writing the Department of Psychology and Behavioral Sciences, P.O. Box 10048, Ruston, LA 71272.

Louisiana Education Consortium

Doctor of Education Degree (EdD)

The Doctor of Education degree in Curriculum and Instruction or Educational Leadership is offered through the cooperative efforts of Grambling State University, Louisiana Tech University, and University of Louisiana at Monroe and is coordinated through the Louisiana Education Consortium Governing Board. All consortium institutions offer foundation courses and other graduate courses required in the EdD program in Curriculum and Instruction or Educational Leadership based upon faculty expertise and other institutional resources. The Doctor of Education degree in Curriculum and Instruction and in Educational Leadership is awarded by the institution to which the student has been admitted for doctoral study with course work being completed on all three campuses in order to provide diverse academic experiences. A unique strength of the Louisiana Education Consortium is that the three institutions strategically pool faculty, equipment, and technology.

The programs are designed for K-12 personnel, including teachers and administrators. The primary goal of the doctoral programs is the preparation of practitioner-scholars for roles in elementary, middle, and secondary school settings.

Admission Requirements for the Doctor of Education Degree

Student admission in Regular status to the Doctoral program is based upon the following criteria:

- ? Applicants must hold a master's degree from a regionally accredited institution in an area related to their proposed program of study.
- ? Applicants must have a minimum cumulative undergraduate grade point average of at least 2.75 and a minimum cumulative graduate grade point average of at least 3.25.
- ? Applicants must have completed the Graduate Record Examination (GRE) with a minimum score of 1000 (Verbal and Quantitative) or 1500 (Verbal, Quantitative and Analytical). The Miller's Analogies Test (MAT) may be used as an alternative to the GRE. An MAT score of 48 will be required for full admission status.
- ? Applicants must have teaching and or administrative experience in a kindergarten, elementary, middle, or secondary school or similar educational setting. A valid teaching certificate or equivalent course work is required for admission.
- ? Applicants must submit three letters of recommendation from individuals who are familiar with their character, teaching/administrative

performance and ability to perform academically on the doctoral level.

- ? Applicants should complete their admission portfolios by inclusion of a personal resume and samples of their writing, 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 from which the student wishes to receive a degree.
- ? In addition to demonstrating evidence of academic competence and capability, those persons selected each year for this program will be applicants who are already considered leaders in their educative fields and who have clearly articulated their educational commitment to public schools. The application process is competitive.

Any applicant meeting all other requirements for admission except minimum GPA or GRE scores may appeal to the Consortium Governing Board for admission in conditional status. The Board may admit to individual campuses, under these conditions, up to ten percent of the total number of students admitted during any semester/quarter. No student shall be admitted when the student's GRE test performance is in the lowest quartile among students taking the test on the same date.

Eligibility to Remain in the Doctor of Education Degree Program

Students enrolled in the doctoral program must maintain a minimum grade point average of 3.0 during each term of enrollment. Failure of the student to maintain an overall graduate grade point average of 3.0 or receipt of any grade lower than C or receipt of more than 6 semester hours of C in graduate course work, will result in termination from the program. The student must successfully complete all course work with a minimum grade point average of 3.25.

A graduate student who is denied admission to or further continuance in the Doctor of Education degree program may appeal for admission or readmission. All appeals must be approved by the appropriate committee on the student's campus of enrollment and by the Consortium Governing Board.

Program of Study for the Doctor of Education Degree

Coursework

The approved degree program for each doctoral student must include a minimum of 60 hours beyond the master's degree of which at least one half must be in course work 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 45 additional semester hours of credit for the doctorate.

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

Education Foundations/Research/Statistics	12
Core Courses for Specific Degree	18
Cognate	9
Elective.....	3
Internship	6
Dissertation/Research Design Seminar.....	12
.....	_____
Minimum Total Hours	60 semester hours

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 60 hours required for the doctorate must be taken on the campuses of participating institutions other than the host campus. At least two courses must be taken on each campus.

Preliminary Examination

Upon completion of a minimum of 15 semester hours and not more than 27 semester hours of doctoral course work, 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 common 6 hour written examination will be constructed by appropriate consortium faculty. Following the evaluation of the written preliminary examination, a 1 hour oral examination may be conducted by the student's advisory committee. Student performance on both components of this examination will form the basis for any revisions of the program of study. Failure to pass this examination after two attempts will result in termination of the student from the program.

Comprehensive Examination

The second doctoral examination, the comprehensive examination, is administered when the student has completed all courses in the degree plan or is enrolled in them. This examination consists of a 6 hour written component and a 2 hour oral examination. Failure to complete this examination satisfactorily will result in a revision of the program of study and an additional examination. Failure to pass this examination after two attempts will result in termination of the student from the program. After satisfactory completion of the comprehensive examination, the student is admitted to candidacy.

Internship

The Louisiana Education Consortium is unique in preparing students to become practitioner-scholars. These individuals will apply the knowledge acquired in program components to practical settings. To achieve this goal, 6 semester hours of internship will be required. Students are eligible to apply for internship only after successful completion of the comprehensive examination. The internship must be completed at a site other than the student's place of employment. The student's doctoral committee will assist the student in internship placement.

Dissertation

In addition to the research requirements associated with each course, all doctoral students are required to complete a dissertation. The dissertation should be directed toward the degree specialization and must include field-based research. Students are encouraged to pursue the identification of a dissertation topic and the review of the literature prior to the comprehensive examination. The dissertation prospectus must be approved by the student's doctoral committee after the comprehensive examination has been successfully completed. Other research requirements, for example, the use of human subjects, must be approved on the campus on which the student is enrolled.

The student will be expected to enroll for a minimum of three semester hours of dissertation credit for each semester/quarter in which the student is working with faculty on the dissertation. The student must be enrolled in a minimum of 3 semester hours of dissertation credit during the semester/quarter in which the degree is conferred. No fewer than 9 semester hours of credit shall be earned for successful completion of the dissertation.

Following completion of the dissertation, the student will be expected to defend this scholarly work during a dissertation defense.

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 institution in which the student is enrolled. Each institution shall have at least one representative on each doctoral committee. Each committee will include a professor from the cognate area. Additional committee members may be added to address specific student program or research needs. The student's doctoral committee is selected by the student, appointed by the appropriate administrator on each campus, and approved by the Consortium Board.

Residence Requirements for the Doctor of Education Degree

Students pursuing the Doctor of Education degree will be required to spend at least two consecutive semesters/quarters in residence on the campus from which the degree is to be awarded. Students must be enrolled as full-time students during the time in which the residence requirement is being met.

Transfer of Credit for the Doctor of Education Degree

A maximum of 9 semester hours of graduate credit appropriate to the student's degree program may be transferred from other institutions offering regionally accredited graduate programs if earned in residence at that institution. Students are requested to submit catalog descriptions of courses under consideration. No credits for which a grade of less than **B** has been earned may be transferred. Neither internship nor dissertation credit may be transferred into consortium programs.

Time Limit for the Doctor of Education Degree

All course work, internships, and the dissertation must be completed within a 7 year time period from date of admission to the program. Courses transferred into the doctoral program must also be within the 7 year time limit for completion. Any appeal for extension must be approved by the institution's Graduate Council and the Consortium Governing Board.

Policies and Procedures

Policies and procedures for the Louisiana Education Consortium EdD are detailed in the Louisiana Education Consortium Handbook available in Prescott Library, in the University Bookstore and online at URL <http://www.latech.edu/tech/education/gradhandbook/education.html>.