FIRST YEAR REPORT
ON THE
DOCTOR OF EDUCATION
DEGREE PROGRAM
IN
EDUCATIONAL LEADERSHIP
AT
SOUTHEASTERN LOUISIANA UNIVERSITY
AND
THE UNIVERSITY OF LOUISIANA at LAFAYETTE
(A CONSORTIUM DEGREE PROGRAM)

PRESENTED TO
THE BOARD OF REGENTS
STATE OF LOUISIANA

JULY 2007
First Year Report on the Doctor of Education Degree Program in Educational Leadership

The purpose of this document is to report on the first year of the Doctor of Education degree program in Educational Leadership as offered by Southeastern Louisiana University and the University of Louisiana at Lafayette. (hereafter referred to as The Consortium Doctor of Education Degree Program). The Consortium Doctor of Education Degree Program was implemented in the Fall of 2006.

Governance

Following approval of the program by the Board of Regents, a Consortium Council was created to provide governance and direction for the program. The Council is composed of the respective universities’ Chief Academic Officers, Deans of the Graduate Schools, Deans of the Colleges of Education, Department Chairs for the departments housing the program and the Doctoral Coordinators. The Consortium Council meets a minimum of once each quarter. The agendas and minutes for the meetings this year are contained in Appendix A.

Additionally, the Administrative Council consisting of the Department Chair for the department housing the program and the Doctoral Coordinator from each university was established to discuss details related to establishing and directing the program as well as addressing issues arising from the implementation or operation of the program. Major policy issues are forwarded to the Consortium Council for resolution. The agendas and minutes for the meetings this year are contained in Appendix B.

Candidates

Candidates for the Consortium Doctor of Education Degree Program were recruited for the Fall 2006 and the Spring 2007 semesters with a maximum of 20 candidates total being admitted each semester. Each university selected up to ten candidates per semester. If one university did not select ten, it collaborated with the other university to allow for more than ten candidates from the other university if the candidates were qualified. The data for the recruitment of selection of the candidates are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th></th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Southeastern</td>
<td>UL Lafayette</td>
<td>Southeastern</td>
</tr>
<tr>
<td>Applicants</td>
<td>17</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>Accepted</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Withdrew</td>
<td>0</td>
<td>1</td>
<td>1</td>
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</table>
Profiles of Doctoral Candidates for Fall 2006 & Spring 2007

Gender and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Caucasian</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>6</td>
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</tr>
<tr>
<td>Totals</td>
<td>7</td>
<td>27</td>
<td>34</td>
</tr>
</tbody>
</table>

Current Positions

<table>
<thead>
<tr>
<th></th>
<th>School Administrator</th>
<th>Counselor</th>
<th>Teacher</th>
<th>District Administrator</th>
<th>State Department</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>10</td>
<td>1</td>
<td>4*</td>
<td>9</td>
<td>2</td>
<td>26</td>
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<tr>
<td>Male</td>
<td>7</td>
<td></td>
<td></td>
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<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

* One was a teacher and has moved to Community College Instructor.

Selected Brief Profiles to Demonstrate Doctoral Candidate Career Planning

Ron Cormier is a white male director of curriculum from Iberia Parish. Mr. Cormier plans to utilize the knowledge and skills obtained in the Ed. D. program to advance to become an assistant superintendent and then to become a superintendent in Louisiana.

Susan Dupre is a white female Technology Facilitator in central office at St. Mary Parish School Board. Ms. Dupre plans to work on courses and programs that can be offered to high school students on-line and to update the St. Mary Parish technology department with national strategies and programs to benefit the students of St. Mary Parish.

Kevin Gutierrez is a white male Director of Curriculum of a charter high school in Algiers. Mr. Gutierrez plans on becoming a superintendent in the public school system.

Kecia Hawkins is an African-American female principal of a 900 student middle school in Lafayette Parish. Mrs. Hawkins would like to use her Ed. D. to bring national strategies and programs to her school and to one day move into the central office to provide programming to the entire district and to teach adjunct courses to prepare other future administrators.

Annette Rath is a white female high school principal from Lafayette Parish. Ms. Rath’s school has approximately 1800 students. Ms. Rath plans to work to improve Carencro High and eventually move to central office administration to have a larger impact on education.

Sharon Southall is a white female Assistant Vice President for Teacher Quality & Leadership for the University of Louisiana System. Ms. Southall desires to increase her leadership skills through the doctorate to become a more effective leader in the UL System.
Danny Williams is a white male elementary principal in Tangipahoa Parish. Mr. Williams plans on moving to the district office either as a superintendent or a curriculum & technology director.

Molly Williams is a white female assistant principal in the East Baton Rouge Parish. Ms. Williams plans on becoming a principal and eventually a superintendent.

Courses

The following courses in the doctoral program were offered this academic year:

**Fall 2006**
- EDF/EDLD 800  Introduction to Doctoral Program and Research Design in Educational Leadership
- EDF/EDLD 810  Leadership Theory and Practice

**Spring 2007**
- EDF/EDLD 800  Introduction to Doctoral Program and Research Design in Educational Leadership.
- EDF/EDLD 801  Writing for Research in Educational Leadership.
- EDF/EDLD 810  Leadership Theory and Practice.
- EDL/EDLD 811  Management of Educational Organizations.
- EDL/EDCI 831  Critical Analysis of Current Research on Effective Educational Practice.

**Summer 2007**
- EDF/EDLD 801  Writing for Research in Educational Leadership.
- EDL/EDLD 811  Management of Educational Organizations.
- EDL/EDLD 812  Supervision in Educational Settings
- EDL/EDCI 830  Foundations of Curriculum Theory and Design.
- EDL/EDCI 831  Critical Analysis of Current Research on Effective Educational Practice.
- EDL/EDLD 840  Change Theory

The course design and delivery ensures that every student in the Consortium Doctor of Education Degree Program receives a significant component of one’s educational experience from both institutions. Thus, each university has primary responsibility for the development and offering for the courses in the program as follows:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Southeastern</th>
<th>Lafayette</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF/EDFL 800</td>
<td>Intro to Research Design</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 801</td>
<td>Writing for Research</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 802</td>
<td>Quantitative Research Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 803</td>
<td>Qualitative Research Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 810</td>
<td>Leadership Theory &amp; Practice</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 811</td>
<td>Management of Educational Organizations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 812</td>
<td>Supervision in Educational Settings</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 820</td>
<td>Legal Issues &amp; Ethics in Educational Organizations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 821</td>
<td>Politics &amp; Community Relations</td>
<td>X</td>
<td></td>
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<tr>
<td>EDF/EDFL 822</td>
<td>Policy Development &amp; Analysis</td>
<td>X</td>
<td></td>
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<td>EDF/EDFL 823</td>
<td>Fiduciary Management of Educational Organizations</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 840</td>
<td>Change Theory</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 841</td>
<td>Organizational Development for Learning Communities</td>
<td>X</td>
<td></td>
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<tr>
<td>EDF/EDFL 842</td>
<td>Culture, Climate, &amp; Change Leadership</td>
<td>X</td>
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<tr>
<td>EDF/EDFL 871</td>
<td>Special Topics in Instructional Leadership</td>
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<td></td>
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<td>EDF/EDFL 875</td>
<td>Special Topics in Educational Leadership &amp; Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 876</td>
<td>Internship</td>
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<tr>
<td>EDF/EDFL 897</td>
<td>Internship</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

A listing of all courses with course descriptions is contained in Appendix C.

**Orientation Sessions**

An orientation session was held the first Wednesday evening of each semester to introduce the newly admitted candidates to the administration and faculty of the Consortium universities, review the program, distribute a long range class course schedule (Appendix D) and a program plan (Appendix E), discuss what it means to be in a doctoral program and answer questions from...
the candidates. Dr. Sally Clausen, President of the University of Louisiana System, spoke to the candidates at the Fall 2006 orientation and Dr. Randy Moffett, President of Southeastern Louisiana University, spoke at the Spring 2007 orientation. Agendas for the orientation sessions are contained in Appendix F.

Cross Enrollment

Cross enrollment plans have been implemented to enable grades to be transferred, to distribute student evaluations of instruction and to generate transcripts. The program is making use of the work done by the ICMSN Nursing Consortium, of which both institutions are long-standing members, to finalize the procedures for this Consortium program.

Faculty Hiring

Both Consortium universities have augmented their existing faculty to strengthen qualitative and quantitative research methods and faculty with doctoral program experience. The following faculty have been hired:

Southeastern
Dr. Fred Dembowski
Dr. John Fulwiler
Dr. Robert Hancock
Dr. Kenneth Lane
Dr. Jeffrey Oescher
Dr. Mindy Crain-Dorough

UL Lafayette
Dr. Dianne Olivier
Dr. Robert Slater

Additional positions to support the program are currently being advertised.

Faculty Teaching

The faculty who teach in the Educational Leadership & Management Core as well as the Instructional Leadership Core teach to both Consortium campuses at the same time. The delivery methods used include compressed video and the Internet as well as face-to-face class meetings at the Southeastern Louisiana University Nursing Center in Baton Rouge. The classes taught jointly to the students from each Consortium university during the first year were:

EDL/EDLD 810 Leadership Theory and Practice.
EDL/EDLD 811 Management of Educational Organizations.
EDL/EDCI 831 Critical Analysis of Current Research on Effective Educational Practice.
EDL/EDLD 812 Supervision in Educational Settings
EDL/EDCI 830 Foundations of Curriculum Theory and Design.
EDL/EDCI 831 Critical Analysis of Current Research on Effective Educational Practice.
EDL/EDLD 840 Change Theory
Faculty Development

Discussion with faculty regarding the doctoral program has taken place in faculty meetings. To enhance this discussion and to ensure that all faculty receive the same information, faculty development sessions are being planned for early September to review the program, explain faculty responsibilities and generally discuss what it means to be faculty in a doctoral program.

In terms of content specificity, the faculty who teach the research courses in the Consortium met in November 2006 to discuss course content, objectives and requirements. The next meeting of this faculty is planned for August 2007.

Resources

Additional resources have been made available to support implementation of the program. Books and related materials have been purchased by the libraries to develop a deeper research body for the program. Additionally, funding directly for the doctoral program has been used to supplement travel for doctoral faculty and to purchase doctoral specific needs such as equipment, software and curriculum materials for the programs. The allocations include $10,000 for the library budget and $10,000 supplemental funding for the doctoral program per Consortium university.

Website

A website for the Consortium was developed to provide students with current information about the Consortium Doctor of Education Degree Program. Additionally, the generic syllabi are published on the Consortium website as a reference for both faculty and candidates. As the actual syllabi are developed and collected, they will be posted on the Consortium website to provide more specific information about course goals and requirements. The Consortium website address is http://www.eddconsortium.org.

Electronic Portfolio

The Consortium is implementing a candidate assessment system through PASS-PORT. The assessment system will enable faculty to mentor candidates and to ensure satisfactory progress toward the degree. It will also provide students a mechanism for presenting their body of work to future employers. The four portals for PASS-PORT have been identified as Admission, Qualifying Paper, Advancement to Candidacy with a Reflection paper, and the Dissertation. All doctoral candidates will participate in the electronic portfolio using PASS-PORT.

Advisory Council

The Consortium is establishing an Advisory Committee consisting of all major stakeholders in the doctoral program. The Advisory Committee will consist of key external representatives, as well as representatives internal to the program. The advisory committee will generate recommendations for continuous program improvement based on the analysis of collected data.
The Advisory Committee will begin meeting after assessment data for the first year of the program is collected.
Appendix A

Consortium Council Agendas and Minutes
ED.D. IN EDUCATIONAL LEADERSHIP DEGREE PROGRAM

POSSIBLE ITEMS FOR DISCUSSION AT CONSORTIUM MEETING:

March 8, 2006

1. What we need from ULL for SACS documentation
2. development of Marketing materials
3. target number of students admitted in Fall & Spring semesters – no summer admissions (10 per campus for fall & spring & target audience for first two cohorts (aspiring superintendents only?)
4. agreement on grading system, especially for dissertation seminars & practicum courses.
5. process for additions to library collections – duplication?
6. use of Baton Rouge center
7. accreditation process – ELCC – use of ELCC standards for courses.
8. development of specializations & who teaches them
9. who will teach what courses when?
10. faculty load issues – 6 hours for doctoral faculty – who?
11. credit for dissertation chairs & committee service.
12. how often does consortium meet? Adoption of bylaws - set up a schedule of meeting dates?
13. agreement on how will tuition monies & student FTE be allocated to both institutions?
14. Program issues- general approval process for operational policy & procedural issues including but not limited to:
   a. First courses to be taught & delivery method (practicum?)
   b. Admission process
   c. Candidacy?
   d. comps? Or qualifying paper?
   e. Dissertation proposal process & completion process
   f. IRB
   g. Adoption of APA style for all written work in program
   h. Residency requirement?
   i. Continuous enrollment requirement?
   j. Years to completion?
   k. Leaves of absence form program
   l. Prerequisites – initial courses in each core area
   m. Credit hours of dissertation continuation course.
   n. Use of portfolio?
   o. Membership on dissertation committees
   p. Will program grant administrative certification?
   q. Standardization of doctoral forms
   r. Proposal defense? Format of final dissertation defense?
Agreements regarding Doctoral Program made in earlier meetings to be ratified by Consortium Committee:

1. Admit 10 students at each campus both fall and spring semesters,
2. Letter grading will be used for all courses except the doctoral dissertation courses which will be pass/fail.
3. The first two courses to be taught in the Fall 2006 semester include:
   a. EDF/EDFL 800 Introduction to Research Design to be taught by Dr. Dembowski at the Baton Rouge campus.
   b. EDL/EDFL 810 Leadership theory and Practice to be taught by a ULL faculty member via compressed video with an on-ground component.
4. The Courses to be taught in Spring 2007 include:
   a. EDF/EDFL 801 Writing for Research to be taught on each campus.
   b. EDL/EDFL 811 Educational Management, instructor to be determined
   c. Practicum I (course number & Title needed), instructor to be determined.
5. A Qualifying Paper will be used in lieu of a comprehensive examination. The structure and process for the qualifying Paper has been developed by Dr. Dembowski – see attached,
6. There is a residency requirement – Dr. Roberts
7. The first course in each of the doctoral course core areas will be required as a prerequisite for all of the other coursework in that core area.
8. Other doctoral program prerequisites include competencies in writing, statistics and leadership background. Assessment and remediation, if any, still need to be determined.
9. The portfolio and the artifacts for inclusion in the portfolio, as well as the use of PASS-PORT, and the gateways for the doctoral program will be developed by a committee with representatives from both campuses.
10. Adoption of APA style for all written work in program
11. Years to completion – same as UL regulations – 6 years
12. Leaves of absence from program – one year
13. Extension to years of program – one year
14. Will program grant administrative certification? No – Use Alternative certification route – what is it??
15. Standardization of doctoral forms – to be determined by each campus
16. K-12 experience needed? First year – yes! Focus on Aspiring Superintendents. After year one – likely not but some leadership background or training needed.

Possible Items for Discussion at Consortium Meeting:

1. Development of Marketing materials
2. Admission rubric (on what basis do we discriminate equally qualified candidates? Nathan has ideas on this)
3. accreditation process – ELCC – use of ELCC standards for courses.
4. development of specializations & who teaches them
5. course content – standards – outcomes - evaluations
6. who will teach what courses when?
7. Nature of Candidacy – based on outcomes and gateways?
8. Use of portfolio?
9. Minimum writing standards & remediation?
10. Minimum research/statistics standards & remediation?
11. Minimum technology standards & remediation.
12. Agreement on catalog descriptions of program and courses.
13. Structure & format of dissertation proposal and dissertation
14. Membership on dissertation committees
15. determination of dissertation process
17. credit for dissertation chairs & committee service?
18. process for additions to library collections – avoid duplication?
Consortium Faculty Meeting Agenda

May 16, 2006

1. Overview of Joint Ed. D. program
2. Tasks for May 16, 2006
3. Assignment of Curriculum Committees
   A. Set up committees and charge committees
   B. Determine Syllabi content
   C. Determine list of competencies
   D. Determine prerequisites
   E. Determine artifacts
   F. Determine delivery method and dates if not traditional 1 evening per week.
4. Review and revise toward consensus
Ed.D. in Educational Leadership
Consortium Committee Meeting
June 22, 2006

AGENDA

I. Items for approval

A. First classes offered will be EDF/EDLD 800 and EDF/EDLD 810 (Graduate Schools will expedite approval of these courses).

____________ YES             ______________ NO

B. Deadline for Receipt of applications for Fall 2006 – July 17, 2006 with limit of 10 students per campus.

____________ YES             ______________ NO

C. Rules and Procedures as revised 6/22/06 are attached. Note, the Residency Requirement is a special recommendation we would like to see the Consortium adopt.

____________ YES             ______________ NO

D. Until such time as a professional joint logo can be designed for the Consortium, each university (UL Lafayette and Southeastern Louisiana University) shall craft their own logo for initial use making sure that appropriate language reflects the fact that the Ed.D. in Educational Leadership is a jointly offered program.

____________ YES             ______________ NO

E. Student admissions appeals – Upon an appeal from a student for admission to the Educational Leadership program, the appellate procedures existing at each university shall be used to formulate recommendations to the Consortium Committee. Recommendations from each campus will be forwarded to the Consortium Committee for final review.

____________ YES             ______________ NO

______________________________________  ___________________
Name and Title       Date

Please send responses to Nathan Roberts, Ed.D. in Educational Leadership Consortium Secretary at nroberts@louisiana.edu
Ed.D. in Educational Leadership
Consortium Committee Meeting
August 10, 2006

AGENDA

I. Time Limit

Present language says “The total duration of study for the doctoral degree may not exceed seven (7) years.” This language tracks the UL Lafayette Graduate School Bulletin under Ph.D. requirement item (H) 5 on page 64 that states “All degree requirements must be completed within seven (7) calendar years following admission to a Ph.D. program. The ULS rule states “All degree requirements must be completed within six calendar years following admission to candidacy.”

Recommendation: Define “Admission to Candidacy” as completion of Qualifying Paper and then follow the ULS system policy that provides more time since candidates will not be admitted to candidacy until after they complete the Qualifying Paper.

II. Dissertation committees

The present language states:
“At such time as the student’s advisory committee requests, and upon departmental and consortium recommendation, the Dean of the Graduate School will approve a dissertation committee. The committee is generally composed of three to five members, with one member designated as chair. All members of the dissertation committee should be members of the Graduate Faculty. The chair and at least two members must be members of the Graduate Faculty. In the case of a dissertation committee member being from outside the university, this member must meet all criteria for admission to Graduate Faculty at the appropriate consortium institution. A minimum of two regular members in addition to the chair must participate in the defense of the dissertation proposal and the dissertation final defense. The dissertation committee must have at least one member from each campus.”

The issue raised in the last e-mail meeting focused on qualifications of committee members.

Recommendation: Language to clarify all committee members from the Consortium Institutions must be members of their respective Graduate Faculty and those outside the universities must meet all the criteria for admission to Graduate Faculty and be approved by the Dean of the respective Graduate School of the student.

III. Other Issues

A. Number of admission openings for Spring 2007.

Recommendation: 10 per institution
B. Role or duties of Graduate Assistants.

C. Budget for refreshments, etc. … for Consortium meetings with faculty or students.

IV. Updates

A. Faculty Meeting held on May 16, 2006
B. Technology support meeting will be help on Monday August 14 at 11:00 by CV.
C. First class meeting will take place in Baton Rouge at Southeastern’s Nursing building on Monday August 21 at 5:00 p.m. with all 20 students.
D. Planning has begun for scheduling and teaching assignments for all remaining classes in the program.

V. Dates for future Consortium Committee meetings and other topics?
Doctoral Program Consortium Meeting
Thursday, August 10, 2006
11:00 a.m. – 12:00 p.m.

Participants:
University of Louisiana Lafayette          Southeastern Louisiana University
Dr. Steve Landry                             Dr. John Crain
Dr. Gerald Carlson                           Dr. Diane Allen
Dr. Nathan Roberts                          Dr. Fred Dembowski
Dr. Palmer (absent--out of state)           Dr. Kenneth Lane
Dr. Michael Kurtz

Time Limit for candidates

The committee discussed the various issues regarding the time limit for candidates to complete the doctoral degree. The language from the original Rules and Procedures was compared to the language found in the University of Louisiana at Lafayette Graduate School Bulletin and also compared to the language in the University of Louisiana System guidelines. The committee decided on the following "**Admission to Candidacy is defined as completion and approval of the Qualifying Paper**" and then follow the University of Louisiana System language that states **"All degree requirements must be completed within six calendar years following admission to candidacy. Students would also be entitled to a leave of absence from the program up to one year with readmission possible after one year upon approval of the program coordinator."** Dean Kurtz moved to approve this item and Dean Carlson seconded and it was approved.

Dissertation Committees

The committee discussed the composition and qualifications of student dissertation committees. The discussed focused on the qualifications for committee members. Dr. Dembowski moved to clarify the language to state "**All members of dissertation committees from the Consortium Institutions must be members of their respective Graduate Faculty and those outside the consortium universities must be approved by the Dean of the respective Graduate School of the student.**" Dean Carlson seconded the motion and it was approved by the committee.

Number of student admissions for Spring 2007

Discussion regarding the number of students to be admitted for Spring 2007 concluded with a consensus that **10 from each institution would be admitted.**

Graduate Assistants & Budget issues

The committee discussed the pay scale for graduate assistants and noted that the pay was different at each university. The committee decided the **Graduate School Deans should discuss this and determine appropriate pay scales for each university.** The committee also discussed
budget issues involving the costs of operating the program, travel to meetings and what is a justified expense. It was concluded that as long as state law is followed the program coordinators would utilize the budgets as seen appropriate with review by the College Dean.

**Questions Discussed**

The committee discussed several questions during the meeting. The first question involved the appropriate grade point average for candidate admission. The committee approved a grade point average minimum of 3.25 on all grade level work for candidate admission. The committee also approved the Graduate School Deans to evaluate the TOEFL requirements and determine if a 550 on the written portion is acceptable.

The committee discussed the number of C’s a student could have on their transcript. It was agreed that the section on Academic Expectations would be revised to reflect that "a doctoral student may have no more than 2 C’s on their transcript before the student is dropped from the doctoral program and required to seek readmission".

**Other Issues**

The committee discussed several items that may be included in the report to the Board of Regents regarding the status of the program. One area of focus was to visit a recognized "out of state" individual who is involved with the students in a seminar or web cast. Dr. Dembowski indicated Southeastern was involved with an ELR symposium with Western Kentucky University and that they would invite all the candidates to participate. Other items that may be included in the report involve the number, grade point average, current position and GRE scores of the candidates in the program. Additionally a financial report will also be included.

Southeastern reported that they will be having a SACS review next semester and will need to have everything in order at that time.

Dr. Dembowski moved to accept all the items on the e-mail agenda that were approved by e-mail on June 22, 2006. The motion was approved and a copy of the e-mail will be attached to the minutes of this meeting.

Dr. Landry provided a short update on the issue of a joint logo. Dr. Landry indicated the design of a logo was with a private firm and would be presented to both campuses for approval in the future.

The issue of Moodle vs. Blackboard was discussed and for now it was agreed that students taking the courses offered to both campuses would be added to each course’s site depending on the university (Moodle for the University of Louisiana at Lafayette and Blackboard for Southeastern). It was suggested that the Nursing Consortium be contacted to see how they add students to the computer system. Both campuses indicated a desire to continue to use PASSPORT and a mechanism for sharing will need to be devised.
The committee suggested meeting approximately every two months to review progress and that meeting by compressed video was acceptable.

Dr. Crain moved adjournment and Dr. Kurtz seconded. All agreed and the meeting was adjourned.
Consortium Council Meeting  
Tuesday, November 14, 2006  
1:00 – 2:00 p.m.

Agenda

**Informational Items**

1. Consortium Letterhead, Brochure & Logo  
   a. Expected date for review  
   b. Expected date for adoption  
   c. Joint webpage

2. SACS Accreditation  
   a. Date for visit has not been established; probably Spring 2007  
   b. Need to be in compliance with SACS regulations  
   c. Need to adhere to Proposal Report to Board of Regents of January, 2006  
   d. Portfolio & Assessments - There are five assessment pieces that need to be included in the portfolios of the students

3. Revised Program Plan Form (see attached)  
   a. Reflects change in how to list credit for courses transferred into the program

4. Schedule of Courses 2006 – 2014 (see attached)  
   a. Two year cycle starting in Summer 2009

5. Course Alignment Research Courses  
   a. For the Research courses, the words “in Educational Leadership” need to be inserted at the end of the current title for all five of the research courses.  
   b. For all courses, the course description needs to state “Same as EDF ____ at Southeastern Louisiana University” or “Same as EDLD ____ at University of Louisiana Lafayette”

6. Transfer Credits & Age Limits  
   a. Effective date on transfer credits is applied at the time of graduation  
   b. A course may be 9 years old at the time of graduation

7. Orientation for Spring 2007 Cohort  
   a. 5:00 p.m. on Wednesday, January 17, 2007 in Baton Rouge at the SLU Nursing Center.
8. International Students
   a. Should be sought for the program, but not until the 2008-2009 year

9. Doctoral Student Handbook
   a. Under review
   b. Hope to have ready early in the Spring semester

10. UL Board of Supervisors Action on “Requirements for Doctoral Students” (see attached)
    a. Residency - #8
    b. Age limit on courses - #9
    c. Graduate credit beyond Masters may be transferred - #10

**Action Items**

11. Specialization Areas
    a. Specialization Courses
       i. Clarification of the course selection process
       ii. Does each University select three courses for each area that it teaches and the student can choose from all six?
       iii. Or are there three courses mutually agreed upon for the area?
    b. Grant specializations if candidates elected to take six to nine hours above the minimum credit hours required for the Educational Leadership & Management core as well as the Instructional Leadership core.

12. Doctoral Transfer Students
    a. Katrina related
    b. Normal transfer – how many hours can transfer in?
    c. Want to take our classes to transfer to another university

13. Future Consortium Meetings
    a. How often
    b. Tentative dates

14. Request by UL Lafayette to admit 11 in Spring 2007 to replace student who dropped in 2nd week of Fall 2006

15. Other
Doctoral Program Consortium Meeting  
Tuesday November 14, 2006  
1:00 p.m. – 2:30 p.m.

Participants:
University of Louisiana Lafayette  Southeastern Louisiana University  
Dr. Steve Landry  Dr. John Crain  
Dr. Gerald Carlson  Dr. Diane Allen  
Dr. Nathan Roberts  Dr. Fred Dembowski  
Dr. C. E. Palmer  Dr. Kenneth Lane  
Dr. Paula Montgomery  Dr. Michael Kurtz

Approval of minutes from previous meeting held on August 10, 2006 moved by Dr. Dembowski and seconded by Dr. Carlson. Approved with note that Drs. Landry and Crain will bring up the items 9 & 10 regarding the time frame for completing the Ed.D. and when a student is considered admitted to candidacy and does that start the timeline at the next meeting of the university Vice-Presidents to attempt to get clarification. Once clarification is received the Consortium Committee will review items 9 & 10 to determine if any changes need to be made.

Review of proposed logo

The committee reviewed the proposed logo designed in blue and black. Dr. Palmer suggested the line on the letterhead should be on the left side and the members from SELU agreed. Lane moved to accept the logo. Palmer seconded. No objections were noted so it was approved.

Palmer moved to adopt the letterhead with the designation on the left side. Allen seconded and it was adopted without objection.

Drs. Lane and Roberts were requested to check to see if the domain eddconsortium was available and if so, Dr. Crain indicated it should be obtained. Note, the program cannot use eddconsortium.edu, but eddconsortium.org is available and will be reserved and the site will be maintained on the SELU system with links to both colleges.

Updates

Dr. Lane indicated a report would be submitted to SACS. Dr. Landry pledged full support from UL Lafayette for the SACS substantive change visit in the spring. Dr. Lane also reported that recommendation 33 indicated students would be administered certain assessments and that we needed to be sure the students knew of the requirements. Recommendation 22 indicates PASSPORT lists 5 and we need to be sure the 5 are implemented.

Dr. Lane led the discussion regarding projected faculty needed for the program. There were requests for new faculty in the proposal. SELU has filled some positions and UL Lafayette has advertised for two new positions. As the program advances, it is anticipated that 9-13 courses will be offered per term and if faculty teaching these courses have a six hour course load as
recommended by the evaluators, more faculty may be needed. The course loads for faculty in
the Ed.D. program also have dissertation and Qualifying Paper work included in their activities.
Recommendation 20 suggests bringing faculty with expertise to teach the research courses. The
universities need to be sure the faculty will meet SACS qualifications for the courses taught.

Discussion occurred regarding when the first report was due to the Board of Regents. General
consensus was one year. The committee plans to gear up to turn in a report by July 1, 2007 and
include a data base with student enrollment demographics, status of courses, programs and
assessments and progress of students.

Discussion occurred regarding transfer credits and the time limit and approval process. Time
limit is established by the university system and it is set at 9 years from date of graduation. The
committee discussed adding a signature line for the Graduate School Dean for the transfer
acceptance and everyone agreed that was a good idea.

Dr. Lane described the proposed schedule of courses and when each new course would be
unveiled. The list of courses will be used to identify staffing needs and when each course should
be offered. The committee discussed how this compared to the Nursing consortium and whether
the courses should be rotated from campus to campus or stay with one campus. The issue of
expertise was discussed and that classes should stay with professors who are most qualified.
Also it was discussed that if the courses rotate campuses it would be possible for students to wait
and take all their courses on one campus. Dr. Landry requested the committee look at the course
offering schedule every meeting. The consortium should strive to make the rotation or
assignment of courses balanced between campuses. This will illustrate the sharing of faculty and
provide evidence on non-duplication of resources.

Item 5 on the agenda was discussed and it was confirmed that the research courses would all
have their titles reflect that they are in Educational Leadership.

The consortium committee confirmed the joint orientation for the spring semester would take
place at 5:00 p.m., January 17, 2007 in Baton Rouge at the SELU Nursing Center.

Item 8 raised the issue of future international students. The committee discussed the need to
continue the focus of the program on Louisiana and preparing candidates to be future
superintendents. The focus should remain on leadership and international students will be
considered as the program develops. The TOEFL score was indicated as 550 if written and 213
if computer based and 80 if internet based.

The doctoral handbook is under review and should be ready for approval in early spring.

The issue of residency was addressed and based on the Board of Supervisors Board Rules, Part
Two – Chapter II – Students Section XIII Requirements for Doctoral Degrees A. 8, the
residency requirements can be waived at the discretion of the university. The committee
discussed this rule and agreed that based on the new breed of students and the increased need for
flexibility in the program, the residency requirements beyond a 6 hour requirement would be
waived (The Consortium Committee will revisit this issue at its next meeting on March 14, 2007).

The committee wanted a clarification on the issue of when a candidate is admitted to candidacy and the amount of time a student has to complete the program. The language from the Board of Supervisors and the language in the UL Lafayette handbook are not consistent. The committee decided Drs. Landry and Crain would discuss this issue with Loren Blanchard from the Board of Supervisors to determine the intent of the rules.

Specializations

The committee discussed the specialization portion of the program to determine if additional courses needed to be designed and approved and whether graduate level courses from other programs/colleges could constitute a student’s specialization. It was suggested that the program coordinators suggest or guide students in establishing their specialization based on their background. Dr. Crain indicated it should be possible for students to pull from other approved areas already in existence at the universities. Dr. Landry agreed students should be able to pull from sub disciplines to establish their specialization. Discussion expanded to suggest all areas could qualify as a specialization and the students could create their own if approved by the program coordinator. The discussion indicated that the committee felt students should be able to use graduate courses from any area for their specialization. The program coordinators would work to aggregate courses from around the campuses and identify and encourage students to pursue different specializations. The courses taken for specialization must be taught by members of the graduate faculty.

Transfer Students

The issue of accepting transfer students from the Lake Charles area and UNO who were ABD was discussed. The committee indicated the desire to keep the transfer credit limit at 12 hours to maintain academic integrity. Several members opposed allowing students outside the universities to take courses in the program at this time if that meant students in the program would be denied enrollment in the class. This issue can be revisited later once the program has matured. Any exceptions should be presented to the committee for review.

Student Admissions

The committee discussed the number of students admitted each semester and agreed to keep enrollment capped at 20 per semester for the first 3-4 semesters. The twenty should be ten from each campus, but if one campus does not have ten students, the other campus may add some students. Dr. Roberts requested that UL Lafayette be allowed to admit 11 students for the Spring of 2007 since one of the students from the Fall semester had to resign due to family issues. The committee reviewed the request and agreed UL Lafayette could admit up to 11 students and possibly more if room was available.

Graduate Assistants

The pay scale for Graduate Assistant’s is $12,000 + tuition for doctoral graduate assistants.
Faculty Development

The committee discussed the evaluators recommendation that the consortium bring in outside faculty with experience in advising doctoral students and working on dissertations with doctoral students as well as other educational experts to conduct a workshop or colloquium in the spring. The committee agreed Deans Allen and Carlson would work on this area and put together a recommendation for the first workshop. The educational expert would meet with faculty and perhaps students as well.

The meeting adjourned around 2:45. The next meeting will be scheduled in February 2007.
Agenda

1. Age limit on courses utilized by candidates:
   a. Board policy is 9 years prior to the date upon which the degree is conferred.
   b. UL Lafayette policy has been 7 years from date of completion of the program with Dean of the Graduate School having authority to grant extensions.
   c. SELU has no current policy, but would like to use 9 years prior to the date upon which the degree is conferred.
   d. Question, can we transfer in courses to the doctorate program without age limit but keep the age limit for courses taken while in the program?

2. Transfer of credit policy:
   a. Present policy states up to 12 hours can be transferred in from other universities or previous work with the following limitations: no more than 6 of the 12 hours can come from a student’s masters’ program and no more than 6 from previous work.
   b. Proposed change – Transfer or accept up to 12 credit hours: no more than more than 6 of the 12 can come from a student’s masters’ program, but all 12 could come from previous work.

3. Residency Policy:
   a. Board changed policy to state the university can waive the residency requirement.
   b. UL Lafayette proposes the Consortium policy should be that a two semester back to back (fall-spring or spring-fall excluding summers) of full-time residency should be required. An exception can be granted on a case by case basis upon formal application by a candidate. The application will be reviewed and a recommendation for approval or disapproval will be issued to the Graduate School Dean by the campus Coordinator for the Ed.D. The Graduate School Dean will either approve or disapprove each application.
   c. SELU is meeting with their provost to discuss the issue and may have a position by the time of the meeting on the 21st. Question, what constitutes residency of nine hours? Can it be satisfied with a summer term and one long term? Is this something the Graduate School Dean will decide on a case by case basis for this program?

4. Admission of candidates employed by any participating consortium campus:
   a. Present policy indicates faculty in tenure track positions are not eligible.
   b. Any limitation on applicants such as Masters degree in Education or administrative experience? (It is difficult to conduct classes with students who have no background in education).
c. Any limitation on employees? (UL Lafayette & SELU have had several candidates for administrative positions with the university inquire as to the ability to enter the Ed.D. program).

5. Staff Development Workshop and Statistics workshop and future workshops:
   a. Richard Fossey, Professor at the University of North Texas has agreed to conduct a workshop with faculty on doctoral advising and how to get a student through the dissertation process and a workshop with students on how to work with a dissertation chair and committee. We are looking at some dates. Can we pay a stipend from the Ed.D. budget in addition to his travel costs (no budget is left for this year to cover this cost).
   b. We want to conduct a statistics workshop for students. Can faculty be paid a stipend to conduct the workshop? Can other faculty who conduct workshops in the program be paid a stipend to conduct the workshops?
   c. Weekends use of the Nursing School building in Baton Rouge requires an additional cost for a maintenance person to open and close and for air conditioning. There is no budget for this item at this time.
   d. Budget for next year. Will each campus be provided a budget of $10,000 above the college regular budget to cover costs of the program including bringing in presenters for faculty and students, travel for faculty, workshops and seminars on the weekend at the Nursing School and other costs for promotion of the program?


7. Cross enrollment status

8. Other
Minutes approved on June 20, 2007
Doctoral Program Consortium Meeting
Wednesday March 14, 2007
2:00 p.m. – 3:30 p.m.

Participants:
University of Louisiana Lafayette
Dr. Steve Landry
Dr. Gerald Carlson
Dr. Nathan Roberts
Dr. C. E. Palmer
Dr. Paula Montgomery
(Out on business)
Southeastern Louisiana University
Dr. John Crain
Dr. Diane Allen
Dr. Fred Dembowski
Dr. Kenneth Lane
Dr. Michael Kurtz

Approval of minutes from previous meeting held on November 14, 2006 moved by Dr. Kurtz and seconded by Dr. Palmer. Dr. Palmer asked to add a discussion of GRE to the agenda. Dr. Kurtz seconded and it was approved by all and added to the agenda.

1. Age limit on courses utilized by the candidates

Discussion centered on the Graduate School Dean’s authority to grant extensions to the time limit stated in the handbook. The discussion also involved how long a candidate had to complete the program and the age of courses utilized in a candidate’s program. The Consortium Committee decided to use the present UL board policy with exceptions approved by both Graduate School Deans. Present board policy indicates courses may be used if completed within nine years prior to the date upon which the degree is conferred.

2. Transfer of credit policy

Discussion centered on the number of hours and how many hours can be counted from the masters degree and how many beyond the masters. Dr. Palmer moved that the number of hours be kept at 12 and it was seconded by Dr. Carlson. The Committee voted to approve 12 hours, with no more than six of the twelve hours coming from the masters’ degree course work.

3. Residency Policy

The Committee discussed that traditional expectations are different today from the past regarding residency requirements. With many courses being offered off campus and on-line or through distance education methods, traditional residency requirements may not be practical. Most of the students in the program will be full-time employees and the plan is to keep the spirit of immersed study in the program if not on campus. Dr. Palmer discussed that the UL Lafayette Graduate Council had discussed the number of hours for a residency and decided to keep the nine hour requirement for two consecutive semesters fall/spring or spring/fall. Exceptions to the residency requirement would be allowed on a case by case basis. Dr. Dembowski asked about summer and Dr. Landry noted an Ed.D. is different from a Ph.D. and coursework was often concentrated in
the summer. Dr. Crain moved approval of the residency requirement with the exceptions being submitted to both Graduate School Deans for approval.

4. Admission of candidates employed by any participating consortium campus

Dr. Crain reiterated that the original purpose was for candidates to have background in education and experience that was appropriate for the program. Dr. Crain suggest no faculty from the same unit with unit = department or college. Further, candidates should have some K-12 or related background.

The Committee discussed two safeguards: 1) admissions committee; and 2) final recommendation by Committee if necessary. The Committee was not in favor of candidates entering the program who were directly employed by the participating universities at this time, but left it open for the future depending on the situation.

5. Staff Development Workshop and Statistics Workshop

Workshops with outside experts will be funded by the presiding university and paid by flat contract (301 Acct.?). The statistics requirement can be met by taking an exam or taking some quickstart seminars. Dr. Crain indicated the MBA program used the quickstart seminars to help prepare the students for the advanced classes. SELU paid faculty a flat fee to teach the quickstart seminar as it is not part of their regular work load. These options will be reviewed for future use.

The issue of weekend use of the SELU Nursing building was discussed. It was decided that Dr. Crain would send a bill for weekend use of the Nursing building that resulted from UL Lafayette use or co-cost for joint use at the end of each semester.

Updates

The website is being built. A proto-type is up now and being modified as we see issues. The site is www.eddeconsortium.org

Cross-enrollment will be discussed at the next meeting.

GRE discussion. Original information indicated July 31 was last day for old GRE exam (may be modified now). The numbering system for reporting will be different and hard to correlate at this point. New verbal mean will be 150 and new quantitative mean will be 150. The new test may be all internet based. Issues include what cutoff scores to use, is this still appropriate test for education graduate programs. The new test will be good for 5 years and it is four hours long, not two. McGraw Hill will have some test prep material soon.

Dr. Crain moved the Committee adjourned and all seconded.
Consortium Council Meeting
Wednesday June 20, 2007
1:30 – 3:30 p.m.

Agenda

1. Orientation date for Fall 2007 – August 22, 2007
2. Use of Special Topics courses in the program
   a. Limit of 2 (including courses taken as independent study).
3. Standard writing format:
   a. MS Word
   b. Times New Roman font
   c. 12 point font
   d. margins: 1.5" on left; 1" top, bottom and right
   e. no headers or footers except for page numbers
4. Cross-enrollment
   a. How do we set this up? Proposed Model will following Nursing Consortium
   b. Whose course evaluation will be used for the course?
5. Policy on faculty work load, qualifying paper limit (suggest 6), dissertation limit (suggest 6, chair or member), teaching load. Impact on faculty lines (update on hiring and searches).
6. Professional Development
   a. Faculty development day to work on program updates, qualifying paper review criteria and dissertation process and review.
7. Minimum course enrollment for doctoral courses? Maximum enrollment in a doctoral course?
8. Primary Responsibility for Courses in Program
   a. Chart below
9. Recommend that courses may be transferred from any Master’s degree after the first one as graduate credit and not be subject to the “no more than six courses from any Master’s degree” provision.
10. Portfolio for doctoral program being developed with four Sections: Admission to program, Qualifying Paper, Admission to Candidacy with Reflective Paper, and Dissertation.
11. UNO’s online Ph.D. program in Educational Leadership (informational only, see attached material).

12. Other issues?
Draft of Minutes for

Consortium Council Meeting
Wednesday June 20, 2007
1:30 – 3:30 p.m.

Attendance:

University of Louisiana at Lafayette
Dr. S. Landry, Chair
Dr. C.E. Palmer
Dr. G. Carlson
Dr. P. Montgomery
Dr. N. Roberts, Secretary
Dr. D. Bowie

Southeastern Louisiana University
Dr. J. Crain, Vice Chair
Dr. M. Kurtz
Dr. D. Allen
Dr. F. Dembowski
Dr. K. Lane

Agenda

Dewayne Bowie from the UL Lafayette Registrar’s office explained the plan for enrolling students from opposite campuses. Each campus will list all the courses offered each semester, regardless of which campus is actually teaching the course. The students will enroll in the course they want on their own campus. Once the course is set up, the list of students taking the course from the non-offering campus will sent and the students enrolled in the course management system of the institution conducting the course. The students will have access to the course management system, but may not have access to other resources at this time. Once the course is completed the faculty member teaching the course will send the grades to the campus representative for the other campus and the campus representative will input the grades. The two campuses will review the Nursing Consortium model to determine methods for conducting student evaluations of instruction and course evaluations for the courses. Drs. Crain and Landry will discuss any issues that must be resolved between the campuses. A document will be prepared by the two registrars that will set forth the procedures that will be used for registration. Both campuses will review procedures for change of grade issues.

Minutes from March 14, 2007 meeting

Dr. Lane moved approval of the minutes from March 14, 2007 and Dr. Carlson seconded. All agreed and the minutes were approved.

6. Orientation date for Fall 2007 – August 22, 2007

This was an informational item only and all agreed this date was fine.

7. Use of Special Topics courses in the program
The recommendation of the Administrative Council was to limit special topics courses and independent study courses to a total of two (2). Dr. Dembowski moved to approve and Dr. Palmer seconded. All approved.

**Agenda Item regarding Annual Report was added.**

Dr. Landry discussed his experiences with program reports and suggested the following guidelines for beginning:

a. Be direct and provide information that can be understood.
b. Keep the length reasonable
c. Use a format that is similar to a report after a program or college receives accreditation.
d. Demonstrate the quality of the program by describing the students and how many applied, how many were accepted and how many enrolled.
e. Describe faculty in the program and new hires.
f. Describe what the Consortium did after approval (Meetings, by-laws, applicant numbers, and efforts toward unity.
g. Describe efforts to work together as a consortium and that students are taking courses from each campus.
h. Submit the report as a Consortium Report signed by the Chair and approved perhaps by both Presidents.

All agreed with the guidelines and Dr. Lane agreed to start the first draft with a goal to have the report done in 2-3 weeks with everyone on the Consortium Committee reviewing it.

8. **Standard writing format:**

The Administrative Council suggested the program should use a standard writing form for all classes and the format below was suggested. During the Administrative Council meeting Dr. Montgomery noted she has difficulty reading Times New Roman font and requesting that students in her class could submit in a form her eyes can read, but official final versions in PASS-PORT could be in Times New Roman. Dr. Lane moved approval and Dr. Carlson seconded. Dr. Palmer indicated he thought it was a good idea and just wanted to be sure the format below did not contradict the approved forms in the Graduate School. If students have a disability that presents them from using Times New Roman font, that will be considered on a case by case basis.

a. MS Word
b. Times New Roman font
c. 12 point font
d. margins: 1.5" on left; 1" top, bottom and right
e. no headers or footers except for page numbers

9. **Policy on faculty work load, qualifying paper limit (suggest 6), dissertation limit (suggest 6, chair or member), teaching load. Impact on faculty lines (update on hiring and searches).**
The work load policies were discussed and it was noted by Dr. Landry that he was going to review the staffing issues at UL Lafayette after the legislative session ended. Dr. Landry opposed setting up a policy that would limit committee assignments at this time. He believed the limits should be determined by practice over time, not in a written policy. Dr. Landry noted this could be a problem later, but suggested it be deferred for now. Dr. Allen noted the issue could be addressed by noting the expertise of each professor and focusing students toward faculty with their expertise. Some faculty will need to learn to say no so students are exposed to all faculty. It was suggested that this be monitored and updated for the Committee at a later date. Dr. Crain noted the coordinators should help students identify potential faculty for their dissertations. Dr. Landry opposed any artificial barriers for numbers. The Committee agreed to monitor and update at the next meeting.

10. **Professional Development**

Dr. Dembowski indicated he was setting up agendas for two faculty development days. One would address an overview of the program so everyone would know what is going on and the second would be for doctoral faculty to learn about the duties and responsibilities as a dissertation chair and member.

11. **Minimum enrollment for doctoral courses? Maximum enrollment in a doctoral course?**

Dr. Landry indicated that doctoral classes have a minimum enrollment at UL Lafayette of 8. For special justifications it can be lowered to 5. It depends on the purpose and circumstance. It depends on how often the course is offered and what the course involves and where it falls in the student’s plan of study. Dr. Allen agreed it should be monitored and the history of the course reviewed. Maximum enrolled also must be monitored to keep classes at 20. Each campus will try to maintain a limit so classes do not get too large.

12. **Primary Responsibility for Courses in Program**

The Consortium reviewed the list of courses for primary responsibility and agreed it worked. It was noted the list might change as expertise changed and faculty came and went. Dr. Crain moved approval and Dr. Montgomery seconded. All agreed.

13. **Recommend that courses may be transferred from any Master’s degree after the first one as graduate credit and not be subject to the “no more than six courses from any Master’s degree” provision.**

The administrative council recommended this addition to make it clear that courses taken in a second masters would be counted as post-masters the same as classes taken for a +30 or specialist degree. Dr. Palmer suggested the administrative council draft up official language and submit it to everyone for review before implementing the policy. Motion by Dr. Carlson to
approve with language to be submitted to all for final approval and Dr. Allen seconded. Approved by all.

14. **Portfolio for doctoral program being developed with four Sections:** Admission to program, Qualifying Paper, Admission to Candidacy with Reflective Paper, and Dissertation.

Dr. Lane reported that he and Dr. Fulwiler were working on the 4 portals for review. The 4 major portal will be: 1) admission; 2) Qualifying Paper approval; 3) Admission to candidacy with reflection paper; and 4) Dissertation completion.

There was discussion about unit vs. course artifacts and how to set up the PASS-PeRT accounts so professors from both campuses can review the artifacts. The campuses want to set up electronic portfolios for all students and have them pay 1 fee on 1 campus and use PASS-PeRT for each class where appropriate.

15. **UNO’s online Ph.D. program in Educational Leadership (informational only, see attached material).**

This was informational only to note the program was being marketed in St. Mary Parish and other locations.

16. **Other issues?**

Meeting adjourned with discussion on efforts to market the program.
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<thead>
<tr>
<th>PRIMARY RESPONSIBILITY FOR COURSES</th>
<th>SELU</th>
<th>UL Lafayette</th>
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<td><strong>RESEARCH REQUIREMENTS (12 credits)</strong></td>
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<td>EDF/EDFL 800 Intro to Research Design</td>
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Appendix B

Administrative Council Agendas and Minutes
Topics for Discussion

Superintendency
Roster for EDL 810
Course Schedule
Course Offering Information
Syllabi
Portfolio
Brochure and Logo
Cap on Courses
Transfer of Credits/Courses
Self Assessment
Doctoral Program Meeting  
University of Louisiana Lafayette  
Friday, September 1, 2006  
10:30 a.m. – 1:00 p.m.

Participants:
University of Louisiana Lafayette (ULL):  
Dr. Paula Montgomery  
Dr. Nathan Roberts

Southeastern Louisiana University (SELU):  
Dr. Fred Dembowski  
Dr. Kenneth Lane

Superintendency

The requirements for the Superintendency position in the State of Louisiana were discussed. The requirements have changed and the current requirements are located on the Louisiana Department of Education website. However, it was agreed that the doctoral program is not a Superintendency certification program. Students who are seeking certification as an administrator must do so separately from the doctoral program.

Roster for EDL 810

The roster of students from SELU in EDL 810 is needed by Dr. Montgomery, instructor for the Fall semester.

Action: Dr. Lane will send the roster to Dr. Montgomery.

Course Schedule

Discussion evolved around the questions of which and how many courses to offer each term, who would teach them, rotation of the courses within the Consortium and how many years in advance to schedule the courses.

The following actions were taken:

- Rotation: The teaching of the courses would rotate between ULL & SELU on a yearly basis rather than a semester basis.
- Number of courses to be taught per term: 8; both universities will work on the schedule and sequence of courses to adhere as closely as possible to this number.
- Years in Advance for the schedule: It was decided to try mapping out the courses through the projected graduation of the first cohort and then decide if the schedule is repeatable.
- Schedule for teaching the courses: Attached is a “Tentative Course Offerings Fall 2006 - Spring 2008” document.

Course Offering Information
Information is needed on the courses, dates and delivery method(s) that the professors at both universities prefer when they teach in the doctoral program. The information is needed soon in order to plan for future semesters.

**Action:** Each campus will provide this information by October 1.

**Syllabi**

The syllabi for each course must have ELCC standards listed on them to meet the requirements for NCATE accreditation. The standards are available on the NCATE website (http://www.ncate.org).

**Portfolio**

There are five assessment pieces that need to be included in the portfolios of the students in the program. The assessment personnel from both ULL and SELU need to meet to discuss how to implement this process.

**Action:** Each campus will identify its assessment personnel and arrange a joint meeting time.

**Brochure and Logo**

The marketing brochure for the program needs to be finalized so that it can be printed and made available for distribution to prospective students. SELU developed a preliminary brochure for its campus, but the brochure needs to be a Consortium brochure and as such, needs a Consortium logo.

**Action:** ULL will take the lead on developing the brochure and on developing the logo.

**Cap on Courses**

To insure adequate enrollment in the courses being offered, a cap of 10 will be established on the early enrollment in each course. After early enrollment, students will be permitted to register for the courses on a permission basis.

**Transfer of Credits/Courses**

Discussion on the transfer of credits into the program was discussed to ensure that the Consortium was applying the same standards to the students. The following guidelines were agreed to:

- Maximum transfer credits: 12
- Differentiation of transfer credits: 6 from Masters degree; 6 from coursework above the Masters degree
- Age Limit on Courses Transferred: Professional judgment of doctoral advisors and/or doctoral coordinators
- Recommendation to the Consortium Committee: Course can be no more than six years old.
Self Assessment

Information on self assessment and observer assessment was provided by ULL. The materials are used to meet the NCATE standard on dispositions. The material is:

Doctoral Administrative Council Meeting  
Monday, October 16, 2006  
10 a.m. - ???

Topics for Discussion

1. Re-visit the rotation of courses
2. Scheduling of Courses
   - Do we need to teach all of the courses?
   - EDL/EDFL Internship as an example
   - Are some courses best left in the catalog to be used for transfer credit?
3. Specialization Areas
   - Any additional ones
   - Designation of faculty teaching them
4. Special Education concentration courses
   - Course numbers
   - Terminology changes
   - If revisions, deadline date
5. Educational Technology 695 course number
   - Course number need to change
   -
6. Status of teaching the field based practicum course--3 hour course, both or on each campus?
7. Doctoral student handbook
8. Transfer in credits
   - Six year rule guideline; is it reasonable at the doctoral level?
   - Certify competency in content area of course
9. UNO & LSU doctoral students who want in the program
10. Change in Residency requirements
    - Board of Supervisors’ October meeting
    -
11. Anticipate date for first graduates and its impact
    - Transfer of courses into program shortens projected timeline
    - Dissertation committees will need to be ready sooner
12. Consortium Committee--regular meetings or as needed
13. Additional topics
Administrative Council Meeting  
Southeastern Louisiana University  
Monday, October 16, 2006  
10:00 a.m. – 1:00 p.m.

Participants:

University of Louisiana Lafayette (ULL)  
Dr. Paula Montgomery  
Dr. Nathan Roberts  

Southeastern Louisiana University (SELU)  
Dr. Fred Dembowski  
Dr. Kenneth Lane

Rotation of Classes

The question of whether to rotate courses between the two Consortium universities was discussed. The discussion focused on whether to rotate even if the expertise in a subject area was on one campus and not the other, how long a course should be taught before it rotated to the other university, and a selling point of the Consortium is that the two universities compliment rather than duplicate each other.

**Action:** Lane & Roberts will discuss the rotation issues and make recommendations on the courses to be rotated and when to rotate them.

Accreditation

The Provost at Southeastern has emphasized that all faculty teaching in the doctoral program must meet SACS guidelines. The guidelines include the faculty must have degrees in their teaching content areas or a related field and must have a minimum of 18 hours in the content level at the graduate level.

Scheduling of Courses

Discussion evolved around how to list credit of courses transferred into the program. The general agreement was to add a section to the program plan that would list the courses approved for transfer into the program rather than doing a course by course substitution.

**Action:** Lane & Roberts will work on the wording for the transfer section of the Program Plan. Lane will draft the revised Program Plan form to be submitted to the Administrative Council for review and approval.

Research Courses

Since the research courses are taught to each university’s students, it is important for the instructors of those courses to be teaching the same content. A joint meeting is needed for the professors to share their ideas on the content.

**Action:** A joint meeting will be held in Baton Rouge in early November if possible. Lane & Roberts will check on the availability of the faculty for the meeting.
The Research courses were discussed in terms of whether they need to be specific to Educational Leadership in their titles and focus.

**Action**: The words “in Educational Leadership” will be inserted at the end of the current title for all of the research courses.

**Specialization Areas**

Discussion focused on whether additional areas needed to be added. While no new areas were deemed necessary, it was agreed to grant specializations if candidates elected to take six to nine hours above the minimum credit hours required for the Educational Leadership & Management core as well as the Instructional Leadership core.

**Action**: Lane will work on the wording for the specializations for the Program Plan to be submitted to the Administrative Council for review and approval.

**Special Education Specialization Courses**

The courses for the Special Education Specialization Area are apparently incorrect. The correct courses are to be discussed jointly by the Special Education faculty of the two universities. If the courses are Masters level, they need to be given joint doctoral numbers and language needs to be inserted into the course description specifying that doctoral candidates are required to conduct additional work.

**Action**: Lane & Roberts will convey the above information to the Special Education faculty on their respective campuses.

**Transfer Credits**

The question of the six year rule for transfer of courses into the program was discussed. If students take 5-6 years to complete the doctorate, then the courses approved at entry into the program may become unacceptable by the date of graduation due to the lapse of the six years. This is a different issue than taking six years to finish the doctorate after admission to candidacy.

**Action**: Lane & Roberts will contact their respective Graduate Deans for clarification on the age limitation for transfer credits into the doctoral program.

**Doctoral Transfer Students**

The question has arisen as to the status of doctoral students at UNO and LSU who were impacted by Hurricane Katrina. For example, it appears that the doctoral program at UNO is negatively impacted by the loss of professors in the program. The question arises as to whether more than 12 hours can be transferred into the doctoral program.

**Action**: Students may appeal to the Consortium Committee for additional credits to be transferred. The appeal process needs to be written. If students are granted additional credits, they should not be able to graduate until the first students in the present admission process graduate.
Faculty Interests

The faculty’s teaching areas of interest and qualifications to teach those areas need to be compiled for each campus to plan for who is to teach future courses and when to teach them.

**Action:** Each campus will compile an interest/qualification list to be shared with each other.

Future Consortium Meetings

There exists the need to have a meeting of the Consortium Committee to discuss policy change recommendations, new issues and updates.

**Action:** Lane & Roberts will check on the availability of the Consortium Committee’s members for their respective universities.

Alternative Teaching Times

Discussion addressed when to teach courses to meet the candidates’ needs. Suggestions included two classes per night as opposed to one class each of two nights, Friday night classes, and two classes on Saturday mornings.

**Action:** Each university will talk with their students to determine their wishes.

Orientation for Spring 2007 Cohort

It was agreed that an orientation for new students entering the Spring 2007 semester will be held at 5:00 p.m. on Wednesday, January 17, 2007 in Baton Rouge at the SLU Nursing Center.

International Students

It was agreed that international students should be sought for the program, but not until the 2008-2009 year.
Administrative Council Meeting  
Southeastern Louisiana University  
Tuesday, May 22, 2007

Topics for Discussion

Schedule of courses through 2014  
Order in which courses are taken  
Primary responsibility for courses  
Research Faculty meeting  
Professional development for faculty  
Syllabi  
Special topics courses  
Qualifying Paper & Dissertation loads  
Transfer credit for second master’s degree  
Cross enrollment status  
Database of doctoral candidates  
Administrative Council needs to meet more frequently
Administrative Council Meeting
Southeastern Louisiana University
Tuesday, May 22, 2007
10:00 a.m. – 1:00 p.m.

Participants:

University of Louisiana Lafayette (ULL)
Dr. Paula Montgomery
Dr. Nathan Roberts

Southeastern Louisiana University (SELU)
Dr. Fred Dembowski
Dr. Kenneth Lane

The following topics were discussed and action taken is noted below. Topics to be taken before the Consortium Council are highlighted in blue font.

<table>
<thead>
<tr>
<th>Topic Discussed</th>
<th>Action Taken or Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The schedule of courses through 2014 was discussed in terms of when the courses</td>
<td>Everyone</td>
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<tr>
<td>were being offered and how often. The decision was made to adhere to the</td>
<td></td>
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<tr>
<td>schedule in place.</td>
<td></td>
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<tr>
<td>The order in which courses are taken was discussed. 800 is the prerequisite for</td>
<td>Everyone</td>
</tr>
<tr>
<td>the research block and 810 is the prerequisite for the Educational Leadership &amp;</td>
<td></td>
</tr>
<tr>
<td>Management core. The Instructional Leadership core does not have a prerequisite.</td>
<td></td>
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<tr>
<td>Recommendations for sequencing should be handled through advising.</td>
<td></td>
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<tr>
<td>The campus primarily responsible for the Educational Leadership &amp; Management</td>
<td></td>
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<tr>
<td>core and the Instructional Leadership core was decided. A chart showing the</td>
<td></td>
</tr>
<tr>
<td>primary responsibility is on the attachment to these minutes. If one university</td>
<td></td>
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<tr>
<td>is unable to teach the scheduled course, the other university will be given the</td>
<td></td>
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<tr>
<td>opportunity to teach it.</td>
<td></td>
</tr>
<tr>
<td>Send electronic version of Jeff Oescher’s chart of concepts to be taught in</td>
<td>Lane</td>
</tr>
<tr>
<td>800, 801, 802, 803</td>
<td></td>
</tr>
<tr>
<td>Need to have research faculty meet in August 2007 to re-visit the agreements</td>
<td>Roberts, Lane</td>
</tr>
<tr>
<td>arising from the November 30, 2006 meeting</td>
<td></td>
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<tr>
<td>Need to schedule professional development in September for doctoral faculty</td>
<td>Roberts, Lane</td>
</tr>
<tr>
<td>(includes session with Richard Fossey)</td>
<td></td>
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<tr>
<td>Add generic syllabi to web site to serve as a source of info for students on</td>
<td>Lane</td>
</tr>
<tr>
<td>what to expect from courses</td>
<td></td>
</tr>
<tr>
<td>Add date at bottom of each document indicating date created</td>
<td>Everyone</td>
</tr>
</tbody>
</table>
and date of latest revision

Doctoral candidates are limited to taking the Special Topics course only one time

After discussion of the load for chairing and serving on Qualifying Paper committees and Dissertation Committees, it was decided to take this issue to the Consortium Council for discussion to ensure equality between campuses.

We need to develop a proposed policy to take to the Consortium Council.

Recommend that courses may be transferred from any Master’s degree after the first one as graduate credit and not be subject to the “no more than six courses from any Master’s degree” provision.

Syllabi for courses taught and delivery method(s) used be placed on the consortium website

Syllabi Roberts, Lane

Portfolio for doctoral program needs to be developed with four Sections: Entry to program, Qualifying Paper, Admission to Candidacy with Reflective Paper, and Dissertation.

Portfolio Lane will work with John Fulwiler to set this up.

Cross Enrollment of students for both campuses. The implementation of this procedure rests with the Provosts of each campus and needs to be discussed at the next Consortium Council meeting.

A list of the students with contact information and emails from each campus needs to be shared with each campus.

A list Roberts, Lane

The Administrative Council needs to meet more frequently, preferably once a month. Therefore, the next meeting was scheduled for June 13th at 10 a.m. and will be conducted via compressed video.

The agenda for the next meeting needs to include the criteria for review of the Qualifying Paper and the qualifications to serve as a Chair.
<table>
<thead>
<tr>
<th>PRIMARY RESPONSIBILITY FOR COURSES</th>
<th>SELU</th>
<th>ULL</th>
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</thead>
<tbody>
<tr>
<td><strong>RESEARCH REQUIREMENTS (12 credits)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF/EDFL 800 Intro to Research Design</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDF/EDFL 801 Writing for Research</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 802 Quantitative Research Methods</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDF/EDFL 803 Qualitative Research Methods</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>EDUCATIONAL LEADERSHIP &amp; MANAGEMENT CORE (21-24 credits)</strong></td>
<td></td>
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<tr>
<td>EDL/EDFL 810 Leadership Theory &amp; Practice</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 811 Management of Educational Organizations</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 812 Supervision in Educational Settings</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 820 Legal Issues &amp; Ethics in Educational Organizations</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 821 Politics &amp; Community Relations</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 822 Policy Development &amp; Analysis</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EDL/EDFL 823 Fiduciary Management of Educational Organizations</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 840 Change Theory</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 841 Organizational Development for Learning Communities</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 842 Culture, Climate, &amp; Change Leadership</td>
<td>X</td>
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<tr>
<td>EDL/EDFL 875 Special Topics in Educational Leadership &amp; Management</td>
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<tr>
<td>EDL/EDFL 897 Internship</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>INSTRUCTIONAL LEADERSHIP (6-9 CREDITS)</strong></td>
<td></td>
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<tr>
<td>ETEC/IRED 812 Leadership in the Integration of Emerging Technologies</td>
<td>X</td>
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<tr>
<td>EDL/EDCI 830 Foundations of Curriculum Theory &amp; Design</td>
<td>X</td>
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<tr>
<td>EDL/EDCI 831 Critical Analysis of Research</td>
<td>X</td>
<td></td>
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<tr>
<td>EDL/EDFL 832 Educational Evaluation</td>
<td>X</td>
<td></td>
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<tr>
<td>EDL/EDFL 871 Special Topics in Instructional Leadership</td>
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<tr>
<td><strong>FIELD-BASED PRACTICUM EXPERIENCE (3 credits)</strong></td>
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<tr>
<td>EDL/EDLD 880 Research Practicum</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>SPECIALIZATION COURSEWORK (6-9 credits)</strong></td>
<td></td>
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<tr>
<td><strong>DOCTORAL DISSERTATION SEMINARS (6+ credits)</strong></td>
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<tr>
<td>EDF/EDFL 900 Doctoral Dissertation Seminar I</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDF/EDFL 990 Doctoral Dissertation Seminar II</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EDF/EDFL 995 Doctoral Dissertation Defense</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Agenda
Doctoral Administrative Council Meeting
June 13, 2007
10:00 a.m.

1. Orientation for Fall 2007 cohort
2. Cross Enrollment update
3. Pass-Port accounts for all doctoral candidates have been set up at SELU
4. Re-visit limiting the Special Topics course to one time
5. Need to have compliance by all instructors on writing formats:
   - MS Word
   - Times New Roman font
   - 12 point font
   - margins: 1.5" on left; 1" top, bottom and right
   - no headers or footers except for page numbers
6. Professor checklist you outlined in your email:
   - Syllabus posted online for candidates & on consortium website
   - Textbook used if one
   - Moodle or blackboard
7. Posting of class schedule on Consortium website
8. Set date for research faculty to meet in August 2007 to re-visit the agreements arising from the November 30, 2006 meeting
9. Set date for professional development in September for doctoral faculty (includes session with Richard Fossey)
10. Develop policy on faculty load for chairing and serving on QP & dissertation committees for recommendation to Consortium Council
11. Compliance with the syllabi by the instructors (some students are telling us that the instructors are not following the syllabi)
12. Textbooks for the courses: how to make available to students
13. Limit on independent studies for credit
14. Post vitas of faculty on line with research interests etc. for students to use in selecting committee members
15. Coordination of fall and spring schedules between universities
16. Dissertation format or consistency issue?
17. Report to the state on 1st year
18. Other
Administrative Council Meeting  
Southeastern Louisiana University  
Wednesday, June 13, 2007  
10:00 a.m. – 11:30 a.m.

Participants:

University of Louisiana Lafayette (ULL)  
Dr. Paula Montgomery  
Dr. Nathan Roberts

Southeastern Louisiana University (SELU)  
Dr. Fred Dembowski  
Dr. Kenneth Lane

The following topics were discussed and action taken is noted below. Topics to be taken to the Consortium Council are highlighted in blue font.

<table>
<thead>
<tr>
<th>Topic Discussed</th>
<th>Action Taken or Person Responsible</th>
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</thead>
<tbody>
<tr>
<td>Orientation Date</td>
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<tr>
<td>The date for the Fall 2007 Doctoral Cohort will be on</td>
<td>Lane</td>
</tr>
<tr>
<td>Wednesday, August 22, 2007 at 5:00 p.m. at the SLU Nursing Center in Baton Rouge.</td>
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</tr>
</tbody>
</table>

Cross-Enrollment

Nothing official has been announced, but preliminary discussions indicate that the method used by the Nursing Consortium will be adopted for the Education Leadership Consortium. A grade roster will be sent to each campus. The handling of evaluations of teaching effectiveness is not known.

Pass-Port

Accounts will be established for each UL Lafayette student to have access to Pass-Port at SELU.

Special Topics/Independent Studies Courses

Students may take a total of two courses from the combination Special Topics and Independent Study courses.

Writing Format

The same format is needed for papers including the Qualifying Paper and the Dissertation. Since the dissertation is usually submitted to UMI for publication, the format should follow its requirements in all papers for the program. The format is:

- MS Word
- 12 point Times New Roman font or 10 point Arial font
- margins: 1.5" on left; 1" top, bottom and right
• no headers or footers except for page numbers
This format information is to be added to the Consortium webpage.

Professor Checklist
Each campus needs to develop a checklist for the instructors on due date for syllabus, purchase of textbooks, the use of BlackBoard or Moodle, etc.

Posting of Class Schedule
The class schedule for each term will be posted on the Consortium website when it becomes available. The info will be sent to Dr. Lane for posting.

Research Faculty
The research faculty for each campus needs to meet in early August to re-visit and review the agreement on content. This meeting could possibly be held via compressed video.

Professional Development for Faculty
A schedule of the topics to be covered in professional development will be developed to guide the scheduling of workshops for the faculty.

The first workshop needs to be in early September Preferably in Baton Rouge. Attention should be given to teaching schedule to enable the faculty to attend. This may require giving faculty time from classes to attend.

Faculty Load
Need to set a limit on the number of Qualifying Paper committees and Dissertation Committees a faculty member may serve. The suggested limit was six for each of the committees for a total of 12 per faculty member.

The issue of a cap on enrollment was discussed. While no consensus was reached, this issue may rest with each campus and the oversight of the Provosts.

Textbooks
The question of how to make arrangements for textbooks to be available for the candidates on the other campus was discussed. It was agreed that the textbooks to be used need to be communicated to each campus early to enable them to be placed in the bookstores. If this cannot be done, the students may have to purchase them through a book retailer.
such as Amazon.

Posting of Faculty Vita
Discussion revolved around the posting of the research interests of the Faculty in order to give the doctoral candidates ideas on whom to select for QP and Dissertation committees. A form will be developed for obtaining the information to be posted on the Consortium website.

Coordination of Academic Calendars
The academic calendars of both universities need to be checked with each other to ensure that both the instructors and the candidates know when classes start and end. For instance, Summer School at UL Lafayette started two days before SELU and that fact was not caught resulting in one class session being postponed/cancelled.

QP & Dissertation format
While the QP & Dissertation format is listed in the Student Handbook, the faculty may not be aware of it. Both the faculty and the candidates need to be reminded that the formats are in the handbook. If any changes need to be made, the changes need to be coordinated between both campuses.

State Report
A report on the doctoral program needs to be made to the Board of Regents by July 1. The template and format for the report are not known. The format will be checked at each university.

Submitted by:

Kenneth E. Lane
Southeastern Louisiana University
Appendix C

Course Listing
Doctorate in Educational Leadership
Course Information

Research Requirements

EDF/EDLD 800  Introduction to Doctoral Program and Research Design in Educational Leadership. Credit 3 hours. Prerequisite: a graduate level course in statistics.

The purpose of this course is to begin to prepare students to undertake a major research study, specifically the dissertation. Requirements and expectations of doctoral candidates as well as technology that will be used for program delivery will be addressed. This course also presents and discusses quantitative and qualitative methodologies and processes used in applied research.

EDF/EDLD 801 Writing for Research in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800

This course is designed to prepare the doctoral student for the conduct of scholarly inquiry and writing. Topics include refining writing style, avoiding plagiarism, adhering to APA style, conducting literature reviews, and critiquing. It is expected that students will have knowledge of and skills in the use of computer applications, research and statistics, and information literacy.

EDF/EDLD 802. Quantitative Methods in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800

This course builds on the foundations of research and statistics and introduces advanced statistical techniques commonly used in educational research. Focus is on developing skills in parametric and non-parametric analyses through the use of statistical analysis software.

EDF/EDLD 803. Qualitative Methods in Educational Leadership. Credit 3 hours. Prerequisite: EDF 800

Students in this course will discuss future trends, issues and problems in academic educational systems, understanding and developing a qualitative research design. Their focus will be to identify potential problems and solutions and develop useful and relevant theory in qualitative research.

Educational Leadership & Management Core

EDL/EDLD 810. Leadership Theory and Practice. Credit 3 hours.

This course is designed to examine leadership as a primary force which provides purpose and direction and shapes the quality and character of institutions. It presents a comprehensive examination of current research relating to effective educational leadership. Emphasis is placed on skills involving articulation of organizational mission, collegial engagement and consensus building, implementing and sustaining the change process and total quality management. Course work is designed to serve as a basis for professional reflection to guide the formulation of a personal theory of educational leadership.

EDL/EDLD 811. Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810

This course is designed to examine the role of superintendents and central office directors in emerging social, economic, and political contexts that are changing the nature of schooling, altering how schools are viewed, and are transforming how they lead. A broad range of issues that are critical to the success of new superintendents and issues that can affect relationships and impact districts will be explored. Particular attention will be paid to issues of leadership in diverse organizations.

EDL/EDLD 812. Supervision in Educational Settings. Prerequisite: EDL 810.

This course will include advanced definitions and determinations of staffing needs, supervision, and management and coordination problems. Also to be addressed are policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits and services.

EDL/EDLD 820. Legal Issues and Ethics in Educational Organizations. Credit 3 hours. Prerequisite: EDL 810

A study of federal and state constitutions, legislation, regulatory guidelines and court decisions related to the operation of educational organizations. Development of awareness and knowledge of legal parameters related to education. Students will be required to conduct legal research and apply and synthesize
knowledge of case law and state and federal mandates in areas such as contractual requirements, church-state relationships, education of special needs students, student and parental rights, and tort liability. Ethics and morality in decision-making will also be examined.

EDL/EDLD 821 Politics and Community Relations. Credit 3 hours. Prerequisite: EDL 810
This course will explore administrative factors of primary importance in developing community involvement in public schools and will emphasize theory and skill of school system and individual communication. Uses social science theory and research to consider the political context of educational policy making.

EDL/EDLD 822. Policy Development and Analysis. Credit 3 hours. Prerequisite: EDL 810
Course is designed for those who seek to increase their leadership potential through becoming familiar with important aspects of educational policy making, as it is used to accommodate the major social, economic, political, and behavioral aspects of an educational setting. The purpose of this course is to develop an understanding of the process by which decisions are made, and policy is formulated, analyzed, implemented, and evaluated.

EDL/EDLD 823. Fiduciary Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810
Study of the principles of taxation, local, state and federal financing of education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and a detailed study of school business management at the local school level. Sound accounting procedures reviewed and additional topics will include introduction to purchasing, transportation, food service operations and other business-related tasks and functions.

EDL/EDLD 840. Change Theory. Credit 3 hours. Prerequisite: EDL 810
Emphasizing the application of organizational development practices related to educational settings, this course is designed to focus on change theory and its implementation in schools. The course is designed to assist in the understanding of change by utilizing some of the concepts of Kurt Lewin including field theory and action research. Course topics and instruction offer an examination of the fundamental concepts of change and behavioral analysis.

EDL/EDLD 841. Organizational Development for Learning Communities. Credit 3 hours. Prerequisite: EDL 810.
This course will focus on schools as learning communities, theories of leadership and organizational development, and strategies for creating communities of continuous learning. The course will cover current research on professional learning communities, collective responsibility, and teacher collaboration.

EDL/EDLD 842 Culture, Climate and Change Leadership. Credit 3 hours. Prerequisite: EDL 810
This course is designed to explore the concepts of continuously developing new knowledge about what is needed to initiate and sustain deep systemic changes in K-12 public education for improved learning for all students; sponsoring programs that strengthen the capacities of educational and change leaders to implement systemic change; and, disseminating key concepts and ideas to diverse learning communities.

EDL/EDLD 875 Special Topics in Educational Leadership and Management. Credit 3 hours. Prerequisite: EDL 810
This course is an in-depth examination of selected topics in the leadership of educational organizations. Content may vary from semester to semester in an attempt to include topics of current interest and importance.

EDL/EDLD 897 Internship (Credit 3 hours) Prerequisite: EDL 810
The Internship allows students to demonstrate their competence in an administrative position and to be involved actively in practice and administration. The course is designed to link in-class experiences with the world of professional work. Students in collaboration with educational officials will also select/identify a school improvement activity as part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience (50 of which are devoted to a school improvement project).
Instructional Leadership

ETEC/IRED 812. Leadership in the Integration of Emerging Technologies. Credit 3 hours.
This course is designed to provide an interactive, collaborative environment that fosters development of technology leaders with skill in the design and implementation of emerging technologies in the educational environment. Students will examine the integration of emerging technologies through field experiences, Web-based resources, video case studies, and in-class and listserv discussions.

An investigation of curriculum theory with emphasis on the various approaches to curriculum design and development and other factors that impact curriculum.

EDL/EDCI 831 Critical Analysis of Current Research on Effective Educational Practice. Credit 3 hours.
This course will focus on recent research on best practices of leadership for empowering teachers, creating communities of continuous learning, and increasing student achievement. The students will hone their critical thinking skills through analysis, synthesis and evaluation of research reporting.

EDL/EDLD 832. Educational Evaluation. Credit 3 hours.
This course is designed to provide students with the research and evaluation skills required to implement various program evaluation models. It is also intended to provide the skills necessary for effectively using the standards of the National Joint Committee on Standards for Program Evaluation as required by State certification guidelines.

EDL/EDLD 871 Special Topics In Instructional Leadership. Credit 3 hours.
This course provides an opportunity for in-depth examination of selected topics in instructional leadership. Content may vary from semester to semester in an attempt to include topics of current interest and importance.

Field-Based Practicum Experience

EDL/EDLD 880. Research Practicum in Educational Leadership. Credit 3 hours.
Practicum in data collection techniques and procedures as well as data analysis and interpretation. Specific content will be determined by the instructor in consultation with the students to meet specific needs.

Specialization Coursework:

Dependent upon specialization selections.

Doctoral Dissertation Seminars

EDF/EDLD 900. Doctoral Dissertation Seminar I. Credit 3 hours. Prerequisite: Admission to candidacy.
This course deals with both the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The purpose of the course is to assist students through the proposal and dissertation writing processes.

EDF/EDLD 990. Doctoral Dissertation Continuation. Credit 3 hours. Prerequisite: Admission to candidacy.
Students in this course will complete the writing of their dissertation proposal, successfully defend their proposal, and obtain the approval of the Southeastern Louisiana University Institutional Review Board for Research on Human Subjects (IRB) for their dissertation research design and process. (Course may be repeated with permission of doctoral coordinator.)
EDF/EDLD 995. Defense and Completion of Dissertation. Credit 3 hours. Prerequisite: Admission to candidacy.

The purpose of this course is to assist students through the dissertation writing and completion processes. The class sessions constitute a forum for the discussion of issues and problems that arise from the participating students' own writing, oral defense and doctoral research processes.

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Note: This is the first year of a two-year curriculum model for the program. This is the next year. This is the next year.
Appendix E

Program Plan
## Ed.D. Program in Educational Leadership Program Planning Sheet

**StUDENT NAME:**

**ID#:**

**PREREQUISITES:**
- Master's Degree
- Year
- Institution
- Area
- Graduate level course in Statistics: 
  - Term & Year
  - Grade

**SPECIALIZATION:**

**ADVISOR:**

**DATE ADMITTED TO PROGRAM**

### Required Courses

<table>
<thead>
<tr>
<th>Course Number &amp; Course Name</th>
<th>Comment</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
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<tr>
<td><strong>Research Requirements (12 credits)</strong></td>
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<tr>
<td>EDF/EDLD 800 Introduction to Doctoral Program and Research Design</td>
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<td>EDF/EDLD 801 Writing for Research</td>
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<td>EDF/EDLD 802 Quantitative Methods</td>
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<td>EDF/EDLD 803 Qualitative Methods</td>
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**Educational Leadership & Management Core: (21-24 Credit Hours)**

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<th>Course Number &amp; Course Name</th>
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<tr>
<td>EDF/EDLD 810 Leadership Theory and Practice</td>
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<td>EDF/EDLD 811 Management of Educational Organizations</td>
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<td>EDF/EDLD 812 Supervision in Educational Settings</td>
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<td>EDF/EDLD 820 Legal Issues and Ethics in Educational Organizations</td>
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<td>EDF/EDLD 821 Politics &amp; Community Relations</td>
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<td>EDF/EDLD 822 Policy Development and Analysis</td>
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<td>EDF/EDLD 823 Fiduciary Management of Educational Organizations</td>
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<td>EDF/EDLD 840 Change Theory</td>
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<td>EDF/EDLD 841 Organizational Development for Learning Communities</td>
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<td>EDF/EDLD 842 Culture, Climate &amp; Change Leadership</td>
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<td>EDF/EDLD 875 Special Topics in Educational Leadership and Management</td>
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<tr>
<td>EDF/EDLD 897 Internship</td>
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**Credits Transferred into Ed Leadership & Management Core (list)**

**Instructional Leadership Core: 6-9 Credit Hours**

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<thead>
<tr>
<th>Course Number &amp; Course Name</th>
<th>Comment</th>
<th>Semester/Year</th>
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<td>ETEC/RED 812 Leadership in the Integration of Emerging Technologies</td>
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<td>EDF/EDCI 830 Foundations of Curriculum Theory and Design</td>
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<td>EDF/EDCI 831 Critical Analysis of Current Research on Effective Ed. Practice</td>
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<td>EDF/EDLD 832 Educational Evaluation</td>
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<td>EDF/EDLD 871 Special Topics in Instructional Leadership</td>
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**Credits Transferred into Instructional Leadership Core (list)**
FIELD-BASED PRACTICUM EXPERIENCES: 3 CREDIT HOURS

SPECIALIZATION COURSEWORK (6-9 credits; see Attachment A for details)

Specialization Area:

Credits Transferred into Specialization Core (list)

DOCTORAL DISSERTATION SEMINARS: 6+ CREDIT HOURS

EDF/EDLD 900 Doctoral Dissertation Seminar
EDF/EDLD 990 Doctoral Dissertation Continuation
EDF/EDLD 995 Defense and Completion of Dissertation

NOTE: ALL COURSES ARE 3 CREDIT HOURS.

TOTAL DOCTORAL DEGREE PROGRAM COURSE CREDITS:

SIGNATURE OF FACULTY ADVISOR

DATE

SIGNATURE OF STUDENT

DATE

SIGNATURE OF ED.D. COORDINATOR

DATE

SIGNATURE OF DEAN OF GRADUATE SCHOOL

DATE

CC: DEAN OF GRADUATE SCHOOL
DEPARTMENT CHAIR
EDD.D COORDINATOR
STUDENT
ATTACHMENT A

SPECIALIZATION AREA

The student will complete 6-9 semester credit hours in a specialization area. The specialization area and the courses within the specialization area must be agreed to by the student, the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School.

The student is responsible for scheduling the courses in the specialization area. The student will need to check the schedule of classes to determine when the courses are offered. The courses are not listed on the "Schedule of Doctoral Courses' reference sheet.

Examples of Specialization Areas are:

**Educational Technology**
- ETEC/IRED 810 Educational Technology Theory & Practice
- ETEC/IRED 811 Overview of Current Educational Technology Practice
- ETEC/IRED 895 Evaluation of Instructional Technology Research

**Administration of Exceptionalities**
- SPED/SPED 600 Introduction to the Education of Individuals with Exceptionalities

**Educational Leadership & Management**
- May be obtained by taking 6-9 credits above the minimum credits required for the core.

**Instructional Leadership**
- May be obtained by taking 6-9 credits above the minimum credits required for the core.

Please note that the student may choose a Specialization Area as long as the courses are for graduate credit and approved by the Faculty Advisor, the Coordinator of the Doctoral Program, and the Dean of the Graduate School. Therefore, the courses may well be outside the examples above and may be in the fields of *business, communications, law or another area of interest* to the student.

Please consult with your Faculty Advisor for more information.
Appendix F

Orientation Agendas
Doctor of Education Degree  

in  

Educational Leadership  

A partnership between the University of Louisiana at Lafayette and Southeastern Louisiana University  

DOCTORAL ORIENTATION MEETING  
MONDAY, AUGUST 21, 2006  

AGENDA  

5:00 p.m.  

Welcome  
Dr. Nathan Roberts  
Dr. Fred Dembowski  
Dr. Ken Lane  

Introduction of Dr. Sally Clausen  
Dr. John Fulwiler  
Dr. Sally Clausen  

Greetings  
Dean Gerald Carlson,  
UL Lafayette  
Dr. Diane Allen,  
SELU  

Program Overview, Policies and Procedures  
Dr. Roberts, Dr. Lane  

Curriculum Overview & Planning  
Dr. Dembowski  

(Handout)  

Qualifying Paper  
Dr. Dembowski  

Dissertation Process & Committee Formation  
Dr. Lane, Dr. Roberts  

Moodle  
Dr. Roberts  

Future Use of PASS-PORT  
Dr. Fulwiler  

Courses Fall 2006 and Registration  
Dr. Jeff Oescher  
Dr. Yuxin Ma  
Dr. Paula Montgomery  

• EDF/EDLD 800 Intro To Research Design  

• EDL/EDLD 810 Leadership Theory And Practice  

Future Courses  
Dr. Lane  

Q & A
Agenda
for
Doctoral Program Orientation

Wednesday, January 17, 2007
SLU Nursing Center
Baton Rouge, Louisiana

Introductions
  SLU President Randy Moffett
  Diane Allen, Dean, College of Education, SLU
  Gerald Carlson, Dean, College of Education, ULL
  Fred Dembowski, Chair, Dept. of Educational Leadership & Technology, SLU
  Paula Montgomery, Chair, Dept. of Educational Leadership, ULL
  Nathan Roberts, Director of Graduate Studies in Education, ULL
  Kenneth Lane, Coordinator of Doctoral Program, SLU
  Faculty members from each campus present

Remarks
  President Moffett
  Dean Allen
  Dean Carlson

Brief Overview of Program

Brief Discussion of Qualifying Paper & Committee

Board of Supervisors' Requirements for Transfer Credit into Program

Schedule of Classes through Spring 2014

Sharing between Fall and Spring Cohorts

Additional Items for Discussion

Break into Class Sessions with Instructors