This handbook represents a flexible program of the current educational plans, offerings, and requirements which may be altered from time to time to carry out the purposes and objectives of the University and the Leadership Studies Doctorate in Education Degree Program. The provisions of this handbook do not constitute an offer for a contract which may be accepted by students through registration and enrollment in the University and the Leadership Studies Program. The University and the Leadership Studies program reserve the right to change any provision, offering, or requirements at any time within the student’s period of study at the University. The University and the Leadership Studies program further reserve the right to require a student to withdraw from the University or the Leadership Studies Program for cause at any time.

**EQUAL ACCESS**

Louisiana State University in Shreveport assures equal opportunity for all qualified persons without regard to race, color, religion, gender, national origin, age, sexual orientation, disability, marital status, or veteran’s status in the admission to, participation in, or employment in its programs and activities.

**STUDENT RESPONSIBILITY**

The doctoral student is personally responsible for completing all requirements established by the University, college and department for the Leadership Studies doctorate degree. The student assumes responsibility for being apprised of all such requirements, for scheduling classes that are not in conflict with full-time employment, and for being familiar with all regulations within this Leadership Studies Doctoral Handbook.

**INTELLECTUAL PROPERTY POLICIES**

In compliance with the Bylaws and Regulations of the LSU Board of Supervisors (Chapter VII: INTELLECTUAL PROPERTY, pp. 35-42), Permanent Memorandum 64: Intellectual Property—Distribution of Royalties and Other Matters, and Policy Statement 68: University Intellectual Property Rights in Sponsored Projects clearly establish the university’s policies regarding intellectual property. Copies of these documents may be obtained through the Office of Academic Affairs.
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INTRODUCTIONS

Welcome to Louisiana State University Shreveport (LSUS)

Louisiana State University Shreveport, located on a 258-acre tract of land in the northwestern corner of the state of Louisiana, originated as a two-year commuter campus and as a branch of the Louisiana State University main campus in Baton Rouge by Act 41 of the 1967 Louisiana Legislature. Upper-level undergraduate courses were added as early as 1973 when the campus was authorized to grant baccalaureate degrees. The first baccalaureate class graduated in 1975.

Graduate study on the LSUS campus was first available in 1978. Offered as more than a mere extension of undergraduate work, graduate students investigate fields specific to their interests and career goals, while strengthening their professional knowledge, skills, and dispositions—all in alignment with the overall mission of the University. Since 2003 more than 14 Master’s degrees and a Specialist in School Psychology have been offered either solely through LSUS or in cooperative alliances with Louisiana Tech, LSU Baton Rouge, or LSU Health Sciences Center-Shreveport. In June of 2014, LSUS received approval from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to offer its first doctoral degree: the Leadership Studies Doctorate in Education (Ed.D.).

Introduction to Doctoral Education at LSUS: Leadership Studies Ed. D. Program

The LSUS campus was awarded approval to offer the Leadership Studies, Doctorate in Education (Ed.D.) in response to many years of interest in a locally-offered doctoral program. Of the more than 200 citizens who expressed initial interest in the program, 80 submitted applications, and 22 were accepted for the inaugural cohort of students. With an optimistic view toward accreditation by the SACSCOC accrediting agency, the inaugural cohort began taking classes in January, 2014. Members of the inaugural cohort represented leadership in professional backgrounds in business, education (public schools and higher education), health, and non-profit organizations.

Introduction to this Doctoral Handbook

This handbook is to be considered as a supplement to the LSUS Student Handbook (http://www.lsus.edu/offices-and-services/policies-and-manuals/student-handbook), the LSUS Graduate Studies website, and the specific pages related to Graduate Study in the current LSU Shreveport General Catalog (e.g., pages 131-142, 148-150 of the 2015-2016 edition). Each of these resources—combined—is designed to clarify program requirements and policies from the application process, throughout the coursework, to the final presentation of personal research, which results in a commendable dissertation. All LSUS policies, information related to graduate school admission, registration, financial aid, degree requirements, deadlines, and student life can be found in these four resources.

All doctoral students should be familiar with the contents of this handbook and the previously mentioned resources, because they are responsible for compliance with university policies governing student life. The policies and descriptions of service may be altered to carry out the purposes and objectives of the University; therefore, the University reserves the right to change any of this material at any time. Consequently students pursuing the Leadership Studies Doctorate in Education degree should familiarize themselves with these documents and consult them when making program decisions.
This current form of the handbook has been scrutinized by many faculty and other educational consultants to support reliability and validity of its contents; however, each doctoral student is advised to have frequent conversations with the Leadership Studies Program Director, and the Dissertation Committee Chair once assigned. By midterm of the second semester of classes, the Program Director will expect each doctoral student to print the Ed.D. Policy Affirmation Sheet documenting that the Leadership Studies Doctorate in Education Student Handbook has been read and relatively understood with regards to policies and procedures that govern the program.

Introduction to the Department of Education

The Department of Education at LSU Shreveport, housed in the School of Education within the College of Business, Education, and Human Development, offers a variety of undergraduate and graduate programs which lead to either initial or advanced training for school professionals, including licensure for teachers and administrators for PreK-12. Course work beyond these licensure programs may be taken to add on licensure for Special Education-Mild/Moderate, Gifted Education, Reading Specialist, School Library Science, Technology Facilitation, and Educational Leader I. The Leadership Studies doctoral degree is an interdisciplinary degree offered in conjunction with graduate programs and institutes in Business Administration, Health Administration, Management, Public Health, and Nonprofit Administration.

While individual programs within the department are guided by specific purposes, all Education programs reflect the conceptual framework of the University and embody the mission of the LSUS School of Education:

To cultivate responsible professionals who are committed to diversity, critical thinking, and pedagogy. In alignment with that conceptual framework expectations for responsible professionals are shared in three core areas: diversity, critical thinking, and pedagogy.

Responsible professionals are those who encourage the academic and personal growth of leaders committed to outstanding teaching, community development, and public service in a global community where intellectual resources and skills are enhanced in a cultural, technological, and social learning environment. Responsible professionals are ethical life-long learners who demonstrate initiative; participate in collaboration and professional development; and display professional dispositions.
Introduction to the Leadership Studies Ed.D. Program

Mission
The mission of the Doctor of Education in Leadership Studies Program is to provide professionals with relevant and practical research skills to utilize leadership theories for transformational change and to have the knowledge to identify and solve problems of practice through collaboration with key stakeholders. As professionals with a broad range of expertise in business, education, educational technology, health, management, or nonprofit organizations collaborate during their graduate study they will become more adept at using a transformational approach to support organizational growth. They will become vibrant contributors to the local economy and the global society in the future.

Overview
The Leadership Studies Doctorate in Education (Ed.D.) Program is an interdisciplinary terminal degree program with the primary purpose of enhancing leadership potential that will support community growth in various human endeavors. The program will achieve this purpose by fostering scholarly inquiry and a working understanding of the following critical components of leadership: leadership theory with an integrative approach; management of complex organizations; diversity and social justice; resource allocation and development; policy analysis and development; power, politics, and influence; program evaluation; and data collection, analysis, and research. Doctoral students will be given the opportunity to develop the desired attributes through content courses, concentration courses, research courses, personal research, and a practical internship. The personally chosen concentration area(s) may be selected from Business Administration, Education Leadership, Education Technology, Health Administration, Higher Education Leadership; Public Health, Non-profit Administration, or other approved content areas. Some of these concentration choices—specifically those in education—may also support attainment of endorsements or add-ons to current licensure or certification.

Program Goals, Learning Outcomes, and Basic Components

Graduation from a doctoral program is not a sole function of successful completion of course work. The Leadership Studies Ed.D. Program has five basic goals which highlight the competencies or learning outcomes that must be achieved and documented through the successful completion of five basic program components listed below.
Basic Program Goals

- **GOAL 1**: Candidates will demonstrate interdisciplinary knowledge required to lead a system toward transformational change in 21st century organizations.

  **Learning Outcomes**:
  - Examine organizational improvement and progress
  - Evaluate how an organization sustains programs
  - Contrast the governance of various organizations
  - Develop a vision for transforming an organization

- **GOAL 2**: Candidates will understand, implement, and evaluate research-based theories and models for developing leadership capacity.

  **Learning Outcomes**:
  - Examine business and instructional models of organization
  - Evaluate leadership of various organizations

- **GOAL 3**: Candidates will analyze professional development required to affect high achievement of all participants in the organization.

  **Learning Outcomes**:
  - Create professional development/curricular/instructional programs appropriate for an organization
  - Investigate the impact of professional development on an organization.

- **GOAL 4**: Candidates will demonstrate dispositions necessary to create collaborative communities.

  **Learning Outcomes**
  - Articulate vision and goals
  - Evaluate progress toward goals
  - Respond to community needs and sustain community relationships
  - Effectively employ team building and other collaborative models in an organization

- **GOAL 5**: Candidates will analyze and evaluate data for trends, problems, and implications in planning and implementation of programs.

  **Learning Outcomes**
  - Analyze organizational data for improvement.
  - Evaluate management and operational systems of organization.
Basic Program Components

1. **Interdisciplinary Foundations Core Courses** (36 semester hours: Core 1 (18); Core 2 (18))

   In the first two years, students take a rigorous core curriculum that covers leadership theory; quantitative and qualitative research methods; management of complex organizations with attention to power, politics, culture, influence, diversity, social justice, policy analysis and development, strategic resource allocation and development, and program evaluation; and research proposal development. Transfer courses will typically not be accepted in this category.

2. **Concentration Courses** (15 semester hours)

   In the third year, in consultation with the student’s academic advisor, students specialize in at least one area of interest such as educational leadership, educational technology, business administration, healthcare administration, higher education leadership, public health, nonprofit administration, or other interests proposed by the student. In some cases the concentration selection may also support add-ons to current professional licensure or certification. Previous graduate coursework (less than five years old), related to the leadership concentration areas, that has not been used as a part of another degree program, endorsement, credential, license, or certificate may also be considered for transfer credit (up to a maximum of 12 hours). Extending/updating previous graduate coursework that may or may not have been used in a previous advanced degree may be possible via independent study work or a special topics seminar (for a maximum of 6 credit hours) with approval by the academic advisor and program director. Most of the courses in this category are available via online delivery.

3. **Internship Experience** (3 semester hours)

   To apply academic learning experiences outside of the college classroom students will make arrangements (with their advisor’s approval) to gain practical (and unpaid) leadership experience with an organization in alignment with their concentration area. This experience—encompassing a minimum of 120 hours of active engagement—must provide minimal conflict with the working day. Transfer credit will typically not be accepted in this category.

4. **Assessment of Knowledge, Skills, and Dispositions for Leadership**

   Students will be scheduled for written and oral examinations of their learning of content and research methods. In lieu of a somewhat traditional preliminary written examination, final examinations or capstone projects will be given in most of the foundation core courses. Poor performance on these exams—regardless of the final course grades obtained—will require consultation with the project director to be advised regarding continuation in the program. When approximately 33 hours have been successfully completed a student should file a request to take the written portion of the Comprehensive Examination (Comps) covering coursework and experiences from the first two years. This request will typically be completed during enrollment in the ED 895 Proposal Development course. The Comps will be provided in written (open- and closed-book portions) and oral formats. After successful completion of the Written Comps, the Dissertation Proposal Defense (in an oral format) will be scheduled as determined by the Dissertation Committee Chair. Successful completion of the Written and Oral Comps, with intervention as needed, will qualify the student for a change in status to doctoral candidacy, and permission to begin next steps for collecting data for the dissertation. **Failure to pass**
the Written Comps after approved interventions will result in a student’s termination from the program. Status as a doctoral candidate, and completion of the majority of the concentration course, also signals eligibility to begin enrollment in ED 899 for independent work on the dissertation, with guidance from the Dissertation Committee Chair and members of the candidate’s dissertation committee. Candidates must obtain approval from the Chair of their dissertation committee for all decisions and work toward the completion of the dissertation.

5. Organizational Leadership-Relevant Dissertation (9+ semester hours)

Candidates will engage in rigorous investigation of original research regarding a problem area in organizational leadership that has been personally identified with advisor approval and supported by guidance of a committee of LSUS graduate faculty and researchers. Transfer credit will not be accepted in this category. The dissertation requirement is described in further detail elsewhere in this handbook, in the section designated as the Dissertation Handbook, and with updates provided during enrollment in the Proposal Development (ED 895) course.

Potential Career Opportunities

Although the Leadership Studies doctoral program does not proclaim to assist graduates in finding future career positions—other than offering recommendations—it may be helpful to highlight potential career opportunities for the successful Leadership Studies graduate. The Leadership Studies doctoral degree program prepares graduates for leadership positions in local, state, and national agencies at the public, private, non-profit, and for-profit organizational levels, which includes potential employment as organizational consultants, or as faculty or staff in institutions of higher education. The cross-disciplinary nature of the courses included in the program is strengthened by the cohort structure of the program, which brings leaders from various career fields together to learn and share their experiences. The excellent course instructors and guest speakers from various fields of leadership also boost the knowledge, skills, and dispositions of the Leadership Studies graduates to better situate them in areas related to organizational governance and leadership; instructional, curricular, and technological leadership; policy consulting; public-private partnerships; fund-raising and advocacy ventures; and other applications of leadership theories in practice in other venues.
### Program at a Glance: Degree Requirements

<table>
<thead>
<tr>
<th>Tentative Semester</th>
<th>Foundation Courses: Core Group 1</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ED 820 Leadership Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 810 Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>ED 815 Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 824 Management of Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>ED 805 Diversity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 844 Strategic Resource Allocation &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dissertation Check #1: Tentative Problem Identification**

<table>
<thead>
<tr>
<th>Tentative Semester</th>
<th>Foundation Courses: Core Group 2</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>ED 817 Data Collection, Methods, and Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 848 Culture, Climate, and Change Leadership</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>ED 840 Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 895 Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>ED 828 Power, Politics, and Influence in Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 850 Policy Analysis and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dissertation Check #2: DRAFT Chapter 2 and Initial Bibliography**

<table>
<thead>
<tr>
<th>Tentative Semester</th>
<th>Concentration Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>700+ Level Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Administration (two areas)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Leadership, or Educational Technology Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Administration, or Public Health</td>
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<tr>
<td></td>
<td>Higher Education Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonprofit Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other areas or combinations of areas submitted for approval</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Some of these selections may support add-ons to current licensure or certification. Past graduate coursework, not previously used for another degree less than five years old, may also be considered for transfer credit.

| 8 or 9          | ED 889 Leadership Internship | 3              |

**Dissertation Check #3: Comprehensive Written and Oral Examinations, including Dissertation Proposal Defense**

<table>
<thead>
<tr>
<th>Tentative Semester</th>
<th>Dissertation</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>ED 899</td>
<td>9</td>
</tr>
</tbody>
</table>

**Note:** Additional dissertation hours may be required for candidates who need more time.

**Dissertation Defense**

| Total Hours (Minimum) | 63 |
Course Sequence

Students will typically enroll in two courses per semester with the exception of dissertation hours. A typical course rotation over the four-year period would look somewhat similar to the model below.

<table>
<thead>
<tr>
<th>FIRST YEAR (18 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>ED 810 3</td>
</tr>
<tr>
<td>Quantitative Research</td>
</tr>
<tr>
<td>ED 820 3</td>
</tr>
<tr>
<td>Leadership Theory</td>
</tr>
<tr>
<td>Semester 2</td>
</tr>
<tr>
<td>ED 815 3</td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>ED 824 3</td>
</tr>
<tr>
<td>Management of Complex Organizations</td>
</tr>
<tr>
<td>Semester 3</td>
</tr>
<tr>
<td>ED 805 3</td>
</tr>
<tr>
<td>Diversity and Social Justice</td>
</tr>
<tr>
<td>ED 844 3</td>
</tr>
<tr>
<td>Strategic Resource Allocation &amp; Development</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND YEAR (18 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 4</td>
</tr>
<tr>
<td>ED 848 3</td>
</tr>
<tr>
<td>Culture, Climate, and Change Leadership</td>
</tr>
<tr>
<td>ED 840 3</td>
</tr>
<tr>
<td>Program Evaluation</td>
</tr>
<tr>
<td>Semester 5</td>
</tr>
<tr>
<td>ED 817 3</td>
</tr>
<tr>
<td>Data Collection, Methods, and Analysis</td>
</tr>
<tr>
<td>ED 895 3</td>
</tr>
<tr>
<td>Proposal Development</td>
</tr>
<tr>
<td>Semester 6</td>
</tr>
<tr>
<td>ED 828 3</td>
</tr>
<tr>
<td>Power, Politics, and Influence in Organizations</td>
</tr>
<tr>
<td>ED 850 3</td>
</tr>
<tr>
<td>Policy Analysis and Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR (18 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combinations total 18 Hours, including 3-Hr. Internship)</td>
</tr>
<tr>
<td>May choose courses from any concentration; not required to stick with only one concentration. Check with department for any newly added courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Administration 1</th>
<th>Educational Technology</th>
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<tbody>
<tr>
<td>MADM701</td>
<td>ED785</td>
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<tr>
<td>Strategic Mgmt. of Human Capital (3)</td>
<td>Technology Leadership in Schools (3)</td>
</tr>
<tr>
<td>MADM710</td>
<td>ED786</td>
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<tr>
<td>Leadership Communication (3)</td>
<td>Technology Planning and Administration (3)</td>
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<tr>
<td>MADM720</td>
<td>ED787</td>
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<tr>
<td>Organizational Strategy and Policies (3)</td>
<td>Prof. Dev. for K-12 Tech. Integration (3)</td>
</tr>
<tr>
<td>MADM760</td>
<td>ED788</td>
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<tr>
<td>Fundamentals of Accounting &amp; Finance (3)</td>
<td>Adv. Telecom. &amp; Distance Education (3)</td>
</tr>
<tr>
<td>BADM700*</td>
<td>ED789</td>
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<tr>
<td>Business Administration 2</td>
<td>Ed. Tech. Research, Eval., &amp; Assessment (3)</td>
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<table>
<thead>
<tr>
<th>Health Administration</th>
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<tbody>
<tr>
<td>ACCT701</td>
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<tr>
<td>Managerial Use of Accounting Data (3)</td>
</tr>
<tr>
<td>ECON705</td>
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<td>Economic Analysis for Management (3)</td>
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<td>FIN701</td>
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<td>Financial Management (3)</td>
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<td>Contemporary Investments (3)</td>
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</tr>
<tr>
<td>Quantitative Methods in Business (3)</td>
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<tr>
<td>MKT701</td>
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<td>Marketing Strategy (3)</td>
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*Required Courses for the concentration selection. **Prerequisite of accounting/finance course(s).
**THIRD YEAR (18 Hours) – (continued)**  
*(Combinations total 18 Hours, including 3-Hr. Internship)*

<table>
<thead>
<tr>
<th>Education Leadership</th>
<th>Nonprofit Administration</th>
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<tbody>
<tr>
<td>EDL700 Creating a Prof.'l Learning Community (3)</td>
<td>NPA702* Dev. of Philanthropy &amp; Nonprofit Orgs. (3)</td>
</tr>
<tr>
<td>EDL701 Leading with Vision (3)</td>
<td>NPA703 Admin. Law &amp; Nonprofit Organizations (3)</td>
</tr>
<tr>
<td>EDL702 Legal and Ethical Issues in Education (3)</td>
<td>NPA708 Nonprofit Admin. Theory &amp; Research (3)</td>
</tr>
<tr>
<td>EDL707 Utilizing Data for School Improvement (3)</td>
<td>NPA710 Nonprofit Human Resource Admin. (3)</td>
</tr>
<tr>
<td>EDL710 Leading Instruction and Assessment (3)</td>
<td>NPA734 Nonprofit Governance &amp; Decision Making (3)</td>
</tr>
<tr>
<td>EDL711 Funding Public Education (3)</td>
<td>NPA761 Nonprofit Financial Management (3)</td>
</tr>
<tr>
<td>EDL712 Fac. Human Resource Dev. &amp; Empower. (3)</td>
<td>NPA762 Nonprofit Resource Development (3)</td>
</tr>
<tr>
<td>EDL713 Mobilizing the Community (3)</td>
<td>NPA763 Seminar in Planned Giving (3)</td>
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**Higher Education Leadership**

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<tr>
<th>Education Leadership</th>
<th>Nonprofit Administration</th>
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<tbody>
<tr>
<td>HEDL700 Leadership in Higher Education (3)</td>
<td>NPA780 Structure &amp; Process in Nonprofit Admin. (3)</td>
</tr>
<tr>
<td>HEDL710 Finance, Law, &amp; Ethics in Higher Ed. (3)</td>
<td>PubH701 Intro. to Public Health &amp; Health Disparities (3)</td>
</tr>
<tr>
<td>HEDL720 Assessment &amp; Prog. Eval. in Higher Ed. (3)</td>
<td>PubH702 Public Health Law and Ethics (3)</td>
</tr>
<tr>
<td>HEDL762 Student Affairs &amp; Student Development (3)</td>
<td>PubH703 Public Health Leadership (3)</td>
</tr>
<tr>
<td>HEDL764 Supporting the College Student (3)</td>
<td>PubH707 Program Planning and Evaluation (3)</td>
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<td>PubH709 Principles of Biostatistics (3)</td>
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<td></td>
<td>PubH713 Health Services Administration, Health Management, and Policy (3)</td>
</tr>
</tbody>
</table>

*Required Courses for the concentration selection.

**FOURTH YEAR (Minimum: 9 Hours)**  
*(9 Hours: Typically 3 hours per semester) - Dissertation*
DOCTORAL DEGREE REQUIREMENTS

Application and Admission Process

To be considered for admission an applicant must apply to the LSUS Graduate School and to the Leadership Studies Program Director in the Education Department. Students may be accepted once a year as members of a fall cohort. Applicants should:

- Hold a graduate degree from an accredited institution with at least a 3.0 GPA on all previous graduate work completed.
- Submit the following to the Office of Admissions and Records:
  - A completed online application for admission with application fee prior to April 30 to begin taking classes in the following Fall Term.
  - Official copies of transcripts of all prior undergraduate and graduate work attempted.
    - These items must be sent directly from each institution attended to the LSUS Office of Admissions and Records. (Note: Please do NOT send transcripts to the Leadership Studies Program Director).
    - Photocopies or official transcripts from students are not acceptable.
  - Graduate School Admissions Exam (e.g., GRE, GMAT, LSAT, MAT) scores in at least the 50th percentile. Possible alternative with program director’s advance approval: Submit supporting evidence of (a) at least two years of service in a leadership capacity; and (b) a minimum of two years full-time professional work experience which must be judged pertinent to leadership and approved by the Leadership Studies Director.
- Submit the following to the Leadership Studies Program Director:
  - Three letters of recommendations regarding your academic performance and potential for leadership; preferably from a supervisor or individual to whom you directly report. These items must be sent directly from the persons providing the reference. Email communication is acceptable to iris.johnson@lsus.edu.
  - Statement of purpose essay that identifies your reason for applying, intended area of concentration or interest in leadership, long-range career aspirations, and awareness of financial implications for four years of graduate study (400 words minimum).
  - Current professional resume detailing relevant job experience and academic degrees and certifications obtained.
- Successfully complete a personal interview with the Leadership Studies faculty (to be scheduled after a successful review of all other submitted application materials), preferably during in May or June.
International Applicants

International students are welcome to apply for the doctoral program. An international student is any student who is not an American citizen, does not have a permanent resident card, or will require a visa to study in the United States. All international applicants must meet regular application and admissions requirements, and submit additional documentation; therefore, international students are required to meet earlier application deadlines for the doctoral program: January 30 for application to the fall cohort.

All international applicants must also submit the following additional information (as of March 2014, per updated policy to be included in LSUS Catalog for 2014-2015):

1. If their native language is not English, they must submit results from the
   a. Graduate version of the Test of English as a Foreign Language (TOEFL) with at least minimum scores of 550 on the paper-administered test; 213 on the Internet-based version; or 80 on the computer-based version; or
   b. International English Language Testing System (IELTS) with at least a minimum score of 6.

   This testing requirement is waived if a degree has been obtained from a regionally-accredited United States institution. Additionally, graduate program directors may choose to require a higher TOEFL or IELTS score if they feel that stronger English language proficiency is a prerequisite for success in a particular degree program. International applicants should contact the Leadership Studies Program Director via telephone or face-to-face for information on higher score requirements. Information for TOEFL is available from the Educational Testing Service, Box 6151, Princeton, NJ 08541-6151. Information for IELTS is available at www.ielts.org.

2. They must submit a signed financial resource statement prior to enrollment showing the source(s) of money (in U.S. dollars) available for each year of study in the United States.

3. If they have a degree from outside the United States, they must present authorized records—transcripts, mark-sheets, certification of degrees—showing a bachelor’s degree or its equivalent, and a master’s degree or its equivalent, with a grade point average equivalent to B or better (3.0 or above on a 4.00 scale) on all undergraduate and graduate work from accredited colleges and universities. Academic work completed from institutions outside the United States of America requires an English translated course-by-course evaluation from one of the following:
   a. AACRAO (http://ies.aacrao.org/evaluations/app.php)
   b. World Education Services (www.wes.org),
   c. Educational Credential Evaluators (www.ece.org),
   d. Global Credential Evaluators (www.gcevaluators.com)

4. They must submit satisfactory scores on the GRE or GMAT as required by the Leadership Studies doctoral degree.
Planning Your Program

Advising
After a student is accepted into the program, the program director serves as a temporary advisor until tentative research interests are identified to support assignment to a faculty member with similar research interests, when possible. The program director assists students with academic and research planning during the first year. A tentative Plan of Study Form should be completed (near the end of the second semester of coursework) to provide some clarity regarding the work that lies ahead.

If research interests have not been identified by the end of the third semester the student may be assigned to a Leadership Studies faculty member for advising until a dissertation committee is identified.

Doctoral students will request a LSUS faculty member to serve as the Chair of their Dissertation Committee at the same time that the Written Comprehensive Exam (Comps) is requested (typically in ED 895). After successfully passing the Written Comps, the identification of the Chair of the Dissertation Committee will be confirmed, and students will work with their Chairs to determine when they are ready for the Oral Comps- (i.e., Dissertation Proposal Defense). The Dissertation Committee Chair will assist the student in selecting other committee members and submitting a formal request using the Dissertation Committee Nomination Form, along with the formal updated Plan of Study, if needed. Students may request an amendment to their program and request to change members of their committee, in consultation with the program director, by completing the following forms, respectively: Dissertation Committee Nomination/Change Form or the Change in Plan of Study Form.

Plan of Study
The Plan of Study Form (in tentative or formal form) helps a student to officially declare intent for coursework, especially during the third year of concentration courses. Courses for the first and second years are already prescribed. Students who desire to take fewer than the two recommended courses per semester due to extraordinary circumstances should consult with the program director in advance. A general copy of this two-page form is provided in Appendix B, Selected Forms and Resources section of this document; and may also be obtained from the LSUS Leadership Studies website or the program director. Students should consult the program director to confirm the most recent version of the form is being used.

Each concentration option for the third year requires 15 hours of coursework, typically at the master’s level, plus a 3-hour concentration-related internship (to be completed with minimal disruptions to a work-day schedule). Prior to the third year of the program five courses will be chosen per the relevant career needs/goals of each student with approval by his/her concentration advisor and program director. Courses will typically be chosen from 700-level courses with the following prefixes: BADM, EDL, HCAD, ISDS, MADM, MGMT, NPA, or PUBH. Student should consult with the program director before contacting the department of choice to confirm whether there are any updates to the information provided on the following pages.
Required Core Courses

Year 1

ED 805 – Diversity and Social Justice. (3 cr.) Models, theories, and skills for understanding diversity with emphasis on human rights and equitable opportunities for all people.

ED 810 – Quantitative Research Methods. (3 cr.) Integrated coverage of fundamentals in the general field of educational research. Includes statistics, experimental design, and data analysis.

ED 815 – Qualitative Research Methods. (3 cr.) Integrated coverage of philosophical, historical, sociological, and other fundamentals in the general field of educational research. In-depth study of naturalistic inquiry.

ED 820 – Leadership Theory and Development. (3 cr.) Principles, theories, attributes, and skills related to development of formal and informal leaders. Students’ reflection of themselves as leaders will be guided by finds from research and personal experience.

ED 824 – Management of Complex Organizations. (3 cr.) Explores both traditional and contemporary theories of organizations. Links organizational theory and behavior to leadership and requires an analysis of the major issues. Elements of the course include: fundamental theory and principles of quality in the design of management systems; the role of process in improving organizations and in process-based management; principles and techniques of continuous quality improvement and the use of quality tools to understand, analyze and improve systems and processes.

ED 844 – Strategic Resource Allocation and Development. (3 cr.) Organizational leaders are often tasked with balancing resources between existing and proposed projects. In this module participants learn how to identify their organization’s resource capability and capacity while determining how to balance them based on future demand. They will also learn the importance of processes in resource allocation decision making.

Year 2

ED 817 – Quantitative Data Collection Methods. (3 cr.) Focus on problem identification, determination of appropriate method of inquiry, and analysis and interpretation of quantitative data.

ED 828 – Power, Politics, & Influence of Organizations. (3 cr.) Creation and execution of power relationships, political engagements, and influential communication in organizations.

ED 840 – Program Evaluation. (3 cr.) Models and practices of program evaluation in both public and private sector organizations. Includes data driven decision making.
ED 848 – Culture, Climate, and Change Leadership. (3 cr.) Roles and responsibilities of leaders as change agents within organizations. Topics include the fundamentals of change: principles, practices, processes and resistance strategies; theory, history, characteristics, nature, levels and types of change as well as modern conceptual and integrated models of change.

ED 850 – Policy Analysis & Development. (3 cr.) An analysis of public policy at the federal, state, and local levels, with particular attention to current issues in the political environment with broad, intergovernmental implications.

ED 895 – Proposal Development. (3 cr.) The application of research methods and techniques appropriate to the development of a dissertation. The primary emphasis will be the completion of the dissertation proposal and review of seminal literature in the field of study. Committee is selected and provides input for study.

Year 3

ED 889 – Internship. (3 cr.) This capstone course provides students with practical hands-on experience in the type of organization where the student will be pursuing employment. The course will focus on authentic problems and activities that require students to demonstrate leadership skills, and practices integral to the performance of the workplace.

Year 4

ED 899 – Dissertation. (9 cr.) Original, scholarly research by the candidate relating to an area of interest of the candidate as it pertains to his/her chosen field. The candidate must maintain continuous enrollment for a minimum of three credit hours per semester until completion of the dissertation.

Concentration Elective Courses

Courses for the third year will typically be chosen from 700-level courses with the following prefixes: BADM, EDL, HCAD, ISDS, MADM, MGMT, NPA, or PUBH. Contact the department of choice to confirm whether there are any updates to the information provided here. Many of these concentration offerings are available 100% online with classes offered in 7-week sessions. It is typically possible to take two courses per semester.
Concentration Options

Option 1:  **Business Administration 1.** See MADM 701, MADM 710, MADM 720, and MADM 760.

Option 2:  **Business Administration 2.** See BADM 700, BADM 701, ACCT 701, ECON 705, FIN 701, FIN 710, MKT 701, and ISDS 702.

Option 3:  **Educational Leadership.** See EDL 700, EDL 701, EDL 702, EDL 707, EDL 710, EDL 711, EDL 712, and EDL 713.

Option 4:  **Educational Technology.** See ED 785, ED 786, ED 787, ED 788, and ED 789. This selection includes potential for licensure/certification add-ons/endorsements for a Louisiana teacher. Contact the EDDLS Program Director for details.

Option 5:  **Health Administration.** See HCAD 730, HCAD 731, HCAD 750, HCAD 760, and HCAD 780.

Option 6:  **Nonprofit Administration.** See NPA 702, NPA 703, NPA 708, NPA 710, NPA 734, NPA 761, NPA 762, NPA 763, NPA 764, and NPA 780.

Option 7:  **Public Health.** See PUBH 701, PUBH 702, PUBH 703, PUBH 707, PUBH 708, PUBH 713, and PUBH 714.

Option 8:  **Higher Education Leadership.** See HEDL 700, HEDL 710, HEDL 720, HEDL 762, and HEDL 764.

Option 9:  **Student-Identified/Director-Approved Concentration Option.** In consultation with the student’s advisor or the program director, other courses may be selected from 700-level offerings in the departments identified in Options 1-8 or other LSUS departments as related to other leadership concentration concentrations.

### Concentration Option 1: Business Administration 1 (focus on management) [100% Online]

**MADM 701 – Organizational Behavior.** (3 cr.) Developing skills to lead and manage change in organizations through an understanding of organizational process, individual motivation, and group behavior. Emphasizes the application of organization behavior concepts to solve managerial problems in an integrative and ethical manner. Methods of study include readings, cases, exercises and self-assessments, research and seminar discussions.

**MADM 710 – Strategic Management of Human Capital.** (3 cr.) Prerequisite: MADM 701 or equivalent. This course exposes students to the intersection of human resource management (HRM) and business strategy—the strategic management of human capital. The goal is to introduce students to core HR competency areas that are needed to be successful as a manager. The course explores topics of current importance in the context of strategic human resource management, such as strategic HR planning, recruiting and selection, EEO laws/ethics, compensation, and performance management.
MADM 720 – Managerial Communication. (3 cr.) The study of communication strategies used by effective managers. Techniques of written, oral and non-verbal communication are applied to business situations that require management skill in motivation and leadership.

MADM 760 – Organizational Strategy and Policies. (3cr.) Prerequisites: MADM 701. An integrating course with emphasis on formulating and implementing basic strategy and policy decisions. An analytic approach to strategic decisions pursued through lectures, readings, and participation in a competitive, integrative case analysis.

Choose a fifth course from any of the concentration areas or propose a fifth course for approval.

Concentration Option 2: Business Administration 2 [100% Online]


ACCT 701 – Managerial Use of Accounting Data. (3 cr.) Prerequisite: ACCT 284 or equivalent ACCT 205 and 206. An introduction to the sources and uses of accounting information used in the management decision-making process.

ECON 705 – Economic Analysis for Management. (3 cr.) Prerequisites: ECON 201 and 202 (or ECON 285) and MATH 260. Application of economic theory and tools to the management of the firm in a market economy. Market and industry demand and supply as well as firm revenue, cost, production, and hiring decisions will be analyzed. Cases and academic articles are used to develop the concepts.

FIN 701 – Financial Management. (3 cr.) Prerequisite: FIN 301 with a grade of “C” or better. The study and application of advanced financial theories for managerial decision making.

FIN 710 – Contemporary Investments. (3 cr.) Prerequisite: FIN 301. An advanced course examining investment strategies and technology. Emphasis is placed on the practical application of recent academic research to the dynamic global investment environment.

MKT 701 – Marketing Strategy. (3 cr.) The role of marketing in business and society. Analyses of marketing management concepts and methods are developed through reports, discussion, and case study. Three hours of lecture or equivalent.

ISDS 702 – Quantitative Methods in Business. (3 cr.) Prerequisite: BADM710. Quantitative methods, management science, and statistics for business decision making, including statistical estimation and inferences, regression analysis, forecasting techniques, analysis of variance, linear programming, simulation, queuing, and network analysis. Three hours of lecture.
Concentration Option 3: Educational Leadership

EDL 700 – Creating a Professional Learning Community. (3 cr.) The Professional Learning Community (PLC) provides potential teacher leaders and administrators with a structure for continuing professional growth and information and activities aligned with best practices and current research on initiatives that support the Louisiana Accountability System, the School Improvement process, and the Standards for School Principals in Louisiana.

EDL 701 – Leading with Vision. (3 cr.) This course explores an area of school leadership that is essential for improving student achievement: developing a vision of teaching and learning that is shared by all stakeholders. It examines ways to develop, articulate, implement, and steward a shared vision.

EDL 702 – Legal and Ethical Issues in Education. (3 cr.) This course is designed to provide students with the fundamental concepts of American school law and how to apply the law to real world school settings. Included is coverage of specific Louisiana educational statues. Ethical theories and ideas will also be explored. The course will emphasize and focus on legal and ethical issues that teachers and administrators confront in their work.

EL 707 – Utilizing Data for School Improvement. (3 cr.) This course focuses on the collection and analysis of data sources relevant in educational settings and emphasizes analysis of work samples, observations, inquiry data, artifacts, and standardized test scores. Throughout the course students collect and analyze school improvement data.

EDL 710 – Leading instruction and Assessment. (3 cr.) A study of the role of organizational leadership in the development of instructional goals, instructional programs, evaluation procedures and procedures for educational change.

EDL 711 – Funding Public Education. (3 cr.) The study of problems and issues related to the appropriation and allocation of public financial resources for education.

EDL 712 – Facilitating Human Resource Development and Empowerment. (3 cr.) The study of concepts and practices in recruitment, selection, development, and utilization of professional human resources in educational organizations.

EDL 713 – Mobilizing the Community. (3 cr.) The study of concepts and practices for developing and maintaining informed involvement of communities with public schools.

Option 3 includes courses that can contribute to certification or add-ons needed to fill school/district educational leadership positions (e.g., assistant principal, principal, parish/city supervisor of instruction, supervisor of child welfare and attendance, special education supervisor) or a Teacher Leader Endorsement dependent upon the credentials of the student. See the Department of Education for further details.
Concentration Option 4: Educational Technology [100% Online]

ED 785 – Technology Leadership in Schools. (3 cr.) Development of foundation skills for managing technology at the school site. Skills include school-wide planning that incorporates instructional design, curriculum integration with standards, and logistics of technology implementation, training, and evaluation.

ED 786 – Technology Planning & Administration. (3 cr.) Prerequisite: ED 780 or consent of department. This course provides the foundational skills for managing technology at the school site. Topics include school-wide planning that incorporates instructional design, curriculum integration with standards, and logistics of technology implementation, training, and evaluation.

ED 787 – Professional Development for K-12 Technology Integration. (3 cr.) Prerequisite: ED 780 or consent of department. This course will focus on the development of specific technological skills and explore different methods of using technology in instruction, assessment, research, and professional development.

ED 788 – Advanced Telecommunications and Distance Education. (3 cr.) Prerequisite: ED 780 or consent of department. This course covers the foundations of telecommunications and distance learning. Topics to be studied include the history of distance education; the impact technology has on the traditional and electronic classroom, current trends, and research.

ED 789 – Educational Technology Research, Evaluation, and Assessment. (3 cr.) Prerequisite: ED 780 or consent of department. This course will focus on researching the effectiveness of technology products and processes, selecting appropriate technology tools for assessment, and evaluating learner and program outcomes. This process includes the use of a needs assessment, program monitoring, stakeholder awareness and influence, and assessing effectiveness and efficiency.

This option includes one or two teaching licensure add-ons per the credentials of the student:

- **Educational Technology Facilitator** (for teachers with Type B or Level 2 Louisiana teaching certificate). Requires 9 hours of graduate credit, but only ED 785 (3 cr.) can count in the concentration area:
  a. ED 681 – Multimedia and Video in the Classroom
  b. ED 684 – Educational Telecommunications, Networks, & Internet
  c. ED 785 – Technology Leadership in Schools

- **Educational Technology Leader** (for teachers with a valid Type A or Level 3 Louisiana teaching certificate. Requires the 9 hours specified above for the Educational Technology Facilitator, plus an additional 12 semester hours of graduate credit:
  a. ED 786 – Technology Planning and Administration
  b. ED 787 – Professional Development for K-12 Technology Integration
  c. ED 788 – Educational Technology Research, Evaluation, and Assessment
  d. ED 789 – Advanced Telecommunications and Distance Education
Concentration Option 5: Healthcare Administration [100% Online]

HCAD 730 – Healthcare Systems. [fall] (3 cr.) Prerequisite: Consent of the Department. Explores the various components of the United States healthcare industry, with significant attention being placed on the various entities operating within the industry, the labor requirements of healthcare organizations, the application of technology within the industry, the role of third-party payer systems, and the role of regulatory agencies. (Cross-listed with MADM 730).

HCAD 731 – Healthcare Law and Ethics. [spring] (3 cr.) Prerequisite: Consent of the Department. A seminar designed to explore a variety of the legal and ethical issues that arise in the provision of health care in the United States. (cross-listed with BLAW 730).

HCAD 750 – Healthcare Informatics. [spring] (3 cr.) Prerequisite: Consent of the Department. Focuses on the selection, installation, and use of information systems in the healthcare industry, with significant emphasis being placed on the use of computer technologies to improve efficiency and effectiveness across administrative and clinical operations within healthcare entities.

HCAD 760 – Healthcare Finance. [summer] (3 cr.) Prerequisite: Consent of the Department. Precursor or co-requisite: BADM 700. Explores the financial management practices of healthcare organizations, including market structure and reimbursement, fund accounting, financial ratio analysis, capital and money markets, working capital management, capital budgeting, and analysis of mergers and acquisitions.

HCAD 770 – Healthcare Policy. [fall] (3 cr.) Prerequisite: Consent of the Department. Pre-requisite or co-requisite: BADM 700. Explores the tools and techniques of healthcare economics, with significant attention being placed on the areas of healthcare consumption, production of healthcare goods and services, and resource allocation.

HCAD 780 – Healthcare Policy. [summer] (3 cr.) Prerequisite: Consent of the Department. Explores the gamut of issues, events, and circumstances related to healthcare policy in the research, and interest groups.


Concentration Option 6: Nonprofit Administration [100% online]

NPA 703 – Administrative Law and Nonprofit Organizations. (3 cr.) A survey of legal concepts which affect the administration of human services from constitutional, statutory and common or case law. Particular emphasis will be given to such topics as: organization, authority and procedures of administrative agencies, judicial review of administrative decisions; tort liability; civil rights and legislation; client rights and privacy, contracts, employee relations and due process.

NPA 706 – Nonprofit Administration Research Methods. (3 cr.) An exploration of research techniques and procedures most applicable to nonprofit organizations with special emphasis on program evaluation.
NPA 708 – Nonprofit Administration Theory and Research. (3 cr.) This course explores theories and research related to the administration of nonprofit organizations. Students will spend time solving case studies on a range of topics such as mission statements, structural analysis, and human resource management among others.

NPA 710 – Nonprofit Human Resource Administration. (3 cr.) Current issues in human resource administration for employees of nonprofit organizations. Topics include such areas as recruitment, staff development, performance, evaluation, labor-management issues, and affirmative action.

NPA 734 – Nonprofit Governance and Decision Making. (3 cr.) Analysis of the respective roles of board, executive director, staff and volunteers in nonprofit organizations. Techniques for achieving effective board meetings and committee work, the development of board members, and policy development.

NPA 761 – Nonprofit Financial Management. (3 cr.) The conceptual and technical skills needed to manage financial and strategic control problems facing nonprofit administrators. Topics to be addressed include financial planning and strategy, financial reports, types and sources of funding, cash managements, banking relations, liabilities, investment policies and procedures, safeguarding assets, and financial policies.

NPA 762 – Nonprofit Resource Development. (3 cr.) An exploration of the theory, research, and best practice techniques on resource development for nonprofit organizations. Topics to be addressed include management of fund development, ethics and governance issues, environment and institutional readiness, annual giving programs, major gifts, audiences and environments, and support ingredients for successful fundraising.

NPA 763 – Seminar in Planned Giving. (3 cr.) An exploration of aspects of planned giving. Major topics explored are types of planned giving, deferred gifts, a profile of planned givers, the motivation for planned giving, planners and their roles, the giver and charitable institution connection, estate planning and planned giving, acknowledgements and recognition, the role of charitable boards, the role of chief executives, and the role of the planned giving professional.

NPA 764 – Seminar in Development. (3 cr.) an exploration of selected topics on fundraising which draws upon the research and theory of physiology, organizational behavior, and management. Topics to be explored include: why people give, organizational strategies to maximize giving, shaping roles for giving within an organization, strategic organizations of various size, and future directions.

NPA 780 – Structure and Process in Nonprofit Administration. (3 cr.) The capstone of the nonprofit administration program, this course examines organizational behavior, structure, processes, and change as influenced by the practice of management. Implications of organizational design are explored. Applications are made to nonprofit organizations.

Concentration Option 7: Public Health

Note: A GRE score requirement of at least 1000 is typically required; however, this requirement may be waived. The following courses are offered face-to-face in the evenings. Most are offered on the LSU Health Sciences Center campus. Check with the Registrar for current tuition and fees for these courses, which are different from those for most LSUS courses.
PUBH 701 – Intro to Public Health and Disparities. [fall] (3 cr.) An introduction to the history of public health as well as the scope of services, politics, and budget of health care agencies at the federal, state, and local levels; evaluate the value and the implications of diversity (racial, ethnic, cultural, economic, and social) and the importance of cultural competency in addressing public health issues.

PUBH 702 – Public Health Law and Ethics. [summer] (3 cr.) An examination of both the legal powers and ethical perspectives and duties of the state that exist to assure the conditions for people to be healthy and the limits on that power to constrain the autonomy privacy, liberty, propriety, or other legally protected interests of individuals.

PUBH 703 – Public Health Leadership. (3 cr.) A review of concepts and theories of leadership, to present challenges from public health practices and research, and to discover personal leadership attributes. The content will include leadership theory as it relates to the person, organization, communities, and research.

PUBH 707 – Program Planning and Evaluation. [summer] (3 cr.) A comprehensive study and application of established models for planning, implementing, and evaluating small and large scale health programs. Includes preparation to develop and plan with a particular emphasis on evaluation of community-based public health programs.

PUBH 708 – Principles of Epidemiology. [fall] (3 cr.) An introduction to the skills needed by public health professionals to critically interpret the epidemiologic literature. Discusses measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of data analysis.

PUBH 712 – Social and Behavioral Sciences in Public Health. [spring] (3 cr.) This course will provide the student with concepts of community health education, health promotion and disease prevention; their association with social, behavioral, and physical sciences in relation to health maintenance, optimal health, disease prevention.

PUBH 713 – Health Services Administration, Health Management, and Policy. [spring] (3 cr.) A review of health policy and management issues and their impact on organizing, financing, and delivery of public health and medical delivery systems.

PUBH 714 – Empowerment through Community Health Sciences. (3 cr.) An introduction to the theory and practice of community organizations, including models and strategies of community organization and their application to health problems and health policy.

Concentration Option 8: Higher Education Leadership  [100% online]

HEDL 700 – Leadership in Higher Education. (3 cr.) This course focuses on the challenges and opportunities involved with leadership in higher education. Emphasis is placed on the history of higher education in the United States; on issues and policies that have shaped modern-day higher education; and contemporary issues that are faced by the leadership in colleges and universities today and projected into the future. Three hours of lecture or equivalent.
HEDL 710 – Finance, Law, & Ethics in Higher Education. (3 cr.) This course focuses on budgetary, finance, legal, and ethical issues faced by leadership in higher education in the United States. Emphasis is placed on the impact of the details of the budgetary process in higher education planning and operations; and the legal and ethical issues and polities that continue to shape modern-day higher education with regards to administrators, faculty, and students. Related contemporary issues will also be explored.

HEDL 720 – Assessment & Program Evaluation in Higher Education. (3 cr.) This course explores assessment and program evaluation in higher education, which includes an introduction to various types of evidence required by governing bodies, specialty professional associations (SPAs), and accrediting agencies to document performance and program quality. An overview of various assessment tools and professional standards will be provided, along with some simulated experiences of program evaluation.

HEDL 762 – Student Development & Student Affairs. (3 cr.) This course explores the history and development of student services in higher education, the role and function of student affairs professionals, the various functional areas that comprise student services, and contemporary issues in student services. There will be an emphasis on understanding the organizations and roles of student affairs within higher education. Three hours lecture or equivalent.

HEDL 764 – Supporting the College Student. (3 cr.) This course explores the college student as an adult learner, with various socio-cultural issues influencing academic and professional success. Students will explore confidentiality laws, threat assessments, crisis intervention, and behavioral intervention procedures. There will be an emphasis on supporting the development of the college student with regards to psychosocial, intellectual, gender-identity, age-identity, and multicultural identity, while supporting moral development and emotional intelligence for the college student.

Concentration Option 9: Student-Identified/Director-Approved Concentration Option.

Note: In consultation with the student’s advisor or the program director other courses may be selected from LSUS 700-level offerings. Politics and Psychology are examples of areas of study that may be included in this option—dependent upon the student’s interests.

Leadership Studies Internship (ED 889)

A graduate non-paid internship experience helps to broaden a doctoral student’s perspectives while getting an opportunity to observe and participate in leadership experiences previously studied in the foundation core and concentration courses. The application of classroom studies, combined with previous work experience, is also designed to support authentic engagement with leadership studies in the real-world, while building potential for career success in various leadership positions.

Students may identify potential internship placements using the Internship Proposal Form. Upon approval formal arrangements will be made with the Program Director, the placement organization, and the student for the proposed placement, if possible. Students may also apply for other settings identified by Leadership Studies faculty or the program director. Placements are typically expected to have a direct connection to the chosen concentration area. The optimal setting provides a win-win situation for the placement organization and for the doctoral student.
Within the **LSUS INTERNSHIP FORM 1: Internship Proposal**, there is a Memo of Understanding to support the internship partnership, including standard operating procedures, expectations, intermediate documentation, the reporting mechanism, and assessment procedures. This will be agreed on and provided prior to the placement.

Additional forms required to support the internship experience and submission of final products are available in the LSUS Doctoral Internship Handbook, which is included in the Leadership Studies Moodle site, in this document, and is provided separately during enrollment in ED 889.

**Leadership Studies Dissertation Proposal (ED 895)**

The dissertation proposal is developed under the guidance of the Chair of the student’s dissertation committee, and the instructor of the dissertation Proposal Development course (ED 895), which is taken near the end of the second year of the program as a part of the Foundation Core 2 group of courses. During the Dissertation Proposal Course the doctoral student will prepare the complete proposal, if possible, and complete a **Mock Proposal Defense** to prepare for the actual proposal defense that will be carried out when determined by the chair of the dissertation committee. The student should provide copies of the dissertation proposal to all committee members when cleared by the committee chair. A **Proposal Defense Scheduling Form** will be provided at the close of the Dissertation Proposal Course (ED 895), but will not be forwarded to the program director until approved by the chair of the dissertation committee.

Although any committee member may give advice regarding proposal revisions, the chair of the student’s dissertation committee makes the final decision as to when the student’s proposal is ready to be formally presented to the committee.

The dissertation proposal should include the following items (as covered in the ED 895 course):

- Problem statement and justification for research
- Goals/purpose/objectives of the research
- Research questions and related hypotheses for each question
- Relevant literature review
- Proposed methodology: research design, description of intended sample, instruments, data collection procedures, proposed analytical methods
- Significance of the study—situated within leadership studies
- Documentation of successfully passing initial Human Subjects Research training

A successful defense of the dissertation proposal (during the Comprehensive Examination in the third year) requires a majority affirmative vote by the dissertation committee, including an affirmative vote from the committee chair. Following completion of at least 80% of the program coursework, and the successful proposal defense, the candidate and the committee chair should consult regarding next steps. Subsequently the candidate should submit the **Dissertation Application Form**, with approval of the dissertation committee chair.

Any research involving human subjects requires Human Subjects Research training as dictated by the LSUS Institutional Review Board (IRB) in full compliance with federal guidelines. These guidelines represent a serious matter, and must be followed **without fault** to proceed with the research and continue in the program. The ED 895 course instructor and the chair of the student’s dissertation committee must successfully complete the LSUS Human Subjects Research training as well. Although students are responsible for obtaining the approval of the LSUS IRB, they must consult with the chair of their dissertation committee to confirm that adequate plans for compliance have been made.
Leadership Studies Dissertation (ED 899)

Dissertations are designed to provide students with the opportunity to engage in original inquiry of leadership phenomena of interest. A rigorous, and virtually exhaustive, exploration of related published literature, combined with a substantive and indisputable application of research methods, should produce a dissertation which contributes new knowledge to the field of leadership in the selected concentration area.

To support a successful culmination of the dissertation experience the Leadership Studies Ed.D. Program provides four benchmark opportunities for assessment of progress:

1. **Problem Identification.** This assignment occurs near the end of the completion of the first 18 hours of Core Group 1 foundation courses. Each candidate is expected to identify a research area of interest using the form of a brief concept paper, or informal research proposal. The paper should be submitted to the ED 820 instructor initially, then continually revised and submitted to the ED 815 and ED 817 research methods faculty for refinement. The program director should receive the best draft after successful completion of the ED 817 course—no later than the first week of the fifth semester of classes. The problem may be revised or totally changed as often as needed, with a final determination during enrollment in the ED 895 Proposal Development course.

2. **Initial Formal Literature Review, Research Methods Identification, and Institutional Review Board Clearance.** During the ED 895 Proposal Development course each student should submit an initial formal review of the published literature for Chapter 2 of the dissertation. Additional items to submit at the same time include a confirmation that the proposed research methods are in alignment with (a) the research questions; (b) the research design of the dissertation; and (c) the LSUS Human Research Guidelines as established by the LSUS Institutional Review Board. These items should be submitted to the program director, the ED 895 instructor, and the chair of the dissertation committee, if one has been identified by that time.

3. **Second Formal Literature Review and Dissertation Proposal Update.** Each candidate will present his/her dissertation proposal, including the updated literature review, to the program chair, chair of the dissertation committee, and dissertation committee members for approval to proceed with research. A formal presentation, referred to as the Dissertation Proposal Defense, should occur as a part of the Comprehensive Exam (near the end of the third year) in order to support a timely completion of the dissertation as the student changes status from a doctoral student to a doctoral candidate.

4. **Quality Review of Dissertation.** Prior to the dissertation defense and during the last three semester hours of dissertation course enrollment, each candidate must obtain approval from his/her advisor and dissertation committee that the following elements are in order:
   a. review of the literature has been conducted in a reasonably exhaustive manner;
   b. references and narrative are in quality alignment with the most current edition of the APA Publication Manual;
   c. the narrative in the review of the literature presents a well-synthesized analysis of the related published works;
   d. the methods, data collection, data analysis have been appropriately planned and implemented; and
   e. findings, limitations, recommendations for future research, and conclusions are all appropriately aligned with the dissertation package as a whole.
Examinations

Final Examinations in Year 1
Final examinations given during Year 1 have dual purposes: contribution to course grades as indicated in the syllabi, and indication of potential for success in moving forward with the doctoral program. This latter purpose is further extended to support the program faculty in evaluating the program to determine areas for improvement. Students who perform poorly on one of these final exams will be contacted by the program director to determine eligibility for continuing with the program, regardless of the grades obtained in the foundation courses.

The Comprehensive Exam
Prior to the dissertation defense the Comprehensive Exam is probably the most critical evaluation of a doctoral student’s knowledge and skills. Provided in two forms—written and oral—the comprehensive exam includes the **Dissertation Proposal Defense**, and also typically covers at least 95% of the integrated course work and research experiences in the program—a wholly comprehensive evaluation—which signals that a student is qualified to begin data collection for the dissertation.

In the typical scenario, the comprehensive exam will be strongly, if not solely, focused on the comprehensive and integrated knowledge that will be reflected in the student’s dissertation proposal. Although a Comprehensive Exam Rubric will be provided to give the doctoral student clarity regarding the expectations for successful performance, it is helpful to consider the following critical aspects in preparation of the written and oral examination. Successful students will provide evidence that they are able to:

- Analytically read, understand, and communicate the essence of relevant literature in leadership studies and the related concentration area(s), while determining which knowledge is relevant to the proposed research;
- Synthesize ideas in leadership studies and the related concentration area(s);
- Critically evaluate evidence and arguments from various types of leadership studies sources; and
- Demonstrate a comprehensive understanding of inquiry techniques critical to scholarship and research in leadership studies and the related concentration area(s).

**Comprehensive Exam – Written.** The written portion will typically be given as a sit-down exam, with a closed- and open-book portion. Less than 10 questions should be expected for the written portion, and integration of content across several courses should be expected. The questions will be designed to address the following basics: (a) a comprehensive review of the related leadership theories and published literature relevant to the dissertation topic, integrating supporting information from the foundation and concentration courses in the program, as applicable; (b) a rationale for the choice of the research question(s), along with discussion about the nature and relevance of the question(s) to the field of leadership; and (c) a clear articulation of the research design, methodology, and methods which will be employed during the research implementation phase of the dissertation.

**Comprehensive Exam – Oral [Dissertation Proposal Defense].** The oral portion typically covers information similar to that which might be expected in a dissertation proposal defense. Committee members will ask questions designed to evaluate the student’s understanding of the written information as well as to evaluate the student’s readiness for moving forward to the dissertation phase of the program.
Comprehensive Exam—Timing and Committee Members. The comprehensive exam can be taken after a doctoral student has successfully completed 36 semester hours of Foundation Core 1 and 2 courses (with no pending grades). The Comps should also be taken during the third year at least one full semester before the first desired enrollment in ED 899 Dissertation. If a student’s continuous enrollment in the program is interrupted, the comprehensive exam must be taken within five (5) years of taking the first course in the program. The Written Comps Committee will typically be Leadership Studies Faculty and a Graduate Council Representative from the College of Business, Education, & Human Development. The chair and 2-3 members of a student’s dissertation committee must be approved and operational prior to the Oral Comps/Dissertation Proposal Defense. The committee must typically be comprised of the dissertation committee chair; a Graduate Council representative, who is not a member of the Leadership Studies faculty; a research methods faculty member; and preferably one faculty members—internal or external to the University, with particular expertise or research interests in the concentration area of choice or the context of the dissertation problem. Helpful hints for the comprehensive exam, along with a Comprehensive Exam Prep Checklist (provided as a PowerPoint presentation, with accompanying supporting documents) will be provided by the Leadership Studies faculty at a Comprehensive Exams Orientation Session available at least 30 days prior to the scheduled Written Comps test date.

Comprehensive Exam—Evaluation. In the final evaluation of the comprehensive exam, the majority of the committee members must agree on the results for both the written and oral portions. Failure to reach a majority requires a tie-breaking vote from the Leadership Studies Program Director, the Education Department Chair or her designee, to yield a majority vote. Successful examinees should consult with the chair of their dissertation committee and make plans to begin enrollment in the dissertation course while carrying out of the research. An unsuccessful attempt may be appealed one time by submitting the Comprehensive Exam Appeal Form. If an appeal is not requested, the student should follow specific committee recommendations regarding a re-take and then schedule a second attempt during the next 60-90 days (no earlier than 30 days). Although students who are waiting for a second attempt may continue to read and analyze the published literature related to their research, they are strongly advised to avoid collecting any data or conducting other research activities prior to the second comprehensive exam attempt.

Successful Comprehensive Exam—Next Steps: Human Subjects Research. Candidates who successfully passed their comprehensive exam, and plan to conduct research involving human subjects must contact their dissertation Chair for guidance with final steps regarding the LSUS Institutional Review Board (IRB). Failure to successfully pass the required training and gain the necessary approval prior to conducting any human subjects research could result in being terminated from the Leadership Studies program, or being required to abandon the current research for a completely new research agenda! There is no flexibility for ignoring Federal and LSUS guidelines regarding human subjects research.

Doctoral Dissertation Defense

The Leadership Studies Doctorate in Education degree requires that each doctoral candidate must complete an intensive and extensive engagement in critical inquiry of an area of personal interest that results in a scholarly, possibly publishable, dissertation. As original research, the dissertation helps to establish the doctoral candidate as capable of understanding and creating reputable scholarship in the field of leadership studies. The dissertation represents the culminating work of the doctoral degree. Done well, the dissertation also helps to birth a reputation in the field of leadership studies that can be valuable for securing positions of advancement in the field.
A minimum of nine (9) credit hours is required for dissertation research. Doctoral candidates who need additional time to complete the Leadership Studies degree must continue to enroll in at least one (1) hour of ED 899 Dissertation per semester until the dissertation is completed. If the dissertation is not completed after approximately 9 additional dissertation hours, or by the second year after passing the comprehensive exam, the doctoral candidate may no longer be eligible to complete the degree. The defense of the doctoral dissertation represents the final—and ultimate—examination in the Leadership Studies Program. The doctoral candidate must successfully present and defend his/her final written dissertation within two (2) calendar years after successfully passing the comprehensive exam.

The Dissertation Handbook, to be approved by the LSUS Graduate Council, is provided as Appendix C in this handbook. Information regarding the Doctoral Dissertation Committee, the Dissertation Proposal, Human Subjects Research Requirements, the writing of the five required dissertation chapters, and the final dissertation defense. Updates to the document will be provided, if needed, after passing the Comprehensive Exam and successfully defending the dissertation proposal.
GENERAL DOCTORAL STUDENT INFORMATION

Expected Proficiencies of New Doctoral Students
Students who are accepted to the Leadership Studies doctoral program have previously obtained a master’s degree, and are expected to have certain academic proficiencies or experiences: critical reading of peer-reviewed journal articles; familiarity with a publication style manual, preferably the most recent version of the American Psychological Association (APA) Publication Style Manual; facility with office production software (similar to MS Office Suite with an electronic word processor, spreadsheet, and presentation software); use of online library databases; and practice conducting one’s self in an ethical manner in all of the previously identified experiences. Based upon the amount of time that may have transpired since a student’s last formal graduate study it is understandable that some of these proficiencies may need to be renewed. Required seminars may be scheduled during the program orientation and at other times as needed. Each doctoral student should recognize his/her status in this regard and make every effort to attend the seminars or engage in self-study to improve each semester as needed to adequately engage in class discussions and complete class assignments at the level expected by doctoral students.

Credit Requirements
The Leadership Studies program may suggest that students take additional hours beyond the 63-hour minimum if an area of great need surfaces. Graduation from doctoral programs is not a sole function of successful completion of course work. For example, performance on examinations and major projects must be acceptable; the dissertation proposal must be successfully defended; guidelines for conducting research with human subjects must be strictly adhered to; and integrity must be evidenced throughout the program. Within the 63 hours of graduate course work and experiences the successful Leadership Studies Ed.D. program completer will have also successfully defended original research related to leadership theories and practice.

Transfer Credit
Pursuant to revised (March 2014) University policy regarding transfer credit, doctoral students may request, with the approval of the graduate program director, a maximum of 12 semester hours of graduate credit with grades of B or higher to be transferred from another regionally accredited institution for courses similar to those in the Leadership Studies program. In most cases these credits should have been completed within the last five years, and not used towards any other degree, endorsement, or certification. The Change in Plan of Study Form should be obtained from the program director to facilitate such requests. The Graduate Council may grant permission to accept a greater number of transferred credits in individual cases.

Previous Coursework Policy for Doctoral Students
Students who wish to obtain a doctorate degree from this University must meet all academic and residence requirements set by the LSUS Leadership Studies program and the LSUS Department of Education. Graduate coursework counted in a previous master’s degree will not be applied toward the doctorate degree. A maximum of 12 hours of graduate coursework taken beyond the master’s degree (at LSUS or another accredited institution) and not counted toward a completed degree or other certification (e.g., +30 certification for educators) may be applied toward the doctorate degree, provided the coursework was taken within the last five years subsequent to the request and forms a reasonable substitution for other coursework in the program. Requests for such credit should be made before the beginning of the second year of study towards the doctorate degree. The Dean of the College of Business, Education, and Human Development; the Chair of the Department of Education; and the
Leadership Studies Program Director initially approve the credits. Subsequent approval by the LSUS Graduate Council may be required. The Change in Plan of Study Form should be obtained from the program director to facilitate such requests. Previously taken graduate program examinations or dissertation credit from another institution or program will not be accepted.

**Cohort Structure**

Doctoral students are required to take courses with a cohort of other students who were admitted to the program at the same time, beginning in the fall semester. This program is designed for working adults, but there are expectations for leaving work early one week-day per week during the fall and spring semesters (to begin class at 4:00 p.m.). In the summers, there will typically be two 4-week sessions with one course per session. Students may need to leave work early two week days to begin summer classes at 5:00 p.m. Vacation times should be scheduled to avoid conflict with class attendance. During the third year, arrangements will be made for a non-paid internship, with the fewest possible interruptions to students’ regular work schedule. The internship is separated from the cohort structure. Students may expect to enroll during spring or summer semester in the third year, and prior to taking the comprehensive exam.

The cohort structure is essential for maximizing learning that occurs in a doctoral program. The power of sharing diverse perspectives of students representing different concentration areas in their current work, combined with the attitude of solidarity that comes with working together to support the academic commitment of doctoral study, should not be underestimated. Students who must alter the prescribed plan of study by taking fewer courses in a given semester may lose their place in their original cohort. If there are academic concerns at the time of interruption acceptance to a new cohort will not be guaranteed.

**Block Scheduling**

A blocked scheduling structure sets expectations for students to take two 3-hour credit courses per semester in order to meet a reasonable time line for graduation. Courses are scheduled to typically meet one night per week (6 hours, 4:00-9:50 p.m.) during the fall and spring semesters. During the summers, students will take courses during two 4-week sessions, typically with a hybrid format (i.e., combination of face-to-face and online course delivery). Two typical summer scheduling offerings are two evenings per week (5-9:30 p.m.); or four full-day Saturday meetings (8 a.m. to 5 p.m., with a 30-minute lunch). Minimal disruption to the students’ work schedule is always a goal; however, most students will need to leave work early at least one day a week.

**Time Limits for Degree Completion**

Students must complete their Comprehensive Exams (Comps) within seven (7) years of registration for the first course in the doctoral program. Upon passing the Comps, students are considered “candidates” for the degree. Students must complete their dissertation and graduate within three (3) years of achieving status as a doctoral candidate.

**Grade Standard for Doctoral Degree**

A grade-point average (GPA) of 3.0 or higher is required to be eligible to graduate from the Leadership Studies doctoral program. Students are expected to maintain at least a 3.0 GPA throughout the program to avoid academic probation or removal from the program. A student who fails to complete coursework, for two consecutive semesters, due to failure to enroll, may be dropped from the program.
Academic Probation and Ineligibility Policy

_Probation and Ineligibility:_ A doctoral student is expected to maintain a 3.0 cumulative GPA. The cumulative GPA includes all graduate work attempted. A graduate student, who fails to earn a 3.0 grade point average in any term, including accelerated terms and summer terms, will be placed on academic probation. A graduate student on academic probation must maintain a grade point average of 3.0 or higher for each term on probation with no course grades of C or below. Probationary status is removed when the student raises his or her cumulative grade point average to 3.0 or better. A graduate student who fails to correct his or her cumulative grade point average within the next six (6) credit hours in which the student is enrolled will be dropped from the graduate program.

In addition, a graduate student will be dropped from his or her program for the following reasons:

- Cumulative grade point average falls below a 2.0;
- More than six (6) credit hours with a grade of C or lower in all graduate work attempted;
- Three (3) credit hours with a grade of C and three (3) credit hours with a grade of D in all graduate work attempted; or
- A grade of F in a graduate course.

Any graduate student dropped from a program for academic reasons will not be readmitted to graduate study in any program at the University without the approval of the Program Director and the Graduate Council. Readmission is not guaranteed.

Credit Hour, Work Hour Requirements, and Limitations

Leadership Studies students are expected to enroll in two courses (6 semester hours of credit) each semester from the first semester of classes to the completion of concentration courses and internship requirements. During work on the dissertation, students may enroll in the ED899 Dissertation “independent study with close supervision course” for 3-6 hours semester credits. Doctoral candidates who have accomplished advanced preparation for the dissertation may take more than 3-credit hours in one semester. The level of intensity typically required for full engagement in two doctoral-level courses suggests that doctoral students should plan to take only two doctoral courses per semester. Status as a **full-time LSUS doctoral student** is determined by enrollment in six (6) credit hours in a semester. Typically it is not advisable to attempt to take concentration courses during the same semesters that the doctoral-level courses are being taken; however, a student may consult with his/her dissertation chair or program director to gain support for an informed decision regarding enrollment beyond six (6) graduate hours in one semester.

Registration Procedures and Changes in Registration

Students may register for graduate classes online through myLSUS. Special classes such as an independent study class, or internship class, may require alternate registration procedures. Students should check with their faculty advisor, dissertation chair, or program director to resolve any issues hindering online registration.

Students who wish to add, drop, or change courses should follow the University’s established procedure for doing so via myLSUS. Deadlines for these actions will be posted on the University’s website. Since the doctoral program operates with a cohort model of blocked courses, it is unlikely that courses will be added or changed during a semester. In the event, a student needs to drop a course in a single semester, students should be sure to contact
the course instructor and the program director before dropping the course through the myLSUS online system. Failure to drop courses by the last official deadline could result in a failing grade, with serious implications for continuing with the doctoral program or any other graduate work thereafter due to impact on a student’s GPA.

Financial Aid and Assistantships

Financial aid opportunities are available through FAFSA and the University’s Financial Aid guidelines. Graduate assistantships or graduate awards may not be available for doctoral students. Students should plan for additional financial expenses during the last year of the doctoral program to carry out dissertation research; to travel to make presentations in state, regional, national, or international leadership or concentration-related conferences; to publish the dissertation; and to purchase academic regalia for commencement.

Graduation

Students earning the Leadership Studies Ed.D. degree will be honored during the regular University Commencement program. Special recognition by the University community during graduation may be expressed for doctoral graduates in at least two memorable ways: placement in the graduate proceedings to yield seating within the first row or two (near the stage), and the hooding ceremony that occurs when the diploma is received on stage. Although attendance at the commencement ceremony is optional, doctoral candidates must formally apply for graduation in order to receive the doctorate degree. Announcements for applications to graduate, along with a Department Checklist for Awarding the Doctoral Degree Form and the LSUS Graduation Checklist, will become available at least 60 days prior to the commencement ceremony. Contact the Program Director, Graduate Studies Office, or Commencement Office as needed for details regarding the graduation application, fees, and other related requirements. Students should check with their dissertation chair and program director to confirm that all program requirements have been met to advance to graduation. Doctoral graduates will be given the option to rent their commencement gowns, but purchase of the caps and hoods will be required. Doctoral graduates who expect to work in higher education will typically consider purchasing the caps, hoods, and gowns. Plans for this expense should be made in advance.
ACADEMIC POLICIES

Academic and Research Ethics

Leadership is a cross-disciplinary concept, so it seems appropriate to make the connection to academic and research ethics both in education and in business. The conceptual framework that operates in all classes in the School of Education reminds us that our students are to be “responsible professionals [who] are ethical life-long learners.” The core values of the Association to Advance Collegiate Schools of Business (AACSB) also encourage ethical behavior and social responsibility. Considering both of those stances, and considering that leaders should aspire to exhibit the highest standards, LSUS and the Leadership Studies program call for doctoral students to exhibit their “best self” in all endeavors, especially those related to academic study, internship experiences, and original research.

Advanced study at the doctoral level requires a special disposition in favor of academic or intellectual honesty. There are many opportunities to share knowledge that has been gained through course readings, private readings, reviews of the literature, and lectures of instructors and guest speakers. During research there are opportunities to be forthcoming with all details regarding the research methodology and data analysis; however temptations to falsify information to achieve favorable results may surface. Each opportunity which challenges one’s academic or research ethics must be met by a heightened sense of diligence to insure that all written and verbal products of doctoral students—in class, in presentations, in person, and in writing—must always give proper attribution to the original sources of information. Any actions counter to these recommendations will be taken seriously as they have the potential to compromise the integrity of the doctoral student, his/her faculty advisor(s), the department, the college, and the University.

Doctoral students—especially those in Leadership Studies—have a special obligation to represent the best of themselves—ethically and responsibly. Each student is required to purchase and become extremely familiar with the contents of Understanding Plagiarism (Jewell, 2004), which is typically a required text in every course in the Leadership Studies program. Course instructors or the program director will require successful completion of at least one online tutorial on academic integrity, which will be validated by a passing score on a quiz accompanying the online tutorial. When in doubt about academic integrity doctoral students are strongly encouraged to consult their advisors, dissertation committee chair, instructors, or the program director.

The LSU statement regarding Originality of Work indicates that “it is imperative that work be original or that explicit acknowledgement is given for the use of another person’s ideas or language... Breaches of academic honesty can result in disciplinary measures ranging from lowering of a grade to permanent compulsory expulsion from the University.”

Conduct

Doctoral students are expected to adhere to all undergraduate and graduate student conduct regulations at LSUS as outlined in the Student Conduct Code of the Student Handbook (see http://www.lsus.edu/offices-and-services/policies-and-manuals/student-handbook/student-rights-and-responsibilities/student-conduct-code), College Catalogs, and LSUS websites.
Grievance Procedure
Doctoral students should check Section 10, Appeals Procedures, of the Student Handbook for information regarding Student Appeals. For specific concerns in the Leadership Studies program doctoral students should consult the parties with whom they have a grievance, and then if needed, consult with their dissertation committee chair, the program director, and the department chair in that order.

Petitions
Doctoral students who wish to make a special request counter to the standard operations specified in the LSUS Student Handbook, Graduate Studies policies, or the Leadership Studies Doctoral Handbook, should make a formal request—either in free-form, written narrative or with a Petitions form, if one is available for the specific request. These documents should be given to the program director, after consulting with the faculty advisor or dissertation committee chair. For unfavorable responses the student may take the petition to the department chair for another opinion.

Dismissal
Doctoral students may be dismissed from the Leadership Studies doctoral program for any serious infractions of the LSUS Student Code of Conduct. Students may also be dismissed for any one of the following: (a) failure to successfully pass the final exams or major projects given in the foundation core courses; (b) failure to successfully pass the Comprehensive Examination; (c) failure to maintain a 3.0 GPA; (d) failure to uphold the high standards of academic ethics and integrity; or (e) failure to complete the degree within the maximum time limit.
APPENDIX A

Frequently Asked Questions

What is typically the difference between the Ph.D. and Ed.D. doctorate degrees?

The Ph.D. (Doctor of Philosophy) and the Ed.D. (Doctor of Education) are both terminal degrees for most academic areas of study in higher education. The Ed.D. is typically a degree for practitioners or working professionals who are more focused on the application of knowledge and skills, than conducting original research. The Ph.D. is typically for those mostly interested in serving as academic professionals, and is more focused on theoretical foundations and the conduct of research to make original contributions to a chosen field of study.

The Ed.D. degree is often related to professional experience in educational organizations, but there are ties to other organizations as well. Graduates with an Ed.D. degree often have interest in returning to higher levels of employment in their current or related career field, or obtaining employment as instructors or other professionals in institutions of higher education. Ph.D. graduates often have interest in pursuing deeper research agendas related to their field of study, and often seek employment as instructors or researchers in institutions of higher education.

Some Ed.D. programs require a culminating major project with emphasis on issues related to the knowledge, skills, and dispositions of practitioners in their career field. A dissertation is not typically required for most Ed.D. degrees. The Ph.D. typically requires a period of residency spent on the college/university campus engaged in full-time study—while not engaged in full-time work—along with the creation of a dissertation. Some Ed.D. programs (such as the LSUS Leadership Studies, Ed.D. program) require completion of a dissertation without residency.

What are the minimum qualifications for admission into the Leadership Studies Ed.D. Program?

The minimum qualifications include an earned master's degree with a minimum 3.0 GPA; preferably a minimum of two years of work experience; graduation examination score with results in at least the 50th percentile, or supporting evidence of a minimum of two years full-time professional work experience which must be judged pertinent and approved by the Leadership Studies Director. Students who have earned a grade of D during graduate work at any institution will require a special appeal to gain acceptance to the program. The admissions process is considerably selective in an effort to increase likelihood of success.

How do I apply to the program? The application process for the Leadership Studies doctoral program requires you to apply to TWO offices:

1. The LSUS Graduate School with specific items (all official transcripts from institutions previously attended, graduate application, etc.); and to the

2. The Leadership Studies Program (with letters of recommendation, statement of purpose, and resume sent to the Program Director). Details are provided on pages 11-12 of this handbook.
How are students selected for the Leadership Studies Ed.D. Program?

After all required materials are submitted to both the Graduate School and the Leadership Studies Program Director, you may qualify for an interview with the program faculty. The most successful doctoral students must hold a master’s degree with at least a 3.0 GPA, have demonstrated leadership potential, and are prepared to set aside time to make deliberate efforts to participate in intensive study, while also engaging in other full-time obligations such as work and family commitments. Decisions for admission are made by the program faculty and are ultimately based on the content of the submitted application documents and a successful interview.

If I apply to the Leadership Studies Doctorate in Education program, do I need to have a degree in education?

No. The broad nature of this degree may be insinuated from its location in the Education Department, within the College of Business, Education, & Human Development. Current and potential students come from various career fields and former areas of study such as accounting, business, education, healthcare administration, law enforcement, military service, nonprofit administration, public health, and religion.

How long does it take to complete the Leadership Studies Ed.D. Program?

This program is designed to allow students to complete coursework within 3 years with as much as one additional year to complete the required doctoral dissertation, for a total of 4 years. Candidates who need more time to complete the dissertation—after the initial nine (9) credit hours of enrollment in ED 899 Dissertation—may take up to an additional three (3) years, if needed, but must enroll in at least one (1) semester hour of dissertation study for each semester until completion.

Can I transfer in credit hours I have already earned elsewhere?

If the graduate credit hours have not been applied toward another degree, certificate/license, endorsement, or add-on; were taken within the last five (5) years; and the course content matches the curriculum in the Ed.D. Program it is possible to transfer up to 12 hours of graduate course credit toward the concentration option selected. There is no guarantee that hours will automatically transfer. The final decision is made by the program faculty and the LSUS Graduate Council once you have been admitted to the program.

Must I take a leave from my current work in order to be in the Leadership Studies Ed.D. Program?

No, the program is designed for working adults so there are no expectations for you to leave your current position. The Ed.D. Program requires you to take courses with a cohort of other students who were admitted to the program at the same time—beginning in the fall semester. You will need to identify at least one week-day per week when your employer will permit you to leave work early enough to attend classes during the fall and spring semesters. During two 4-week sessions in the summer semester (typically June and July), leaving work early on two weekdays may be necessary and/or full-day Saturday classes may be scheduled. Vacation times must be scheduled to avoid conflict with class attendance. During the third year most concentration course options are provided online, with the exception of the ED 889 Leadership Internship. Arrangements will be made for a non-paid internship with the fewest possible interruptions to your regular work schedule.
**What days and times are courses typically offered for the Ed.D. Program in Leadership Studies?**

Efforts will be made to hold face-to-face classes on one intensive weeknight per week from 4-9:50p.m. For example, Cohort 1 typically meets on Thursdays during the fall and spring semesters; however, Cohort 3 typically meets on Tuesdays. During the summers, one class is offered in June, and the other class in July, two-days a week from 5:30-9:40 p.m. For example, summer classes could be held on Tuesdays and Thursdays from 5:00-9:30 p.m. Additional time will be spent in online work as appropriate for each class. Each cohort typically gets an opportunity to provide input on desired class meeting days and times.

**May I get any additional endorsements to add to my current license/certification?**

Additional endorsements or "add-ons" are possible dependent upon the current license or certification held by a student. In most cases these add-ons can be pursued during the third year in the concentration areas, often requiring one or two additional courses. Students should consult with the program director and the chair of their dissertation committee to pursue possibilities. For example, Louisiana Type A or B licensed educators may add a Technology Facilitator, or Technology Leader endorsement. Persons with backgrounds in public health may also add a Community Health Education Specialist (CHES) certificate.

**Will the Leadership Studies Ed.D. Program directly assist in job placement when I am finished?**

The Leadership Studies program will not seek to make any job placements upon successful completion of the Ed.D. degree. However, recommendations for outstanding students will be readily provided, if requested. The Ed.D. Program plans to provide many networking opportunities with educational institutions, non-profit organizations, and corporate entities throughout the region. In some cases Guest Lecturers in Residence from various organizations will be available to share their expertise and introduce students/candidates to what they seek in an outstanding leader for their agencies. As we seek to provide a top-notch doctoral program we will support the advancement of top-notch individuals into a competitive job market that seeks leaders such as the ones who will graduate from our program.

**Where are classes held?**

Most classes in the Leadership Studies Ed.D. Program are held in the Business, Education, and Human Development (BE) Building on the north east side of the LSUS campus. For some classes special arrangements may be made to meet in various organizational buildings in the Greater Shreveport-Bossier City area. Classes will typically be delivered face-to-face with use of innovative instructional strategies, seminar-type interactions, and electronic support via an online classroom management system (e.g., Moodle). During the third year—dependent upon the concentration choice—classes may meet 100% online.

**Approximately how much time should I expect to spend on doctoral studies per week?**

During the first two years of course enrollment you should expect to spend 6 hours per week in class; an additional 12-20 hours per week in preparing for class, reading research articles, responding to specific requests on the online classroom management site (i.e., Moodle); and at least 2 additional hours of meeting time with cohort members in large or small groups to gain additional perspectives on your study and enhance your knowledge and skills. During the third year, excluding the internship, you will probably spend two 7-week mini-terms in online classes—dependent upon your concentration choice—which may require approximately 8-15 study hours per week. The time spent on internship activities
(approximately 120 clock hours) depends heavily upon the internship experience you propose and get approved. Time spent on the dissertation during the fourth year could be 8-30 hours per week.

**Is financial aid available for the Leadership Studies Ed.D. Program?**

Yes, if you are eligible, financial aid may be available. Complete the Free Application for Federal Student Aid (FAFSA) form online (https://fafsa.ed.gov), then view the information on the LSUS Financial Aid Office website for more details. Meanwhile the current LSUS tuition and fees are certainly competitive and within the reach of most working adults seeking a terminal degree.
APPENDIX B

Selected Program Forms & Resources

NOTE: All forms herein provided should be considered in DRAFT form (regardless of marking or absence thereof) pending approval by the LSUS Leadership Studies Steering Committee and LSUS Graduate Council. Consult the Program Director for the most recent version of any form.

Early in the Program
- Doctoral Studies Policy Affirmation Sheet
- Plan of Study Form
- Change in Plan of Study Form

Internship
(Forms found in the internship Handbook)
- Internship Proposal Form
- Internship Experience Log
- Reflective Journal
- Intern Formative (Interim) and Summative (Final) Evaluation.
- Reflective Questions for Site Supervisor Formative (Interim) and Summative (Final) Evaluation of Intern
- Portfolio and Final Presentation Requirements
- Internship Site Evaluation
- Intern/Site Supervisor/Director Contact Information

Comprehensive Exam: Written & Oral
- Comprehensive Written Exam Scheduling Request Form
- Comprehensive Written Exam: Scoring Rubric
- Comprehensive Exam: Appeal Form
- Dissertation (Comprehensive Oral Exam) Scheduling Request Form
- Dissertation (Comprehensive Oral Exam) Rubric
- Dissertation (Comprehensive Oral Exam) Evaluation

Dissertation
- Nomination of Doctoral Committee
- Request for Changes in Dissertation Committee
- Dissertation Committee: Request for non-LSUS Graduate Faculty
- Dissertation Proposal Submission Form
- Dissertation Proposal Brief
- Dissertation Proposal Clearance: Human Participants
- Dissertation Signature Page
- Dissertation Submission Checklist

Graduation
- Departmental Checklist for Awarding Doctoral Degree

Selected References
DOCTORAL STUDIES POLICY AFFIRMATION SHEET

The doctoral student named below hereby acknowledges, accepts and agrees to abide by the terms of graduate study and conditions for participation as outline in the Leadership Studies Doctoral Handbook, the LSUS Student Handbook (http://www.lsus.edu/offices-and-services/policies-and-manuals/student-handbook), the LSUS Graduate Studies website, and the specific pages related to Graduate Study in the current LSU Shreveport General Catalog.

Doctoral Student: _______________________________ Student ID #: __________

Program: Leadership Studies, Doctorate in Education (Ed.D.)

Beginning semester/year: ___________ Targeted graduation semester/year: ___________

I hereby acknowledge that I have read the aforementioned documents (identified above) and reasonably understand the expectations and requirements to successfully continue in the Leadership Studies doctoral program. I will perform all duties and accept all reasonable obligations designated by the Program Director, my course instructors, the Chair of my dissertation committee, and all other program faculty.

I understand that graduation from a doctoral program is not a sole function of successful completion of course work. It is essential, that I must pass the comprehensive exams, and successfully defend my original research as approved in a successful proposal defense during the third year.

I understand that I must perform in an honest, ethical, and socially responsible manner as I adhere to the program goals and seek to successfully attain the program and course learning outcomes as outlined.

I understand that continuous participation in the Program is required for this Agreement to remain in force.

With intention to be bound hereby, my signature below gives my acknowledgement of awareness and understanding of the policies hereto addressed. My signature also indicates that with or without understanding, once I have been accepted into the program and enrolled in classes, I recognize that I am subject to all of the rules and regulations of LSUS University as outlined in the current Student Handbook, in documents of policy publicly available from the Office of Graduate Studies, and in this Leadership Studies Doctoral Handbook.

Doctoral Candidate ____________________________ Date ____________________________

Statement received on the date indicated as acknowledged by signature below.

Iris Johnson, Program Director ____________________________ Date ____________________________
### PLAN OF STUDY

<table>
<thead>
<tr>
<th>Name</th>
<th>PID</th>
<th>Entry Date</th>
<th>Expected Grad. Date</th>
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#### CORE GROUP 1 – YEAR 1

<table>
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<tr>
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<th>COURSE TITLE</th>
<th>TENTATIVE SEMESTER</th>
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</thead>
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<td>ED 810</td>
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<td>Quantitative Research</td>
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<tr>
<td>ED 820</td>
<td>3</td>
<td>Leadership Theory</td>
<td>Fall 20___</td>
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<tr>
<td>ED 815</td>
<td>3</td>
<td>Qualitative Research Methods</td>
<td>Spring 20___</td>
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<tr>
<td>ED 824</td>
<td>3</td>
<td>Management of Complex Organizations</td>
<td>Spring 20___</td>
</tr>
<tr>
<td>ED 805</td>
<td>3</td>
<td>Diversity and Social Justice</td>
<td>Summer 20___</td>
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<tr>
<td>ED 844</td>
<td>3</td>
<td>Strategic Resource Allocation &amp; Development</td>
<td>Summer 20___</td>
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Reminder: Dissertation Check #1 - Tentative Problem/Research Title

#### CORE GROUP 2 – YEAR 2

<table>
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<td>ED 848</td>
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<td>3</td>
<td>Program Evaluation</td>
<td>Spring 20___</td>
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<tr>
<td>ED 895</td>
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<td>Proposal Development</td>
<td>Spring 20___</td>
</tr>
<tr>
<td>ED 828</td>
<td>3</td>
<td>Power, Politics, and Influence in Organizations</td>
<td>Summer 20___</td>
</tr>
<tr>
<td>ED 850</td>
<td>3</td>
<td>Policy Analysis and Development</td>
<td>Summer 20___</td>
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<tr>
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<td><strong>18</strong></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
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Reminder: Dissertation Check #2: - DRAFT Chapter 2 and Draft Bibliography

#### CONCENTRATION (700+ Level Courses -- To be approved by Director & Cognate Chair) – YEAR 3

<table>
<thead>
<tr>
<th>COURSE NO.</th>
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<th>COURSE TITLE</th>
<th>TENTATIVE SEMESTER</th>
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<tbody>
<tr>
<td></td>
<td><strong>3</strong></td>
<td><strong>Total</strong></td>
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Educational Leadership
Educational Technology
Higher Education Leadership
Business Administration 1
Business Administration 2
Health Administration
Nonprofit Administration
Public Health
Other

[Note: A maximum of 6 hours of Independent Study, which may include 3 hours of a ED 800 Special Topics Course may be included in the Concentration.]

**Successful completion of Comprehensive Written and Oral Exams, including Dissertation Proposal Defense**

#### DISSERTATION HOURS (To be approved by Committee Chair & Committee) – YEAR 4

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>CREDIT HOURS</th>
<th>COURSE TITLE</th>
<th>TENTATIVE SEMESTER</th>
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<tbody>
<tr>
<td>ED 899</td>
<td>3-6</td>
<td>Dissertation (Focus on Chapters 2-3)</td>
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</tr>
<tr>
<td>ED 899</td>
<td>3-6</td>
<td>Dissertation (Focus on Chapters 3-4)</td>
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<tr>
<td>ED 899</td>
<td>3-6</td>
<td>Dissertation (Focus on Chapters 1-5)</td>
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<td><strong>9+</strong></td>
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**Successful completion of Dissertation Defense**

<table>
<thead>
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<th>COURSE NO.</th>
<th>CREDIT HOURS</th>
<th>COURSE TITLE</th>
<th>TENTATIVE SEMESTER</th>
</tr>
</thead>
</table>

**63 Total Hours (Minimum1)**

Signatures of Agreement/Commitment:

- Doctoral Student/Candidate: [Signature] Date: [Date]
- Concentration Advisor: [Signature] Date: [Date]
- Program Director: [Signature] Date: [Date]
- Department Chair: [Signature] Date: [Date]
CHANGE IN PLAN OF STUDY FORM

Directions:
A student seeking a change in his/her plan of study, or seeking inclusion of courses not specifically indicated within the Leadership Studies doctoral (Ed.D.) program must first consult with the Leadership Studies Program Director. This signed form documents approval at the program, department, and divisional levels, and should be forwarded to the Graduate School for final approval once all appropriate approval signatures are provided below. Transcripts of any such courses must be received before final approval will be given.

Date:

Student Name: ___________________________ Signature:__________________ PID: ___________________________

Department: ___Education___ Major: ___Leadership Studies___ Degree: ___Ed.D.____

Type of change being requested:

☐ Course substitution. Identify course(s) to be substituted: _________________________________

☐ Requirement waived. Identify requirement to waive: _________________________________

☐ Requirement substitution. Identify requirement to substitute: _______________________________

☐ Transfer hours to count toward degree. Document the number of hours (not to exceed 12), grades obtained in the associated courses, statement of alignment with program goals and rationale for permitting the courses in place of specifically identified courses.

Provide clear and specific indication of the match with any substitutions, and a rationale for any proposed changes on the attachment page(s).

Approvals:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iris Johnson</td>
<td>Program Director</td>
<td></td>
<td>Nancy Miller</td>
<td>Dean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sanjay Menon</td>
<td>Graduate Dean</td>
<td></td>
</tr>
<tr>
<td>Pat Doerr</td>
<td>Department Chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Registrar Official</td>
<td></td>
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</tbody>
</table>

Attachment for request made by Student_____________________________ SID ___

Click here to enter a date.
COMPREHENSIVE WRITTEN EXAM SCHEDULING REQUEST FORM

DIRECTIONS: Submit the Request for Doctoral Comprehensive Exam & Proposal Defense to Leadership Studies Program Director, 384B Business & Education Building, at least 30 days before the requested exam date. Attach your most recently approved Doctoral Plan of Study Sheet with the request. Make a copy of this form for your records.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Student Number</th>
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<table>
<thead>
<tr>
<th>Cognate</th>
<th>Have you previously taken this exam?</th>
<th>If so, when?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes  □ No</td>
<td>Month_______, Year _________</td>
</tr>
</tbody>
</table>

Choose your preference below to indicate your request for taking the Comprehensive Written Exam.

<table>
<thead>
<tr>
<th>February 2017</th>
<th>April 2017</th>
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<tbody>
<tr>
<td>□ Sat., Feb. 11 (AM): 8:30am-10:30am (Written Open)</td>
<td>□ Sat., Apr. 15 (AM): 8:30am-10:30am (Written Open)</td>
</tr>
<tr>
<td>□ Sat., Feb. 11 (PM): 11:30am-3:30pm (Written Closed)</td>
<td>□ Sat., Apr. 15 (AM): 11:30am-3:30pm (Written Closed)</td>
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<table>
<thead>
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<th>September 2017</th>
<th>November 2017</th>
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</thead>
<tbody>
<tr>
<td>□ Sat., Sept. 16 (AM): 8:30am-10:30am (Written Open)</td>
<td>□ Sat., Nov. 18 (AM): 8:30am-10:30am (Written Open)</td>
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<tr>
<td>□ Sat., Sept. 16 (PM): 11:30am-3:30pm (Written Closed)</td>
<td>□ Sat., Nov. 18 (AM): 11:30am-3:30pm (Written Closed)</td>
</tr>
</tbody>
</table>

☐ The Comprehensive WRITTEN Exam should be taken after a doctoral student has successfully completed the required coursework for Core Groups 1 and 2 and before the last semester of enrollment in the concentration courses. The comprehensive exams must be taken prior to any dissertation data collection, and must be taken within five (5) years of taking the first course in the program.

☐ Leadership Studies Faculty will automatically serve as your Comprehensive WRITTEN Exam Committee.

☐ The Comprehensive ORAL Exam may be taken at the close of ED 895 or later with the approval of your Dissertation Committee Chair. It is YOUR responsibility to meet with your dissertation chair to support readiness for the Oral Exam, which is also your Dissertation Proposal Defense.

  o To gain approval to move forward, be prepared to impress your dissertation chair with your line of logic, knowledge of the related literature, citations/validation from the literature, confirmed gap in the literature, and well-written (basically complete) Chapters 1-3 of your dissertation.

  o Prior to scheduling your Orals, you will meet with your dissertation chair to identify the remaining members of your dissertation committee. Approval for external-to-LSUS members should be obtained at least 14 working days in advance of scheduling the Orals. Obtain the required forms from the EDDGRAD Moodle site, prepare them, and take them to your chair for processing and approval.

☐ The Education Department Chair or her designee will serve as the Graduate School Representative, if needed.

STUDENT (PRINTED NAME) ___________________________ SIGNATURE ___________________________ DATE ____________

DISSERTATION CHAIR (PRINTED NAME) ___________________________ SIGNATURE ___________________________ DATE ____________

PROGRAM DIRECTOR (PRINTED NAME) ___________________________ SIGNATURE ___________________________ DATE ____________
# COMPREHENSIVE WRITTEN EXAM: SCORING RUBRIC

## PART I: Content Analysis

**Scoring goal:** Align the content of a student’s written submission with the best description below.

| High Pass | The written response demonstrates all of the elements of the “PASS” criteria (below) plus the following:  
| --- | --- |
|  | * incorporates several program course features to develop a thorough response to the prompt  
|  | * demonstrates knowledge of program features and skillfully analyzes and integrates content with validated opinions  
|  | * demonstrates a writing style well-informed by APA publication guidelines and expectations of scholarly writing at the doctoral level |
| Pass | The written response presents a clear, orderly delivery and complete response to the given prompt, while  
|  | * clearly offering an introduction including a topic paragraph, a body that attends to all required components of the prompt, and a well-reasoned conclusion  
|  | * offering appropriate citations to validate statements provided to respond to the prompt  
|  | * offering factually correct information, with few statements of personal commentary (unless specifically invited by the prompt)  
|  | * offering a reasonably smooth flow from one component of the response to another  
|  | * demonstrating reasonable skill in grammar, proper spelling, and APA formatting guidelines (e.g., level headings, indentations, citation formatting) by having few such errors. |
| No Pass | The written response fails to deliver a clear, orderly, and complete response to the given prompt while  
|  | * offering ambiguous statements as to whether they are opinion or statements without validation  
|  | * using many generalizations such as “many researchers,” “we typically expect,” “research shows”  
|  | * offering statements for which the accuracy of the statements are called into question  
|  | * not providing a smooth flow of delivery of the narrative form one component to another  
|  | * demonstrating poor skill in grammar, proper spelling, or APA formatting guidelines (as describe above) by having several such errors |

## PART II: Synthesis Analysis

**Scoring goal:** Align evidence of synthesis in a student’s written submission with the best description below.

| High Pass | The written response demonstrates all of the elements of the “PASS” criteria (below) plus the following:  
<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>* skillfully synthesizes content from various program features to offer a thorough response to the prompt</td>
</tr>
</tbody>
</table>
| Pass | The written response presents a clear, orderly delivery and complete response to the given prompt, while  
|  | * synthesizing information from various sources to support the content delivery and validation of the information  
|  | * demonstrating synthesis by sharing information with targeted commonalities (and appropriate citations as appropriate) |
| No Pass | The written response fails to deliver a synthesis of sources in responding to the given prompt while  
|  | * providing information from single sources (e.g., references, program courses)—almost paragraph-by-paragraph. |

## LEVEL OF RESPONSE TO MEET EXPECTATIONS FOR “PASS”:

1. Accurately addresses the question asked.
2. Responds in a clear, coherent fashion with organized and logical progression in answers.
3. Response demonstrates thought, insight, and creativity beyond information simply provided in text/articles.
4. Response is relative to broad range of coursework as appropriate.
5. Response shows a thorough knowledge of key principles and ideas in the leadership field.
COMPREHENSIVE EXAM: APPEAL FORM

Name of Student: ___________________________ Student ID#: ___________________________
College: Business, Education, & Human Development Department: Education
Student’s Dissertation Chair: ___________________________ Department: ___________________________
Instructor (with title) to whom first appeal is made: ___________________________
Title: ___________________________ Department: ___________________________
The action(s) associated with the complaint or appeal:

Relief requested:

Rationale for the relief requested:

________________________________________________________________________
Student’s signature Date of first appeal

SUBSEQUENT APPEALS (as necessary, with documentation of support or decline attached):

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Date</th>
</tr>
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<tbody>
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STATUS CHANGE (if necessary)

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<tr>
<th>Dissertation Committee Chair</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Leadership Studies Program Director</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Department Chair or Associate Dean of Education</th>
<th>Date</th>
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<table>
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<th>Dean of Graduate Studies</th>
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</table>
Leadership Studies Doctoral Program

DISSERTATION (COMPREHENSIVE ORAL EXAM) SCHEDULING REQUEST FORM

DIRECTIONS:
Submit the Comprehensive Oral Exam Scheduling Request Form to Leadership Studies Program Director, 384B Business & Education Building, at least FIVE (5) business days before the requested exam date. Make a copy of this form for your records.

<table>
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<table>
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<th>Have you previously taken this exam?</th>
<th>If so, when?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>☐ Yes ☐ No</td>
<td>Month_______, Year __________</td>
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</table>

Choose your preference below to indicate your request for taking the Comprehensive Oral Exam.

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Time (Central Standard Time)</th>
</tr>
</thead>
</table>

**Note:** Please consider differences in time zones if there are external faculty members serving on your committee.

Leadership Studies Faculty and the appointed Graduate School Representative will automatically serve as your Comprehensive WRITTEN Exam Committee.

STUDENT (PRINTED NAME) __________________________ SIGNATURE __________________________ DATE ___________

DISSERTATION COMMITTEE CHAIR (PRINTED NAME) __________________________ SIGNATURE __________________________ DATE ___________

Iris Johnson PROGRAM DIRECTOR (PRINTED NAME) __________________________ SIGNATURE __________________________ DATE ___________

Pat Doerr DEPARTMENT CHAIR (PRINTED NAME) __________________________ SIGNATURE __________________________ DATE ___________

Nancy Miller COLLEGE DEAN (PRINTED NAME) __________________________ SIGNATURE __________________________ DATE ___________

Valerie Holmes VALERIE HOLMES __________________________ SIGNATURE __________________________ DATE ___________

CONFIRMATION OF SCHEDULING (BELOW OR VIA EMAIL TO PARTIES NAMED ABOVE). THANKS.

<table>
<thead>
<tr>
<th>ROOM IN BUSINESS EDUCATION BUILDING</th>
<th>DATE/TIME</th>
<th>INITIALS OF SCHEDULER</th>
</tr>
</thead>
</table>

**DISSEMINATION (COMPREHENSIVE ORAL EXAM) RUBRIC**

_____ Proposal Defense  _____ Dissertation Defense

Student Name ______________________________________________________ SID: _____ - _____ - ____________

This document is to be completed by each committee member individually and returned by the Dissertation Chair (as a set) to the Leadership Studies Program Director. Please place an X in the columns that best represent your assessment of the students’ performance for that criterion.

Proposal/Dissertation Title:______________________________________________________________

<table>
<thead>
<tr>
<th>WRITTEN DOCUMENT</th>
<th>Inadequate 1 points</th>
<th>Adequate 2 points</th>
<th>Brief Comments</th>
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<tr>
<td>Relation of problem to existing literature</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Soundness of conceptual analysis of problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequacy of experimental and/or measurement operations (includes reliability, validity, freedom from artifacts, and controls adequate to exclude reasonable alternative interpretations).</td>
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<td></td>
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Please share any additional comments on back, including specific issues to address before moving forward with research.

_________________________  ________________________  ___________
Printed Name of Committee Member  Signature  Date

YEL.06.16.2016
Leadership Studies Doctoral Program

DISSERTATION (COMPREHENSIVE ORAL EXAM) EVALUATION

_____ Proposal Defense   _____ Dissertation Defense

Student Name ________________________________ SID: _____ - _____ - _______

This document is to be signed by each committee member to acknowledge the final evaluation of the student’s Oral Examination as distinguished above.

Date of Examination: _________________

Proposal/Dissertation Title: ____________________________________________________________

Printed Names:                                           Signatures:

__________________________                                                     __________________________
Committee Chair

__________________________                                                     __________________________
Committee Member

__________________________                                                     __________________________
Committee Member

__________________________                                                     __________________________
Committee Member

The student has
_____ PASSED. No significant revisions are required.
_____ PASSED. Few significant revisions are required. Dissertation Chair confirms revisions before moving forward.
_____ HAS NOT PASSED. Dissertation Committee Chair should work with student to schedule another attempt at the proposal defense before moving forward.

Signatures and dates:

__________________________                                                     Date
Program Director

__________________________                                                     Date
Department Chair

__________________________                                                     Date
Graduate Dean

BLU.06.16.2016
Leadership Studies Doctoral Program

NOMINATION OF DOCTORAL COMMITTEE

Student Name__________________________ LSU PID #________________

LAST FIRST MI

LSUS Email ________________________________ Preferred Phone Contact _______

☐ I am ready to proceed to the comprehensive examinations for the Ed.D. degree in Leadership Studies. I understand that the three Leadership Studies faculty will serve as my Written Comprehensive Exam committee, and that the services of the Graduate School Representative (or Education Department Chair) will be available for both the written and oral comprehensive exams.

I request the following persons to serve on my Dissertation Committee and on my Oral Comprehensive Exam.

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<tr>
<th>Name (last, first)</th>
<th>Chair</th>
<th>Department</th>
<th>Academic Rank</th>
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☐ I would like to petition that the non-LSUS faculty member serve on my doctoral committee. I have attached his/her curriculum vitae. I attest that this faculty member holds a regular faculty appointment in the same field as the student’s cognate area at a university that offers accredited doctoral degrees or has equivalent intellectual qualifications as explained below. The department will bear no extra expense to finance travel expenses or mailings to the outside member who will attend the LSUS oral qualifying and final dissertation defense examination via Skype or some other electronic means.

   Required explanation including the committee member’s name, work phone number, and email address must be provided and attached to this document, along with the NON-LSUS DOCTORAL COMMITTEE MEMBER FORM.

Signatures

STUDENT PRINTED NAME __________________________ SIGNATURE _____________ DATE _____________

PROG. DIRECTOR/DEPT. CHAIR PRINTED NAME __________________________ SIGNATURE _____________ DATE _____________

FOR OFFICIAL USE ONLY – APPOINTMENT OF GRADUATE SCHOOL REPRESENTATIVE

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<th>NAME</th>
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REQUEST FOR CHANGES IN DISSERTATION COMMITTEE FORM

Student Name:  

PID:  

Currently Assigned Chair:  

Requested Chair:  

Current Committee Member(s):  

Requested Committee Member(s):  

Rationale for Request:  

Student’s Signature  

Signature  

Date  

Current Assigned Chair’s Signature  

Signature  

Date  

Requested Chair’s Signature  

Signature  

Date  

Status of Request:  Approved / Denied  

Rationale for Program Response:  

Program Director, Iris Johnson  

Signature  

Date
DSISSERTATION COMMITTEE: REQUEST FOR NON-LSUS GRADUATE FACULTY

Leadership Studies Doctoral Program

Candidate’s Name: ___________________________ ID#: ___________________________

Title of Dissertation:
__________________________________________________________
__________________________________________________________
__________________________________________________________

Chairperson: ____________________________________________

Member: ________________________________________________

Member: ________________________________________________

Member: ________________________________________________

Rationale: ______________________________________________

__________________________________________________________
__________________________________________________________
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__________________________________________________________

Approval:

Dissertation Chair ___________________________ Date ___________________________

Program Director ___________________________ Date ___________________________

Please attach the curriculum vitae of the proposed non-LSUS Dissertation Committee Member.
**Leadership Studies Doctoral Program**

**Dissertation Proposal Submission Form**

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<tr>
<th>Student’s Name: __________________________</th>
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<td>Dissertation Committee Chair: ______________</td>
<td>Dept: __________________________</td>
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<td>Please indicate the names of Dissertation Committee Members who will receive copies of this form with all mentioned attachments. The Dissertation Chair’s signature is required for submission of this form, but signatures of committee members are NOT required at this time. Please print clearly. Submit this form to the Program Director for approval.</td>
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**Chairperson’s Affirmation:** I have read the student’s topic proposal and discussed it in detail with the student. In my judgment it (a) meets the minimum standards required for the formulation and design of a research problem; (b) is practically feasible in terms of available space, equipment, and the number and type of subjects available; and (c) does not involve procedures that would violate the code of ethics prescribed by the American Psychological Association.

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**To the Student:** Please attach a summary of your proposed research, starting with its purpose and a general statement of the method to be employed. This statement should be approximately half a page. A good basic model includes a paragraph on the problem area to be researched and one on the intended type of research design—basically following the modeled shared in ED 895 Proposal Development. Note: All information on this form may be changed at a later date. Send the original of this form to the Leadership Studies Program Director. Be sure to retain a copy for your files and distribute a copy to each Dissertation Committee Member. If you have selected a non-LSUS Graduate Faculty Member, please attach a Request for non-LSUS Graduate Faculty form along with his/her curriculum vitae.

**To the Program Director:** Please indicate approval or disapproval.

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DISSERTATION PROPOSAL BRIEF

Name

Expected Grad. Date (month/year)

Current Enrollment (list course numbers, please):

Next Semester Enrollment (list course numbers, please):

Please present this document to your Dissertation Committee Chair as you seek approval to defend your dissertation proposal. In preparing this document, you may take information directly from Chapters 1-3. In addition to this document, please also forward the following to your Dissertation Committee Chair:

- Nearly finished Chapters 1, 2, and 3
- Your current IRB form
- Your narrated PowerPoint (preferably with your conceptual framework as your Proposal Summary slide).

Note: As a purposefully brief document, please aim for no more than three (3) pages (11 point font, single-spaced).

Exact Research Title

Proposal Summary Statement

Problem Statement

Purpose Statement (1-2 sentences)

Significance of the Study with citations to validate the GAP to be addressed

Theoretical/Conceptual Framework (on separate page)

Highlights of Literature Review (Bulleted with a logical flow and supporting citations)

Research Questions

Methodology

- Research Design
- Participants (Population and the Sample)
- Procedures
- Proposed Statistical Methods

Key References. (For qualitative studies arrange the key references in three sections: Key References for validation of the research design/method; key references for the connections to leadership studies; and key references for the context of your study)
Leadership Studies Doctoral Program

DISSERTATION PROPOSAL CLEARANCE: HUMAN PARTICIPANTS

**Must be submitted by all students before any research begins!**

All dissertation proposals that involve research with human participants (including interviews, oral history, and database research) must be reviewed and approved by The Graduate Council’s Committee on the Protection of Human Subjects or LSUS Institutional Review Board (IRB). The review should take place, and final approval be obtained, during the proposal stage of the dissertation; research involving human participants may not begin until approval has been granted. Approval must be obtained before the research has begun; approval will not be granted for research that has already begun. If the dissertation proposal is changed, the proposal must be reviewed and approved again by the Committee or IRB.

Any questions should be directed to ______________________, IRB Administrator, at ________________________

(Student’s Name) ____________________________ (Dissertation Advisor’s Name) ____________________________

(PID#) ____________________________

(Student’s Program)

Student’s Home Phone & Email: ________________________________________________________________

Dissertation Title: ________________________________________________________________

** REQUIRED: Project Abstract (including methodology); attach and submit this form.**

Please check one:

_____ YES, this dissertation involves the use of human participants or data from human participants. Attached is the IRB approval letter or application.

_____ YES, this dissertation involves the use of human participants or data from human participants. Attached is a copy of the IRB approval from another LSU campus.

_____ NO, this dissertation does not involve the use of human participants or data from human participants.

Student’s Signature Date

Dissertation Advisor’s Signature Date

Program Director’s Signature Date

Send form and abstract to: LSUS IRB Administrator, ____________________________

Approved:

__________________________
Signature, Chair, The Graduate Council
Committee on the Protection of Human Subjects

Date
DISSEPTION SIGNATURE PAGE

Signatures below affirm that the manuscript has been thoroughly read, successfully defended, and accepted by Graduate Faculty of the Leadership Studies Doctorate in Education Program and satisfies the Dissertation requirements for the degree of Doctor of Education (Ed.D.)

__________________________________________  ______________________________________
Chairperson (printed name)          Chairperson (signature)

__________________________________________
Date

__________________________________________  ______________________________________
Program Director (printed name)          Program Director (signature)

__________________________________________
Date

Committee Members:

__________________________________________  __________________________
Printed name          Signature

__________________________________________  __________________________
Printed name          Signature

__________________________________________  __________________________
Printed name          Signature

Graduate School Representative:

__________________________________________  __________________________
Printed name          Signature
DISSEMINATION SUBMISSION CHECKLIST

_____ Is every page of the dissertation correctly numbered?

_____ Is the pagination continuous? Are all pages included?

_____ Is the placement of page numbers consistent throughout the manuscript?

_____ Is the title page formatted correctly, including running head designation?

_____ Is the author’s name, in full, on the title page of the dissertation and the abstract?

_____ Does the name read the same on both?

_____ Does the copyright page follow the title page?

_____ Is the abstract included after the copyright page, and is it formatted consistently with the rest of the manuscript?

_____ Does the abstract include the title of the dissertation, the author’s name, and the dissertation advisor’s name?

_____ Is the title on the abstract the same as that on the title page?

_____ Are the margins 1½” on the left and one inch on the top, bottom, and right?

_____ Is the manuscript printed one-sided with double-spacing throughout?

_____ Is the dissertation ready for publication in appearance? Are the final copies cleanly reproduced?

_____ Is the font size 11-12 points in one of the fonts suggested in the ED 895 class?

_____ Are references provided according to the most recent APA Publication Manual guidelines?

_____ Are all charts, graphs, and other illustrative materials perfectly legible in both the bound and unbound copies and labeled appropriately per APA Publication Manual guidelines?
DEPARTMENT CHECKLIST FOR AWARDING DOCTORAL DEGREE

The Education Department should complete each of the following items before submitting the Results of Final Examination and Certificate for Awarding the Doctoral Degree Form.

Prior to official work on the dissertation, a student should address the following items:

- **Graduate Faculty Status.** A student should confirm that all faculty members on his/her committee have graduate faculty status.
- **Student's Academic Status: Course/Hour Requirements.** A student should confirm that all of the required courses have been taken (either through LSUS or via approved transfers from other accredited institutions), and the required credit hours in the program have been met.
- **Student's Academic Status: Grades in Limbo.** A student should settle all outstanding grade situations in which grades of I, S, U, or N should be changed to P or F.
- **Student’s Academic Status: Passing Grades and GPA.** Certify that the student has passed all required courses and has obtained at least the minimum GPA required for graduation.

Prior to defense of the dissertation and graduation, a student should address the following items:

- **Graduation Application.** Confirm that the student has applied for graduation and evidence of same appears on the official advising sheet.
- **Major and Degree.** Confirm that the official advising sheet (and hence the University transcript) shows the correct major and degree for the student.
- **Student’s Dissertation Title.** Type the exact dissertation title on the Graduation Transcript form (what is the official title?).
- **Dissertation Defense Form.** Prepare the Oral Defense form in advance with all committee members’ names inserted. Committee members should sign at the close of the defense unless there are outstanding issues to remediate prior to final approval for graduation. Approval signatures should be obtained as soon as possible after the resolution of any issues that arose during the dissertation defense.
- **Dissertation Upload.** Confirm that the student has made arrangements to upload his/her approved dissertation to the LOUIS Library System.
- **Degree Audit Confirmation.** Print the appropriate degree audit report to confirm that the student has successfully completed all requirements of the doctoral degree.
- **Graduate School Submission.** Submit all of the afore-mentioned documents, along with this checklist to the LSUS Graduate School.
Selected References


The websites below may also prove to be very helpful to you throughout your doctoral program.

Grammarly (a tool to help you identify spelling mistakes, grammar errors, vocabulary usage, and citations) https://www.grammarly.com/

Plagiarism.org http://www.plagiarism.org/

Purdue University Online Writing Lab https://owl.english.purdue.edu/owl/

Zotero (a software tool to help you collect, organize, cite, and share your research sources) https://www.zotero.org/
LOUISIANA STATE UNIVERSITY SHREVEPORT
COLLEGE OF BUSINESS, EDUCATION, & HUMAN DEVELOPMENT

Department of Education

Doctoral Program in Leadership Studies

Doctoral Internship Handbook

Version 3.0 February 2017
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Greetings!

Congratulations on completing your first two years of doctoral study in the LSUS Leadership Studies doctoral program. As you prepare to initiate your doctoral internship experience we would like to provide this document as a point of information for confirming the goals for the internship experience and as a mechanism for completing all required components of the experience.

Your doctoral work so far has attempted to deepen your understanding of the foundations of leadership, while also giving you a deeper understanding of the practical aspects of leadership in various organizations. The required internship experience supports the integration of theory with practice, while allowing for freedom of choice with regards to the context, targeted experiences, and final products.

As you take what you've learned in all of the Leadership Studies courses, we hope you will find ways to maximize your learning and your future credibility by capitalizing on every opportunity to extend your current knowledge- and skill-set. If you have chosen your site supervisor well, there will be no limits to what you may learn that could only be appreciated under the apprenticeship of a master in the field!

We encourage you to contact your Leadership Studies faculty representative if you have any questions during the experience, or consult the program director, if desired.

On behalf of the Leadership Studies faculty we wish you an enterprising journey: Bon voyage!

Sincerely,

Iris Johnson, Program Director
Purpose of the Doctoral Internship Handbook

This handbook serves as a guide to the internship process for interns, site supervisors, and the program director. Information contained herein will provide doctoral interns and site supervisors with an understanding of the rationale for the internship experience; provide appropriate paperwork for internship planning and evaluation; and outline all internship course requirements. The Louisiana State University Shreveport (LSUS) doctoral faculty and doctoral program director reserve the right to make changes to the course requirements and the doctoral internship handbook without advance notice.

If at any time there are any questions about the internship or the process, please contact the LSUS Leadership Studies Doctoral Program, Dr. Iris D. Johnson, Professor, at 318.797.5032 (office) or at iris.johnson@lsus.edu.

The Leadership Studies doctoral faculty wish you well on this new learning experience!

Purpose of the Internship

The doctoral internship helps to broaden a doctoral student’s perspective while providing them with the opportunity to observe and participate in leadership experiences previously studied in the foundation core and concentration courses. The application of classroom studies, combined with previous work experience, is also designed to support authentic engagement with leadership studies in the real-world, while building potential for career success in various leadership positions.

This immersive learning experience broadens and deepens the student’s knowledge, skills, and dispositions and allows them to gain practical leadership experience with an organization in alignment with their concentration area and in the type of organization where the student will be pursuing employment. The internship will focus on authentic problems and activities that require students to demonstrate development in critical skill areas of professional expertise which are integral to their performance in the workplace. Students will work in consultation with the LSUS Doctoral Program Director (or her designee) to secure an internship placement that meets their future professional goals and aspirations. This experience—encompassing a minimum of 120 hours of active engagement—must provide minimal conflict with the working day. Transfer credit will typically not be accepted in this category.
Learning Outcomes

The learning outcomes for this experience include the

- Successful completion and documentation of at least the required 120 clock hours confirmed by the designated site supervisor

- Submission of a well-organized electronic internship portfolio as outlined in this Internship Handbook (Submit in the designated place in the ED889 Moodle site.)

- Accomplished practices and critical skill areas of professional expertise as outlined below.

Accomplished Practices

In the formative (interim) and summative (final) evaluations of interns, site supervisors will check all accomplished practices listed below that are observed in the intern’s work.

- Effectively communicates in written and oral formats
- Evaluates organizational progress through continuous improvement
- Demonstrates the use of critical or metacognitive thinking
- Demonstrates awareness and sensitivity to issues of diversity, equity, and inclusion
- Evaluates how the organization sustains operations and programs
- Compares and contrasts the governance of the host organization with other similar organizations
- Demonstrates ethical behaviors
- Evaluates planning toward vision and goals
- Assumes and carries out leadership roles
- Demonstrates knowledge of leadership studies
- Evaluates learning and working environments
- Effectively employs team building and other collaborative models in the organization
- Responds to organizational or community needs
Increased Professional Development in Critical Skill Areas of Professional Expertise

Additionally, in conjunction with the site supervisor, students will assess and improve their skill level in Leadership and two of the remaining eight (8) critical skill areas of professional expertise at the executive level.

- **Leadership**: Ability to influence, inspire, motivate, and guide people toward task and/or goal accomplishment to achieve the organizational vision. Able to move groups of individuals toward the end goal, effectively listening to those who have differing ideas and opinions.

- **Problem Analysis**: Ability to identify the important elements of a problem, seek out and analyze relevant information, suggest solutions in the context of the organizational culture, and follow through with implementation.

- **Organizational Ability**: Ability to use time and resources effectively for organizational short- and long-term goals.

- **Delegation**: Able to assign both responsibility and authority for projects and tasks to appropriate people, allowing them to determine how they will be accomplished.

- **Planning**: Able to understand the mission and vision of the organization so that goals and objectives are developed to meet those and to develop an appropriate strategy to accomplish the desired end result.

- **Implementing**: Ability to follow through with plans to successful completion.

- **Evaluating**: Ability to examine outcomes and judge against predetermined standards of effective performance, goals, or priorities.

- **Sensitivity**: Ability to perceive the needs and concerns of others; resolve conflicts; deal with individuals from diverse backgrounds, and be proactive to develop and grow team members.

- **Oral and Written Communication**: Able to express oneself in a manner that is clear and appropriate to various audiences in addition to maintain a positive attitude.
Statement of Professional Conduct

As members of the LSUS community, doctoral students are expected to maintain the highest levels of professional conduct throughout their graduate study and subsequently in their professional careers. All students are expected to support and contribute to a collegial environment within the program and extend that collegial disposition to partners and affiliating organizations.

Doctoral students are encouraged to exemplify the LSUS Commitment to Community, which provides a guiding ethos to the University, in their daily lives. According to the LSUS Commitment to Community as written in the LSUS Student Handbook, to demonstrate responsibility as a member of the University community students are expected to:

- Accept responsibility for their actions;
- Hold themselves and others to the highest standards of academic, personal, and social integrity;
- Practice justice, equality, and compassion in human relations;
- Respect the dignity of all persons and accept individual differences;
- Respect the environment and the rights and property of others and the University;
- Contribute positively to the life of the campus and surrounding community; and
- Use their LSUS experience to be an active citizen in an international and interdependent world.

Additionally, doctoral students are expected to be knowledgeable of the ethical standards for professional practice and to display behaviors and attitudes that embody those standards. They are expected to attend to their own personal wellbeing, conduct themselves as reflective practitioners, display integrity, and align their actions in accordance with the ethical standards of their profession.

Lastly, doctoral students will:

- Display a positive, cooperative and cordial attitude,
- Be prepared for and actively participate in class discussion and activities,
- Avoid engaging in negative, disparaging, or potentially harmful communication regarding others,
- Avoid any activity which may tend to bring discredit to oneself, the university, the department, or the doctoral program,
- Avoid academic misconduct and impropriety, and
- Comply with all university, department and program regulations and policies.

Questions regarding the Statement of Professional Conduct should be directed to the Program Director (or her designee).
Required Documents for the Intern

- **Internship Proposal (Form 1):** This form contains the following information:
  
  o Overview of the experiences desired in the internship, crafted within the framework of the two program goals for this internship.
  
  o Approval for the selection of the internship site and learning outcomes.
  
  o Memorandum of understanding – articulation of the professionalism of the intern, the supervisory responsibilities at the internship site, and the role of the program director and dissertation committee chair.
  
  o Outline of the expectations for learning experiences between the intern and the site supervisor to include specific activities, outcomes, and amount of time committed to each.
  
  o A professional development plan – articulation of a self evaluation of executive skills and a learning plan with opportunities for professional development within the internship experience.

- **Internship Experience Log (Form 2):** Documentation of specific learning experiences.

- **Reflective Journal (Form 3):** Reflection on the meaning of the outcomes of specific learning experiences.

- **Intern Formative and Summative Self-Evaluation (Form 4):** Articulation of the self evaluation of progress toward and success of goals outlined for the internship.

- **Reflective Questions for Site Supervisor Mid-term (Formative) and Final (Summative) Evaluation of Intern (Form 5):** Questions to prepare site supervisor for informative interview with program director (or her designee).

- **Portfolio and Final Presentation Requirements (Form 6):** Timeframe for portfolio and final presentation, along with the requirements and guidelines for both.

- **Internship Site Evaluation(s) (Form 7):** Evaluation of the appropriateness of the internship site and value for future interns.

- **Intern/Supervisor/Faculty Contact Information (Form 8):** Contact information for all individuals (and for each site, if applicable).
Requirements for the Site Supervisor

The site supervisor should become familiar with the requirements of the internship as outlined in this handbook. The familiarity, along with getting to know the intern’s strengths and opportunities for development, will assist in creating the most productive, developmentally enriching, and rewarding experience(s) for the intern. Because of each intern’s varying experiences, differing academic and professional backgrounds, and strengths and opportunities for improvement, the intern’s experience will be highly individualistic. Supervisors should assign activities that reflect the intern’s professional needs, desires, and aspirations.

- **Internship Proposal (Form 1):** Review and sign
- **Internship Experience Log (Form 2):** Sign the log monthly to verify the student’s internship activities
- **Reflective Questions for Site Supervisor Formative (interim) and Summative (Final) Evaluation of Intern (Form 5):** Review and follow
- **Intern Interim Formative Evaluation (Form 4):** Review and sign
- **Intern Final Summative Evaluation (Form 4):** Review and sign

**Note:** Form 4 evaluations help to form the foundation for professional reflection in order to understand effective and ineffective behavior in the professional arena. Please be mindful to reflect on the intern’s behavior and its effect on others and the workplace. Compare and contrast the intern’s self-perception of effectiveness in the internship with your perception of his or her effectiveness. In the case of ineffective behavior, please assist the intern with strategies for improvement.

Steps in the Internship Process

- Submit **Internship Proposal (Form 1)** approved by the program director and department chair.
- Notify program director of the semester of intent to enroll in ED 899 at least three (3) weeks to LSUS enrollment deadline as the registration cannot be handled directly.
- Meet and discuss the internship with LSUS program director (or her designee).
- Complete **Intern/Site Supervisor/Director Contact Information (Form 8)**
- Complete monthly **Internship Experience Log (Form 2)**
- Ongoing work in **Reflective Journal (Form 3)**
- Work with internship site supervisor on **Intern Formative and Summative Evaluation (Form 4)**
- Compile all the required documents in the **Internship Portfolio (Form 6)**
- Create and present the **Final Presentation (Form 6)**
- Complete **Internship Site Evaluation (Form 7)**
Internship Handbook Appendices

Form 1: Internship Proposal Form
Form 2: Internship Experience Log
Form 3: Reflective Journal
Form 4: Intern Formative (Interim) and Summative (Final) Evaluation
Form 5: Reflective Questions for Site Supervisor Formative (Interim) and Summative (Final) Evaluation of Intern
Form 6: Portfolio and Final Presentation Requirements
Form 7: Internship Site Evaluation
Form 8: Intern/Site Supervisor/Director Contact Information

NOTE: All forms herein provided should be considered in DRAFT form (regardless of marking or absence thereof) pending approval by the LSUS Leadership Studies Steering Committee and LSUS Graduate Council. Consult the Program Director for the most recent version of any form.
LSUS INTERNSHIP FORM 1: Internship Proposal

Student: ________________________________ Date: ______________________________

Proposed Site Mentor (if known): ______________ Site: ____________________________

Faculty Advisor: ___________________________ Academic Term: ______________

The goals for this internship as identified in the Doctorate in Leadership Studies Program are:

1. Demonstrate interdisciplinary knowledge required to lead a system towards transformational change in 21st century organizations.
2. Students will demonstrate dispositions necessary to create collaborative communities.

Examples of acceptable projects (requiring at least 120 clock hours) include (but are not limited to) activities for which you have not had experience with a focus on leadership per our doctoral program:

- Active leadership/coordination/planning of event, project, or activity for an organization
- Leading relevant site staff/faculty training
- Leadership shadow experience
- Development of a leadership manual in your area of expertise
- Grant writing for your site
- Publication within your area with a focus on leadership (or successful manuscript submission attempt at a minimum)
- Presentation at International Leadership Association (or other national leadership conference)
- Other experiences approved by the Program Director (or her designee)

Internship Description

1. What are you proposing to do, when, and where?

2. What is the setting of the internship?
Goals & Rationale for Your Selection

1. Why are you interested in this particular internship, and what are your broad goals?
2. How will the chosen setting support your goals for the internship?
3. In what specific ways will this internship advance your professional knowledge, skills, and leadership capacities?
4. How will this internship develop your leadership skills; build upon your previous doctoral coursework or concentration choice; or connect with your emerging research interests?

Objectives & Expected Outcomes

1. What skills and knowledge are necessary to meet the objectives of the internship?
2. What are the anticipated learning outcomes and material/conceptual “products” of the internship?

Activities

1. What tasks and duties will you actually do to achieve the internship objectives and produce the desired outcomes?
2. Please provide a detailed timeline of the expected activities identifying (a) what you will do, (b) what the site supervisor or “mentor” will do, and (c) the expected evidence to substantiate the experience/activity.
3. What will be the major “milestone” activities or events in the internship?
4. Describe what is new in this position relative to your current position.

Working expectations

1. What are the concrete expectations for your involvement (expected daily/week work hours on site, as well as related activities) at the internship site?
2. How often, and when, will you and your on-site supervisor or “mentor” meet to review internship progress?
Accomplished Practices

Site supervisors, in their formative and summative assessments of the intern, will mark all accomplished practices (listed below) as observed. Please consider these accomplished practices and the nine critical skills areas on the following page as you determine your professional development goals for this internship.

- Effectively communicates in written and oral formats
- Evaluates organizational progress through continuous improvement
- Demonstrates the use of critical or metacognitive thinking
- Demonstrates awareness and sensitivity to issues of diversity, equity, and inclusion
- Evaluates how the organization sustains operations and programs
- Compares and contrasts the governance of the host organization with other similar organizations
- Demonstrates ethical behaviors
- Evaluates planning toward vision and goals
- Assumes and carries out leadership roles
- Demonstrates knowledge of leadership studies
- Evaluates learning and working environments
- Effectively employs team building and other collaborative models in the organization
- Responds to organizational or community needs
Internship Professional Development Plan

The following represent critical skill areas of professional expertise at the executive level.

Critical Skill Areas of Professional Expertise at the Executive Level

1. **Leadership** – ability to influence, inspire, and motivate and guide people toward task and/or goal accomplishment to achieve the organizational vision. Able to move groups of individuals toward the end goal, effectively listening to those who have differing ideas and opinions.

2. **Problem analysis** – ability to identify the important elements of a problem, seek out and analyze relevant information, suggest solutions in the context of the organizational culture, and follow through with implementation.

3. **Organizational Ability** – ability to use time and resources effectively for organizational short- and long-term goals.

4. **Delegation** – able to assign both responsibility and authority for projects and tasks to appropriate people, allowing them to determine how they will be accomplished.

5. **Planning** – able to understand the mission and vision of the organization so that goals and objectives are developed to meet those and to develop an appropriate strategy to accomplish the desired end result.

6. **Implementing** – ability to follow through with plans to successful completion.

7. **Evaluating** – ability to exam outcomes and judge against predetermined standards of effective performance, goals, or priorities.

8. **Sensitivity** – ability to perceive the needs and concerns of others; resolve conflicts; deal with individuals from diverse backgrounds, and be proactive to develop and grow team members.

9. **Oral and Written Communication** – able to express oneself in a manner that is clear and appropriate to various audiences in addition to maintain a positive attitude.
To the Intern: YOUR Professional Development Plan for this Internship

Of the nine critical skills areas outlined above, each intern must select leadership as a focus area, and two additional critical skills that represent areas on which you would like to work during the course of your internship field experience.

Please, first assess yourself by providing a brief narrative (a paragraph or two) of your level of skill in the three selected critical skills areas. Knowledge of your strengths and weaknesses in each will form the foundation for your Internship Professional Development Plan.

Additionally, please provide a brief narrative for each of sections below and discuss with the internship supervisor.

1. Area to address: LEADERSHIP

   Personal Assessment: (1-2 paragraphs)

   Specific Learning Objective: (What do I propose to learn?)

   Learning Resources and Strategies: (What specific, related resources—including peer-reviewed articles, chapters, books, and websites—and strategies will I need to utilize to obtain this critical skill?)

   Evidence of Accomplishment: (How will I show that I have learned what I set out to learn?)

2. Area to address:

   Personal Assessment: (1-2 paragraphs)

   Specific Learning Objective: (What do I propose to learn?)

   Learning Resources and Strategies: (What specific, related resources—including peer-reviewed articles, chapters, books, and websites—and strategies will I need to utilize to obtain this critical skill?)

   Evidence of Accomplishment: (How will I show that I have learned what I set out to learn?)

3. Area to address:

   Personal Assessment: (1-2 paragraphs)

   Specific Learning Objective: (What do I propose to learn?)

   Learning Resources and Strategies: (What specific, related resources—including peer-reviewed articles, chapters, books, and websites—and strategies will I need to utilize to obtain this critical skill?)

   Evidence of Accomplishment: (How will I show that I have learned what I set out to learn?)
Internship Site Agreement/Memo of Understanding

This Internship Site Agreement/Memo of Understanding listed below is entered into between the intern, the site supervisor, and the Program Director (or her designee).

The Intern agrees in a professional and ethical manner
- to assume responsibility for and carry out the activities listed in the Internship Proposal Form, and
- to complete the required Portfolio and Final Presentation both which are due the week of final exams for the semester of enrollment.

The Site Supervisor agrees
- to provide supervision and oversight of intern in his or her functions, duties, and activities related to the internship experience, and
- be available on a regular basis for consultation, supervision, and evaluation of the intern.
- To provide a formative and summative evaluation of the intern’s performance.

The Program Director (or her designee) agrees
- to be available for consultation with the site supervisor either by phone or in person as necessary for issues that may arise, and
- for formative and summative evaluation of the intern.

Student Signature: __________________________ Date: ____________

Site Supervisor Signature: __________________________ Date: ____________

Dissertation Chair/Advisor: __________________________ Date: ____________

Program Director Signature: __________________________ Date: ____________

Education Department Chair: __________________________ Date: ____________
# LSUS INTERNSHIP FORM 2: Internship Experience Log

**Intern Name**  
**Semester/Year**

**Internship Site**  
**Site Supervisor**

**Instructions:**  
To Intern: Briefly detail work activities and the amount of time on each.  
To Site Supervisor: Review log for accuracy and sign monthly.

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<tr>
<th>DATE</th>
<th>DESCRIPTION OF ACTIVITY/SUPERVISOR SIGNATURE</th>
<th>HOURS</th>
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Intern Signature __________________________      Date__________

Site Supervisor Signature ______________________  Date__________
LSUS INTERNSHIP FORM 3: Reflective Journal

Leadership Studies The intern keeps a reflective journal of the insights gained, the application of insights, and the implications of said learning. This journal will include both formative and summative reflective pieces, all of which will be turned in at the conclusion of the time spent at each internship site (e.g., if there is one site, all pieces should be turned in at the end of the three credit hours at that site; if there are multiple sites, all related pieces should be turned in at the end of the time at that specific site).

Formative Reflection

For each specific project or learning opportunity in which you were engaged at the internship site, reflect on the following:

Describe each particular project and specifically which of the two Leadership Studies Program goals it addressed. For each project address the following:

1. How did you apply the theoretical knowledge you have learned in the doctoral program to the practical project were solving in the workplace?
2. What understanding did you gain of the interrelationships between and among internal and external systems?
3. How did you learn about the underlying organizational processes?
4. What personal insights did you have?
5. What personal learning did you have?
6. And what personal struggles did you experience?
7. What would you do differently, had you the opportunity to do it again?

Summative Reflection

At the conclusion of the internship experience at each specific internship site (i.e., there may be one, two, or three summative reflections), reflect on the following:

For the entire experience at this site describe: The what, so what, and now what as requested below.

1. **What?** (Descriptive) Describe the facts of what happened, in a matter-of-fact way that outlines your experiences at the internship site. Describe your experience from the “big picture” level; and the subsequent activities that made up your experiences there.
2. **So what?** (Interpretive) Interpret the meaning that you found in those experiences. What feelings did you experience, what lessons did you learn and why?
3. **Now what?** (Contextual) How do you understand and interpret the context of your experience at the internship site? How will you apply the lessons you learned to your own workplace and in the future. What insights have you had that will inform your interpretations of future events. What new goals will you set for yourself in light of your experiences?
Leadership Studies Doctoral Program

LSUS INTERNSHIP FORM 4: Intern Formative (Interim) And Summative (Final) Evaluation

Intern: _______________________________ Date: __________________________

A. Instructions to the Intern:

In order to facilitate an open dialogue, please complete this evaluation and provide a copy to your site supervisor prior to your evaluation session with him or her (which occur approximately midway through the internship). Please be sure that your name is at the top of each accompanying page. If any areas of development are expressed by your site supervisor, please discuss these with him or her and schedule an appointment to meet with the program director or her designee to amend your current Professional Development Plan, if needed.

Site Supervisor

Doctoral Program Director (or her designee)

Internship Site

Internship Dates / / to / / Hours Completed

Please check one: □ Formative (Interim) Evaluation
                 □ Summative (Final) Evaluation
Intern: ________________________________ Date: ______________________

Intern: For each of the activities which follow, please rate yourself using the following:

1- Have not met expectations
2- Movement toward meeting expectations
3- Met expectations
4- Exceeded expectations

The two goals for this internship as identified in the Leadership Studies doctoral program are:

1. Demonstrate interdisciplinary knowledge required to lead a system towards transformational change in 21st century organizations.

   Activity       Rating

   Activity       Rating

   Comments:

2. Students will demonstrate dispositions necessary to create collaborative communities.

   Activity       Rating

   Activity       Rating

   Comments:

General Comments:

My strengths:

My opportunities for development:

Summary/Additional Information:
B. Instructions for the Site Supervisor

This evaluation is intended to focus on the degree to which the intern is progressing towards, or has successfully completed, the agreed upon learning outcomes for the internship experience. Outcomes related to the goals for this internship as identified in the Leadership Studies doctoral program are listed below. If any areas for development are noted, please discuss with the intern, offering strategies for improvement.

After the intern has completed his or her self-assessment, and prior to meeting with the intern, we encourage you to check all accomplished practices that have been observed (as listed in Section 1 below), and provide comments to the questions in Section 2.

Section 1: Accomplished Practices

- Effectively communicates in written and oral formats
- Evaluates organizational progress through continuous improvement
- Demonstrates the use of critical or metacognitive thinking
- Demonstrates awareness and sensitivity to issues of diversity, equity, and inclusion
- Evaluates how the organization sustains operations and programs
- Compares and contrasts the governance of the host organization with other similar organizations
- Demonstrates ethical behaviors
- Evaluates planning toward vision and goals
- Assumes and carries out leadership roles
- Demonstrates knowledge of leadership studies
- Evaluates learning and working environments
- Effectively employs team building and other collaborative models in the organization
- Responds to organizational or community needs
Section 2: Specific Feedback

I see the intern’s strengths as follows:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

I see opportunities for improvement as follows:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Additional information I believe the program should know:

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Intern: ___________________________________________ Date: ____________________

Intern Authorization and Site Supervisor Acknowledgment

I, __________________________, hereby authorize __________________________ to provide to

(Intern) __________________________ (Site Mentor)

the LSUS Doctorate in Leadership Studies Program Director all information that may be deemed relevant to

my performance during this internship. I hereby release and discharge the site supervisor and the host

organization from all claims arising out of the provision of such information.

Intern Signature __________________________ Date __________

Site Supervisor Signature __________________________ Date __________

Instructions for the Program Director (or her designee)

I have reviewed this document with the intern and have advised him or her regarding strategies to improve

in areas of concern or for development as noted above.

Intern Signature __________________________ Date __________

Program Director Signature __________________________ Date __________
LSUS INTERNSHIP FORM 5: Reflective Questions for Site Supervisor Formative (Interim) and Summative (Final) Evaluation of Intern

To the Site Supervisor:

The LSUS Leadership Studies Program Director will make arrangements for either an in-person or a telephone appointment to discuss the intern’s interim progress toward goals (formative) or final completion of goals (summative) that were previously approved by the LSUS Program Director, or her designee. Additionally, the conversation will give you an opportunity to discuss any relevant evaluative information that has not been shared in writing on any of the Internship forms. The reflective questions below may serve as a guide for this conversation.

Reflective Questions

1. Is the intern able to work independently, set priorities, take appropriate actions when problems arise, and assume responsibility as appropriate?

2. Is the intern able to gather facts and data, successfully analyze, seek and recommend solutions, and then reach logical and appropriate conclusions?

3. Does the intern follow through with delegated tasks and assignments, and produce results at an appropriate level?

4. If appropriate, does the intern professionally represent the organization to its stakeholders?
LSUS INTERNSHIP FORM 6: Portfolio and Final Presentation Requirements

To the Intern: The required Portfolio and Final Presentation will be due no later than Friday 4:00 p.m. of the week of final exams in the semester of enrollment. The Final Presentation will be made as a YouTube video, 10-14 minutes long.

- Your presentation should be **10-14 minutes long**.
- You will need to create a YouTube account, if you do not already have one.
- You will be responsible for gathering a group of at least three (3) and no more than 12 people in order to present the highlights of your internship.
- This presentation should be recorded and uploaded via YouTube.
- **Please make sure you try the link from several other computers to ensure that it opens.**
- Send the final version to some friends (e.g., cohort members) and have them view to make sure it will open.
- You will copy the link of your YouTube video to a MSWord document and submit this document to the EDDGRAD-Leadership Studies Moodle site. You must also make certain to submit the link to the EDD Program Director by email.
- This video is a presentation of your ED 889 Internship. Please **read the rubric for the presentation** and affirm that your presentation is in alignment with the expectations for this assignment. The rubric is your guide to what you need to do.

Portfolio (Time Frame: Throughout Internship and Due Week before Finals)

Interns should begin to craft their portfolio from the beginning of their enrollment in ED 889 Internship, or may begin as early the internship proposal is approved. The portfolio will include all documents related to the internship (e.g., the proposal, the professional development plan, reflective journal, formative and summative evaluations, and final products) as well as a significant representative sample of artifacts from the intern’s experiences.

Sensitive information from any organizational documents must be redacted. The intern and the Leadership Studies program director, or her designee, will mutually agree upon the selection of these artifacts. The portfolio will culminate with a written reflective response regarding the learning that took
place during the internship experience(s) especially as it relates to the courses taken in the Leadership Studies Doctoral Program. Information included in the portfolio reflection will follow the format indicated in Form 1: Internship Proposal, and will demonstrate the integration of theoretical knowledge with experiences and activities during the internship.

**Final Presentation (Week before Finals or Finals Week)**

All students enrolled in ED 889 will present at the Celebration of Learning Event. Interns will present the outcomes of their internship experience to doctoral students, invited faculty, and other invited guests. This presentation should demonstrate the intern’s understanding of organizations at the executive level, or the integration of leadership theories, and the knowledge required as a part of this course, to include how the intern

1. incorporated theoretical knowledge to practical problems/issues in an organization;
2. gained an understanding of the interrelationships between and among internal and external organizational systems;
3. provided leadership to develop others, or was mentored for your own personal/professional growth; and
4. gained insight into underlying organizational processes, or application of leadership theories.

More details will be available during the semester of the student’s final internship experience.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>EDD Program Outcomes</th>
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<tr>
<td><strong>PREPAREDNESS</strong></td>
<td>Candidate displays ownership of project. Limited use of notes. Evidence of practice by correct pronunciation of names and terminology. Meets 15-minute time limit. Leads discussion following presentation. (20 – 18 points)</td>
<td>Candidate is familiar with material but length of presentation falls short or exceeds time limit. Relies heavily on notes. Does not demonstrate ownership of project in discussion following presentation. (17 – 16 points)</td>
<td>Candidate reads notes; may experience difficulty with pronunciation. Presentation is too short or too long. Unable to respond to questions following presentation. (15 – 0 points)</td>
<td>1. B. Evaluates how an organization sustains programs. 1. D. Develops a vision for transforming an organization. 4. A. Articulate vision and goals. 4. B. Evaluate progress toward goals. 4. C. Respond to community needs and sustain community. 4. D. Effectively employ tem building or other collaborative strategies.</td>
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<td><strong>CONTENT</strong></td>
<td>All sections are covered, though not enough detail may be given on one or two topics as outlined in the EDD Internship Handbook. (44 – 40 points)</td>
<td>Lacking one or more components OR not enough details given on more than two areas. (39 – 0 points)</td>
<td>4. A. Articulate vision and goals. 4. B. Evaluate progress toward goals. 4. C. Respond to community needs and sustain community. 4. D. Effectively employ team building or other collaborative strategies.</td>
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<td>Related literature is thoroughly reviewed. Presentation clearly responds to specifications in the EDD Internship Handbook. (50 – 45 points)</td>
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<td><strong>DELIVERY</strong></td>
<td>No hesitation in delivery. Uses clear, confident voice and correct grammar. Accurately pronounces all words. (20 – 18 points)</td>
<td>Hesitates in delivery. Speaks at inappropriate pace. May mispronounce a word or have one grammatical error. (17 – 16 points)</td>
<td>Speaks too rapidly OR mispronounces words OR mumbles when speaking OR uses incorrect grammar on more than two occasions. (15 – 0 points)</td>
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<td><strong>MATERIALS</strong></td>
<td>Slides contain no errors. Suggestions/corrections not fully implemented. (8 points)</td>
<td>Slides have grammatical or typographical errors. Corrections not made. (7 – 0 points)</td>
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<td>Slides are error free; corrections from first submission have been implemented. (10 – 9 points)</td>
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LSUS INTERNSHIP FORM 7: Internship Site Evaluation

To the Intern: Please provide feedback regarding the internship site and the internship site supervisor for each internship site experienced. Please note that this evaluation is confidential and will not be shared with any individuals at the site, nor your internship site supervisor. The data is being gathered as a way to improve internship experiences for students.

Name: _______________________________ Date: _______________________________

Internship Site: _______________________________ Internship Site Supervisor: ______________

Please comment on the following:

Site Evaluation

☐ An orientation to the mission, vision, purpose, culture, policies, and procedures of the organization and the department were provided.

☐ Staff in the organization were open and helpful.

☐ This organization provides the types of experiences that are sufficient for doctoral-level students.

☐ Other students would find this a meaningful site to do an internship.

Site Supervisor Evaluation

☐ Assignments given assisted in meeting the learning goals established.

☐ The site supervisor assigned an appropriate amount of work for the learning goals established.

☐ The site supervisor was conscious of my needs as a student.

☐ The site supervisor provided regular supervision and assistance.

☐ The site supervisor provided helpful feedback regarding my performance.

☐ Others should be given the opportunity to work with this site supervisor.

Additional comments, if any:__________________________________________________________

____________________________________
LSUS INTERNSHIP FORM 8: Intern/Site Supervisor/Director Contact Information
(This information will be shared among these individuals.)

<table>
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<tr>
<th><strong>Intern’s Name</strong></th>
<th><strong>Date</strong></th>
<th><strong>Place of Work</strong></th>
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**LSUS Program Director** Iris D. Johnson, Ph. D

**Contact Information**
Education Department
384B Business, Education & Human Development Building
One University Place
Shreveport, LA 71115-2399
Office: 318-797-5032
Email: iris.johnson@lsus.edu
Version 2.0 February 2017
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This DRAFT DISSERTATION HANDBOOK is currently a slight adaptation of LSUS’s Theses and Final Projects Preparation Manual. Additionally as we are now one LSU System, attempts were made to follow guidelines listed in LSU Graduate Handbook.

LSUS Ed.D. Dissertation Templates for Qualitative Studies and Quantitative Studies are available in separate documents.

Consult the Program Director for updates, or otherwise expect updates during enrollment in the ED 895 Proposal Development course.
Producing Scholarly Writing

A dissertation is a single unit of scholarly narrative, reporting the original work done by the doctoral candidate under the supervision of three or more members of the Graduate Faculty, which must include the dissertation committee chair, a Graduate Studies representative, and at least one other graduate Leadership Studies faculty member. Preferably, at least one of these members should represent the candidate’s concentration area.

The purpose of a dissertation is to demonstrate a candidate’s competence in planning and carrying out original, scholarly research on a topic of choice in the field of leadership (preferably related to the chosen concentration area); and to report the process, theoretical underpinnings, and findings according to the guidelines identified in the LSUS Doctoral Handbook, the LSUS Dissertation Handbook, the LSUS Theses and Final Projects Preparation Manual, and the guidelines in the most current edition of the American Psychological Association (APA) Publication Manual.

The best case scenario for a completed dissertation is a document worthy of publication that satisfies the following specifications:

- provides an original contribution to knowledge about and/or interpretation of the topic;
- completely void of any challenges to academic integrity;
- defensible by the author due to a nearly exhaustive review of the pertinent published literature, sound research design and methodology; and
- results and conclusions based upon a quality analysis of pertinent data.

Key resources for producing a quality dissertation include items explaining scholarly integrity; publication style guidelines, spelling, and grammatical support; and graduate faculty—especially the dissertation committee chair. Doctoral students should be sure to consult policies and statements regarding Academic and Research Ethics, including plagiarism, in the LSUS Doctoral Handbook, the LSUS Student Code of Conduct, and Understanding Plagiarism (Jewell, 2004). They should also have the APA Publication Manual, or free online versions; spelling and grammar checks via the electronic word-processing software, which should also include a thesaurus; and for some students, a personal copy-editor service.

The LSUS Graduate Council may eventually provide a separate Dissertation Handbook, or endorse a revised version of this one. In either case regulations provided by the Graduate Council and the Leadership Studies program should be carefully followed. Should there be any conflict between the document provided by the Graduate Council and this handbook, the doctoral candidate will be required to consult with his/her committee chair, and then conform to the instructions given in the booklet provided or approved by the Graduate Council.

Dissertation Proposal

The dissertation proposal is developed under the guidance of the chair of the candidate’s dissertation committee, and the instructor of the Dissertation Proposal Course (course number pending), which is taken during the second year of the program as a part of the Foundation Core 2 group of courses. During the Dissertation Proposal Course the doctoral candidate will prepare the complete proposal, if possible, and complete a Mock Proposal Defense to prepare for the actual proposal defense that will be carried
out when determined by the chair of the dissertation committee. The candidate should provide copies of the dissertation proposal to all committee members when cleared by the committee chair. A Proposal Defense Scheduling Form will be provided at the close of the Dissertation Proposal Course, but will not be forwarded to the program director until approved by the chair of the dissertation committee.

Although any committee member may give advice regarding proposal revisions, the chair of the candidate’s dissertation committee makes the decision as to when the candidate’s proposal is ready to be formally presented to the committee.

The dissertation proposal should include the following items (as covered in the Dissertation Proposal course):

- Problem statement and justification for research
- Goals/purpose/objectives of the research
- Research questions and related hypotheses for each question
- Relevant literature review (well-synthesized and well-organized)
- Proposed methodology: research design, description of intended sample, instruments, data collection procedures, proposed analytical methods
- Significance of the study—situated within leadership studies (preferably related to the chosen concentration area)

A successful defense of the dissertation proposal requires a majority affirmative vote by the dissertation committee, including an affirmative vote from the committee chair. Following the proposal defense the candidate and the committee chair should consult regarding next steps. The Dissertation Application Form should be submitted after at least 80% of the coursework in the program has been completed. Approval by the chair of the candidate’s dissertation committee is essential.

Any research involving human subjects requires Human Subjects Research training in adherence to federal guidelines of the Office of Human Research Protection (OHRP) and guidelines of the LSUS Institutional Review Board (IRB). These guidelines represent a serious matter, and must be followed—without fault—to proceed with any research involving human subjects and to continue in the program. Although the candidate is responsible for obtaining the approval, the ED 895 Proposal Development course instructor and the chair of the dissertation committee must also complete the training (or otherwise be certified) and must be consulted by the candidate to confirm adequate plans for compliance. Under no circumstances should research involving human subjects begin prior to successfully defending the dissertation proposal.

Guidelines for Completing the Dissertation

Registration for Dissertation Hours. Once the dissertation proposal has been approved, and the student has successfully defended the proposal and passed the comprehensive exam, s/he will be classified as a doctoral candidate, and should be given permission to formally begin the dissertation research. The candidate should enroll in the Dissertation “course” (ED 899) to formally signal approval and plans to begin data collection for the dissertation. Initial work on Chapter 2 (Literature Review) started earlier, but should be updated continuously to include recently published and relevant literature.
A doctoral candidate will typically enroll in three (3) semester hours of dissertation credit each semester during the fourth year, before completing an approved dissertation ready for defense. Candidates, who have managed to be more deliberate in locating their research question and conducting an exhaustive review of the related literature, may be ready to complete the dissertation in two semesters, rather than three. Under this scenario, the candidate may choose one semester to enroll in six (6) semester hours, and the other semester to enroll in three (3) semester hours, for a total of nine (9) minimum semester hours of ED 899 Dissertation credit hours required for completion of the dissertation.

During enrollment in the ED 899 dissertation course, the candidate must keep in touch with the chair of the dissertation committee adhering to a regular schedule determined earlier by both of them as provided in writing. Committee members must also be consulted on a regular basis, although final decisions about recommendations posed by committee members should be resolved between the candidate and the committee chair as needed. A copy of the original consultation schedule should be submitted to the program director by email from the candidate (with a copy to the dissertation chair and committee members). The subject line of the email message should indicate: Tentative ED 899 Consultation Plan with Committee Chair and Members.

Any expectations for contact with the LSUS IRB should be planned for at least 45 days before the end of a fall or spring semester, or prior to the summer semester, when possible. All candidates are expected to conduct their own statistical analyses, as reasonable proficiency in use of SPSS or other qualitative research software is a required competency for graduating candidates.

In the Plan of Study there are “soft” labels suggesting the target chapters for each semester of the three ED 899 dissertation course enrollments. Merely consider this information as a guide. The rate of productivity of the candidate as guided by the committee chair will indicate the target dissertation chapters for each of those enrollments, and also determine if enrollment in additional dissertation hours will be required.

Formatting the Dissertation

The various sections of the dissertation should be submitted in the order listed below, unless otherwise indicated by the committee chair, Leadership Studies faculty, or Graduate Council. In the presence of any conflict regarding formatting, the specifications of the Graduate Council must be followed. Check with the Program Director to confirm whether more current guidelines are available. At least two (2) weeks prior to the dissertation defense the dissertation should be presented to the Program Director and the Director of Graduate Studies for format check/approval per the specifications below.

Preliminary Pages (or Front Matter)

- Blank fly leaf: Must be included, but is not a part of the dissertation; not counted in the page numbering.
- Title page: Not numbered, but counted as if it were number i. [A sample will be provided.]
- Signature page: Contains signatures of committee members, program director, department chair, dean, and Graduate Studies representative. [A sample will be provided.]
• **Abstract**: This page is not numbered, but counts as if it were page iii. The abstract is generally concise and does not have more than two pages. [A sample will be provided.]

• **Acknowledgements** (optional): First page numbered at bottom in center beginning with the next highest number after the last page of the abstract. [A sample will be provided.]

• **Table of Contents**: First page numbered at bottom in center with next highest number after last page of Acknowledgements; subsequent pages numbered at top, right [A sample will be provided.]

• **List of Tables**: First page numbered at bottom in center with next highest number after last page of Table of Contents; subsequent pages numbered at top, right [A sample will be provided.]

• **List of Figures**: First page numbered at bottom in center with next highest number after last page of List of Tables; subsequent pages numbered at top, right [A sample will be provided.]

**Body of the Dissertation.** The first page of each chapter is numbered at the bottom in the center beginning with the appropriate Hindu-Arabic numeral. Subsequent pages in text are numbered at top, right. Although many dissertations follow the five-chapter designation provided below, it is possible that the candidate and the dissertation committee chair may identify different formatting when appropriate.

• **Chapter 1** (Introduction to the topic of study and to the research problem)

• **Chapter 2** (Comprehensive Review of the Literature)

• **Chapter 3** (Comprehensive and Detailed Research Design and Methodology)

• **Chapter 4** (Results, Limitations, Significance of Findings, Implications for Future Research)

• **Chapter 5** (Conclusions)

**Back Matter**

• **References**: First page numbered at bottom in center beginning with the next highest number after the last page of text; subsequent pages numbered at top, right. This comprehensive list of references should be in alphabetical order per APA guidelines. [A sample will be provided.]

• **Appendices**: First page numbered at bottom in center beginning with the next highest number after the last page of text; subsequent pages numbered at top, right. [A sample will be provided.]

• **Biographical Sketch of the Author**: First page numbered at bottom in center beginning with the next highest number after the last page of text; subsequent pages numbered at top, right. [A sample will be provided.]

• **Blank fly leaf**: Must be included, but is not a part of the dissertation and is not counted in the page numbering.
Extension of Dissertation (Optional)

Candidates should consider preparing at least one journal manuscript as an excerpt of targeted portions of the dissertation under the guidance of the dissertation committee chair or a committee member, if the committee chair agrees. The manuscript(s) should be submitted for publication consideration to the appropriate journal (following the guidelines of the selected journal). There must be no duplicate submissions of a single manuscript to more than one journal at a time.

Word Processing and Reproducing Material

Word-Processing. The text is double-spaced throughout, with the exception of the Appendices. In the Appendices, information in regular text must still be double-spaced, but other material may be single-spaced. For spacing in lists, notes, lists of figures and tables, consult the APA Publication Manual. Right-justification of the narrative is not recommended, unless proportional spacing is used.

Margins. The left-hand margin must be 1.5 inches. The right-hand margin must be 1 inch. Although these margins may not be exact when submitted, wide variations from these specifications will not be accepted. The top and bottom margins for the first and last lines of type on the page (including page numbers) must be 1 inch. The margin above the chapter titles, and pages containing the major sections of the dissertation, should be 2 inches. Material will not be rejected for minute variations.

White Space. White space in text of more than three double-spaced lines is not permitted. If a table or figure does not fill a page, use the next occurring text to fill in the white space. Tables and figures do not have to be placed at the end of a paragraph or a section. It is perfectly acceptable to place tables and figures within sentences following where they are first mentioned in the text. White space is only permissible when it appears at the end of a chapter/main heading. This is because each chapter/main heading must start on a new page.

Paper. Each page of the paper for the dissertation must be white and the copies must be provided on 25 percent cotton fiber content throughout. Paper size should be 8.5 by 11 inches. Paper provided for the defense may be on regular paper (lower than 25 percent cotton). After required revisions are made and approved by the committee chair, four copies of the final version on 25 percent cotton fiber paper should be submitted to the program director and to the library for binding or submission to program files. The candidate will also bring four copies of the signature page on 25 percent cotton fiber paper on the day of the defense.

Print Specifications. Use any standard font such as Times Roman, Times, Helvetica, or Courier. Italics should be used for book titles or journal titles, and sometimes for special emphasis. Be sure to check the APA Publication Manual. Use 12-point font for all text, numbers of figures and tables and captions of figures and tables. Use the same font throughout the document. Different fonts and font sizes (nothing lower than 9 points) may be used in the appendices and within the tables and figures. Confirm with the current APA Publication Manual.
Headings. Chapters (e.g., METHOD, RESULTS) may be divided into sections or subsections as appropriate. Each section level requires a heading according to APA Publication style. See the example below, but be sure to confirm with the most current version of the APA Publication Manual. Chapter/major section headings are always written in all capital letters, both in the text and the Table of Contents. The format of subsection headings varies by style manual, but must be consistent throughout the manuscript. Once heading levels are instituted within the paper, they should not be skipped when moving to another chapter. Consider the scheme below for the various levels of headings one might expect in a dissertation (APA, 2010, p. 62):

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Level</td>
<td>Centered Uppercase and Lowercase Heading [bold]</td>
</tr>
<tr>
<td>Second Level</td>
<td>Left-margin flush, Uppercase and Lowercase Heading [bold]</td>
</tr>
<tr>
<td>Third Level</td>
<td>Indented 0.5 inches; First letter of heading and of proper nouns capitalized; balance lowercase paragraph heading ending with a period. [bold]</td>
</tr>
<tr>
<td>Fourth Level</td>
<td>Indented 0.5 inches; First letter of heading and of proper nouns capitalized; balance lowercase paragraph heading ending with a period. [bold and italics]</td>
</tr>
<tr>
<td>Fifth level</td>
<td>Indented 0.5 inches; First letter of heading and of proper nouns capitalized; balance lowercase paragraph heading ending with a period. [italics]</td>
</tr>
</tbody>
</table>

Corrections. Any correction which is noticeable on the final printed copy is not acceptable.

Over-sized items. The Table of Contents should list and identify any appendices, which cannot be found within the text, such as audio and video recordings, art work, or materials in pockets inside the cover boards.

Graphs, tables, and illustrations. Graphs, tables, and illustrations should be digitized and included in the text or Appendix. If the illustrations consist of both plates and figures, the list may be divided under the sub-headings “Plates” and “Figures” with individual numbers, titles, and page numbers shown for each kind.

Documents/Artifacts in Appendices. The type and paper used for letters, questionnaires, and other materials included in the Appendix must be uniform with the type and paper used throughout the dissertation. Photocopies of originals may be used if they are of good quality on paper like that of the text.

Tense. A dissertation typically is written in past tense since it describes occurrences that have already happened. Present and future tense may be used, if appropriate, and clarity is provided regarding the timing of the event.
**Point of View.** A dissertation is normally written in third person. It is essential to be as objective as possible. Such terms as “one” or “the researcher” should typically be used rather than “I.” Check with your dissertation chair to see if first person usage is acceptable.

Additional information on spelling, grammar, punctuation, controlling principles, quotations, use of numbers, abbreviations, acronyms, symbols, proofreading, and binding should be obtained by consulting the current APA Publication Manual.
A Dissertation

Submitted to the Graduate Faculty of Louisiana State University Shreveport in partial fulfillment of the requirements for the degree of Doctor of Education

in Leadership Studies

in The Department of Education

by
Your Full Name as it appears in the LSUS System
B.S., Name of Institution, Year
M.S., Name of Institution, Year
May 2017
A Dissertation
by
YOUR FULL LSUS NAME

Approved by:

Advisor: Name, Ph.D.
Committee: Name, Ed.D.
Name, Ph.D.
Name, Ed.D.

Department Chair: Patricia Doerr, Ed.D.
Dean of the College: Nancy Miller, Ph.D.
Dean of Graduate Studies: Sanjay Menon, Ph.D.
Copyright © 2017

Your Full LSUS Name

The year of your graduation

Notice that Roman numeral page numbering begins on this page with a iii centered at the bottom of the page with at least one double space below the line of text, and no more than a half-inch from the bottom of the page.
ABSTRACT

TITLE OF DISSERTATION: MAKE SURE THE TOP LINE IS LONGER THAN THE SECOND LINE

Your Name, Ed.D.
Louisiana State University Shreveport, 2017

Advisor: Name of Your Advisor, Ph.D.

Instructions: Your proposal abstract should include the problem being addressed, how you addressed it, and the results and conclusions reached. If your abstract extends to two pages, the second page is numbered at the top right as are all pages throughout the proposal or dissertation. An abstract should not exceed 350 words and must be double-spaced as is the remainder of the dissertation. Any term (or numeral) with a space on either side is counted as one word. Use the same font and font-size here as in the front matter and body of the dissertation. Graphs, tables, or illustrations must not be included in the abstract.

Reminder: Here you see the first **J1# comment.** After you have made note of the information (which sometimes pertains to the entire document and not one item) delete these comment boxes by right-clicking on them, and choosing DELETE COMMENT.
Abstract Continued ....
(OPTIONAL)

This optional page is for your Dedication section. Keep it short. Do not use a title.
ACKNOWLEDGEMENTS

Include this page even if you do not fill it out. You may use this spelling for Acknowledgements or use Acknowledgments. As an example: “This dissertation would not have been possible without the support of my family, friends, and colleagues providing humor, suggestions, encouragement, and scholarly advice.” You may choose to thank your major adviser and committee members (by name) with specifics. Try to keep your acknowledgements to one page.
# TABLE OF CONTENTS

| ACKNOWLEDGMENTS .................................................................................................................. # |
| LIST OF TABLES ............................................................................................................................... # |
| LIST OF FIGURES .............................................................................................................................. # |
| ABSTRACT ............................................................................................................................................ # |

## CHAPTER 1 INTRODUCTION ............................................................................................................ #
- Theoretical framework here, or in Ch. 2 or Ch. 3 (Level 1 heading in APA 6th) ........ #
- Topic and Statement of the Problem ......................................................................................... #
- Rationale and Purpose of the Study ......................................................................................... #
- Guiding/Research Questions ...................................................................................................... #
- Significance of the Study ........................................................................................................... #
- Definitions of Terms .................................................................................................................... #
- Delimitations ............................................................................................................................... #
- Organization of Dissertation Chapters ......................................................................................... #

## CHAPTER 2 REVIEW OF THE LITERATURE .................................................................................. #
*Instruction: Usually organized logically by subtopics ......................................................... #
- Theoretical framework here, or in Ch. 3 (Level 1 heading in APA 6th) ......................... #

## CHAPTER 3 MATERIALS AND RESEARCH METHODS .............................................................. #
- Design of the Study: Rationale and Assumptions ........................................................................... #
- Type of Qualitative Design .......................................................................................................... #
- Advantages and Disadvantages for the Chosen Design .............................................................. #
- Researcher’s Role ........................................................................................................................... #
- Site and Sample Selection ............................................................................................................ #
- Data Collection Techniques .......................................................................................................... #
- Managing and Recording Data ...................................................................................................... #
- Data Analysis Procedures ............................................................................................................. #
- Trustworthiness (Credibility, Dependability, Transferability) ................................................... #
- Ethical Considerations .................................................................................................................... #
- Study Limitations (here or in Ch.4, or Ch.5) ................................................................................ #

## CHAPTER 4 METHODS FOR VERIFICATION/TRUSTIWTORTHINESS .......................................... #
*Instruction: May be organized by guiding/research questions. Should also Address creditability, dependability, transferability as appropriate.
- Summary ........................................................................................................................................ #

Commented [JI2]: These sections (list of tables and list of figures) are part of “Preliminary Pages” or “Front Matter” in addition to the previous (a) blank fly leaf, (b) title page, (c) signature page, (d) abstract, (e) acknowledgements, and (f) table of contents.

Commented [JI3]: The body of the dissertation encompasses Chapters 1-5 listed below. For qualitative dissertations the chapter titles and number of chapters may vary.
CHAPTER

5 RESULTS AND DISCUSSION ............................................................ #

   Instruction: Organization will vary. Number of chapters will vary.
   Limitations .................................................................................... #
   Results/Outcome of the Study ...................................................... #
   Discussion ................................................................................... #
   Connections to Previous Research and Theories ............................ #

CHAPTER

6 SUMMARY AND CONCLUSIONS ...................................................... #

   Instruction: May be organized by guiding/research questions; varies
   Conclusions .................................................................................. #
   Implications ................................................................................ #
   Suggestions for Future Research ................................................ #

REFERENCES ..................................................................................... #

APPENDICES .................................................................................... #

Appendix

   A Hints: Typing the TOC in MSWORD 2007 Or 2010 ......................... #
   B Hints: Placement and Labeling of Tables and Figures ....................... #
   C Hints: Documents/Artifacts in Appendices ...................................... #
   D Hints: Final Dissertation Checklist ................................................ #
   E Notes (optional) ........................................................................ #

VITA ................................................................................................. #

Commented [J14]: These sections are also referred to the “Back Matter” of the dissertation.

Commented [J15]: Also known as the “Biographical Sketch of the Author”

It is possible that there is not exact alignment with the Table of Contents as shown and the Level 1 headings provided in this Handbook/Template. Remember there is often much leeway for qualitative studies based upon your research problem and your research design. Your dissertation chair will assist you in the proper placement of items for which you have questions.
LIST OF TABLES

TABLE

1. If a table title is 2 or more lines, the entry in the List of Tables should always be single-spaced like this ............................................................... #

2. Include this page in proposal, even if you have no tables at that time ...................... #

3. But, remove words in red ................................................................. #

4. ........................................................................................................... #

5. ........................................................................................................... #
LIST OF FIGURES

FIGURE

1. If a figure title is 2 or more lines, the entry in the List of Figures should always be single-spaced like this .................................................................

2. Include this page in proposal, even if you have no figures at that time .........................

3. But, remove words in red .........................................................................................

4. .................................................................................................................................

5. .................................................................................................................................
CHAPTER 1
INTRODUCTION

Begin the details of the INTRODUCTION. Your goal for this chapter is to share as mentioned on pages 83-95 in Bloomberg and Volpe (2016): the context of the study (situated within the “background that sets the stage for the problem to be investigated” (p. 85). Each chapter must be formatted in the same way with ALL pages numbered at the bottom (centered) with Arabic numerals beginning on THIS page. All page numbers previous to THIS page are in lower case Roman Numerals.

Provide a topic paragraph which (a) identifies the context of your paper to encourage readers to read further; (b) includes citations to support validation of the premises or theoretical background that you are making in the first paragraph; and (c) provides a “road map”—moving from the general to the specific—to share what lies ahead in this chapter (Bloomberg & Volep, 2016, p. 91; Roberts, 2010, p. 123).

For each chapter pay very close attention to the alignment of your narrative with the academic writing style explicitly described in Mastering the Academic Style—in Chapter 10—of Roberts (2010) and Guidelines for Academic Writing in Chapter 4 of Bloomberg and Volpe (2016). Confirm the alignment with all checklists that are provided in the Roberts (2010) and Bloomberg and Volpe (2015) texts; resources provided in the ED 895 Dissertation Proposal course; and all resources specifically provided by your dissertation chair/advisor.

**Topic and Statement of the Problem**

This section, with the purpose and research questions, may consist of 5-7 pages. The paragraphs should provide a “sequential line of logic” (Roberts, 2010, p. 125) as you provide background for your study, share the statement of the problem as it relates to your research, and
support “the need for the study… [situating the problem] in a broader educational or social context” (Bloomberg & Volpe, 2016, p. 9). Also see Bloomberg and Volpe (2016), pp. 88-92, 97. Be sure to address the three questions found on page 125 of Roberts (2010), and specifically the three questions and synthesis found on page 89 of Bloomberg and Volpe (2016) with regards to: (a) what is the problem that you are investigating—as evidenced in the published literature; (b) how, where, and when—as you address problem impact, how/where/when the problem is clearly evident; (c) why—as you provide a conceptual basis (in brief) for the problem with regards to what is currently known about the problem in the published literature. Citations are expected as you respond to each of those questions. Close the problem statement with a synthesis (Bloomberg & Volpe, 2016, p. 89) of your response to those three questions. A transition to the next section is recommended.

**Rationale and Purpose of the Study**

Additional information to be inserted here regarding the rationale statements. For now consult Bloomberg & Volpe (2016), Chapter 5, and pp. 88-93, 97. This section should provide one paragraph (i.e., one or two sentences) succinctly addressing the purpose of the study, including clear statements with the operable variables, and justification for completing the study. A transition to the next section is desirable.

**Guiding Questions [or Research Questions]**

Note: Hypotheses are FORBIDDEN in pure qualitative studies “because the qualitative research paradigm is characterized by the emergence of questions during the course of data collection and analysis” (Roberts, 2010, p. 137). See Bloomberg and Volpe (2016), pp. 88-92, 97. If you have more than one guiding question (or research question) remember to provide an introduction for what lies ahead. Always provide an introduction for numbered lists:
1. Begin numbered lists at the ½-inch indent and continue the sentences aligned under the first letter of the list.

2. “Hypotheses can be stated in two forms, directional and null” (Gall et al., 2007, p. 50). “If your study is looking at differences, you … [should] … state your hypotheses as null hypotheses that state there is no difference between variables” (Roberts, 2010, p. 136).

Research Design Overview

See Bloomberg and Volpe (2016), pp. 37-56, 93, 97. Search for similar sections in “model” qualitative dissertations that you found under LSU Electronic Theses and Dissertations for the Management, Human Resource and Workforce Development or Educational Leadership Dissertations (preferably beginning with 2016).

Rationale and Significance of the Study

For your best ideas of what to provide under this heading see Bloomberg and Volpe (2016), pp. 93, 99. You may find some additional support as you consider the Roberts (2010) text. The significance of the study provides a “detailed explanation of the why of your study… [building] an argument for the worth or significance of your research,” (Roberts, 2010, p. 137). This section should accomplish four tasks: (a) describe the gap in the literature [If there isn’t a gap, you may have the wrong research problem!]; (b) provide three or four instances regarding how this study will (at least partially) fill that gap; (c) demonstrate that the researcher is competent to conduct this study; and, if appropriate (d) “three or four reasons about how the study helps improve practice, …[or] will improve policy” (Creswell, 2009, p. 107, as cited in Roberts, 2010, p. 138).

These tasks will require a reasonably thorough review of the literature to “summarize
writings of the experts who identified your problem as an important one and urged that research be conducted about it” (Roberts, 2010, p. 137). This task helps you to demonstrate knowledge of the subject to be studied, and is a significant portion of what you will share during your dissertation proposal defense. The synopsis of the literature review in this Significance of the Study section, while extensive, is not nearly as in-depth as that of Chapter 2 of your dissertation, which requires a somewhat exhaustive, comprehensive examination of many related studies. However, some of the literature reviewed in Chapter 2 will be included in this section as well—more succinctly—to validate the statements that were made.

The Researcher

See Bloomberg and Volpe (2016), pp. 93, 98. Search for similar sections in “model” qualitative dissertations that you found under LSU Electronic Theses and Dissertations for the Management, Human Resource and Workforce Development or Educational Leadership Dissertations (preferably beginning with 2016).

Assumptions

See Bloomberg and Volpe (2016), pp. 93-94, 98. Search for similar sections in “model” qualitative dissertations that you found under LSU Electronic Theses and Dissertations for the Management, Human Resource and Workforce Development or Educational Leadership Dissertations (preferably beginning with 2016).

Definitions of Terms

Highlight terms that will be used in your study for which there may not be “commonly known meaning or that have the possibility of being misunderstood” as you use them in your study (Roberts, 2010, p. 139). Also see Bloomberg and Volpe (2016), page 94.

Dissertation. According to Grove (1964), a dissertation is “A substantial paper that is
submitted to the faculty . . . for an advanced degree that is typically based on independent research and . . . gives evidence of the candidate’s mastery of subject and scholarly method” (p. 656).

Proposal. The purpose of a research proposal is to describe the problem you wish to study and how you plan to study it (Gall et al., 2007).

Delimitations

Check with your advisor to determine if your study will allow for limitations (i.e., restrictions to the study that are not under your control) and delimitations (i.e., restrictions to the study that are under your control) to be combined. If not, then list them in two separate sections. These can be formatted as numbered lists or in paragraph form.

Organization of the Study

As you bring closure to Chapter 1 (Introduction) provide a summary that highlights the key points you’ve shared with the reader, and then what lies ahead in the rest of the dissertation. Closely examine dissertations that received a favorable critique for formatting during the ED 895 class to assist with guidance in formatting of your chapters. Typically, you will follow the guidelines from your ED 895 Proposal Development course and your dissertation advisor.
CHAPTER 2
LITERATURE REVIEW

Introduction

This chapter—like each dissertation chapter—begins on a new page. Succinctly provide a statement of your research problem, purpose of the research, and research questions, in your topic paragraph, which also provides a road map for what will be presented in the Literature Review chapter. Close this chapter and each chapter with a summary paragraph confirming key points that have been made in the chapter, with a transition to what comes in the next chapter. Continue your dissertation through Chapter 5 or beyond as instructed.

It may be helpful (and certainly is advisable) to provide an outline of the Level 1 and Level 2 headings you plan to use in this chapter as a DRAFT of what you hope to “unveil” in your literature review. Making sure that the outline conveys an element of logical delivery will help you to feel more confident about the order in which you present the information that follows. Remember qualitative research requires: Validation, Validation, Validation! (This requirement does not necessarily show up in quantitative studies, except at the Dissertation Defense; but in qualitative studies you will provide much of your “Defense” within your written narrative.) You may also find it helpful to pay close attention to the various “model” qualitative dissertations that are using the same qualitative research design to help you determine a delivery style that is more attractive to you and your dissertation chair. Meanwhile, be sure to carefully read and consider all of Chapter 6 of Bloomberg and Volpe (2010), but especially pages 119-121, and 134-138.

If you are conducting a pure qualitative study some additional chapters may be desirable. Typically, your dissertation advisor will confirm the adjustments that will be acceptable.
Consistent use of level headings is required throughout the dissertation (or the dissertation proposal). If you determine that sub-headings are necessary, at least two are typically required.

If you provide a block quote (of four lines or more) single-space the quote, with an extra indent from the left margin—with quotation marks removed, and remember to include the citation. Furthermore, be sure that the information is the block-quote is sufficiently profound that paraphrasing was not more desirable. See APA Sections 4.08 and 6.03 guidelines for assistance with block quotes. (Johnson, 2016, p. xx)

You are responsibly for vouching for accuracy of current APA formatting throughout your dissertation. Pagination will always be at the top right on each page throughout the proposal or dissertation to your Vita, which is located on the last page. There are no exceptions!

**Theoretical Framework**

Having stated your problem, a narrative and simple, graphic depiction of how your problem is situated within related leadership theories and other related concepts/variables is necessary. For quantitative studies: key variables, constructs, predicted relationships, etc. should be identified, along with validation of your current thinking about possible relationships among those entities. For qualitative studies your depiction should share the theoretical constructs (i.e., theories) that provide an underlying basis for your study. For qualitative studies: do NOT attempt to depict specific variables and proposed relationships, unless your dissertation chair indicates that this is acceptable for your specific research study. Dependent the overall organization of your qualitative study, the theoretical framework may come more appropriately in any one of the following chapters: Chapters 1, 2, or 3. In consultation with your dissertation chair you should make a decision about where this information fits best to inform your readers. Consult various “model” qualitative dissertations to help you make your decision.
Chapter 2 continued.....

You may need to adjust the page numbering as you insert your chapter narrative.
Chapter 2 continued…

....

Continued…
CHAPTER 3

METHOD

Introduction

This section begins with an introduction that succinctly repeats the same thing you will state in each chapter after Chapter 1: brief problem statement, statement of purpose and guiding research questions (Bloomberg & Volpe, 2016, p. 145). Your introductory paragraph for this section should also provide a topic paragraph which highlights what will be shared in this section—in the order it will be shared. Foremost as you write each chapter, remember qualitative research requires: Validation, Validation, Validation! (Why did you select this, do that, suggest this, etc. etc.)

This chapter must address your rationale for a qualitative approach, and describe in detail what you intend to do with the data once you have collected it. You may refer to any relatively current edition of a qualitative organizational research methods text, or one of the research methods texts used in ED 815, ED 817, or ED 895, for an overview of several different approaches. You are particularly advised to make good use of Bloomberg & Volpe (2016), pages 146-179. Below are examples of how to separate and identify the appropriate subsections.

Research Design

Briefly report the philosophical position you are taking, and other connections to foundational qualitative research concerns (Bloomberg & Volpe, 2016, p. 169). Identify the specific type of research (i.e., qualitative, mixed-method) and the type of research design(s) (e.g., historical, descriptive, ethnographic, case study, phenomenological, grounded theory) (Roberts, 2010, p. 149) that you will use in your study, along with a validated rationale for the choices you’ve made in this regard. This validation should support the alignment of your design options.
with what is typically done in leadership studies, or similar studies; and what is going to be done specifically in your study. You may determine—with your dissertation chair—that your Theoretical Framework will be best provided in this chapter in order to support your rationale for the methodology or the research design.

**Rationale for [the specific qualitative research] Methodology**

See Bloomberg and Volpe (2016), p. 170 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

**Selection of Sample**

Describe in detail how you selected the participants/sample for your study, along with the population your sample is intended to represent (if the latter seems appropriate for your qualitative study). See Bloomberg and Volpe (2016), pp. 146, 170-171 as well as model dissertations you located during ED 895, or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

**Collection of Data [or Data Collection Methods]**

See Bloomberg and Volpe (2016), pp. 146, 153-158, 172-175 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

**Data Analysis and Synthesis**

Describe in detail the treatment of data. See Bloomberg and Volpe (2016), pp. 146,158-161, 175 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.
Ethical Consideration

See Bloomberg and Volpe (2016), pp. 146, 161, 175-176 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

Issues of Trustworthiness

Describe in detail the treatment of data. See Bloomberg and Volpe (2016), pp. 146, 162-166, 176-177 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

Limitations and Delimitations

See Bloomberg and Volpe (2016), pp. 147, 164-166, 177 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.

Chapter Summary

In a nutshell, here’s what I’ve told you in this chapter—essential items with some hint of the importance for making your case…then here’s what coming up in the following chapters. See Bloomberg and Volpe (2016), pp. 147, 178-179 as well as model dissertations you located during ED 895 or in the notes previously provided in the Literature Review section of this LSUS Dissertation Handbook & Template.
All references should be single-spaced using the hanging indent. The hanging indent must be used. To properly insert a hanging indent you may find tutorials in YouTube or other electronic sources, OR follow these instructions:

To insert a hanging indent format: Select the text, right-click, and go to “paragraph.”

At the “Indentation” section: Click on drop box under “special” and select “hanging.”

Click on “OK” and you should notice a hanging indent for the selected text.
A three-line reference is sometimes difficult because you cannot leave one line on a page. At least two lines must be on each page so you may have to move the entire reference to the next page, leaving a blank line or two at the bottom of the previous page.

**NOTE:** As in text, widows and orphans in references are not acceptable. A new reference with only one line at the bottom of the page should be moved entirely to the next page. Similarly, the last line of a reference should not be left to stand alone at the top of a page. Instead, move an additional line of text to accompany that line.

Lastly, use your APA style guide for instructions on how to format your references. You are responsible for confirming that current APA formatting is used correctly. *Simply taking what was provided by an online source as correct will not be considered as responsible actions.*

See the example below for additional clarity.


• Appendices are **optional, but often expected** (especially in qualitative or mixed-method studies).

• **Appendices are** used for supplementary research-related material that contribute to your body of work, but may be considered too cumbersome or too detailed to include in the chapter narratives.

• Double-spacing is not required for the information in the appendices, but an attractive, clear presentation is expected.

• Each appendix must have a title or cover page.

• Place the appendices after the reference section.

• All appendix pages need to be numbered. Page numbers are continued from the last page of the references through the vita.

• All material must be within prescribed margins and be readable in size and legibility (7 pt. or larger).

• Appendix headings/titles must be on a separate title/cover page before the actual Appendix material.
APPENDIX A

TYPING THE TABLE OF CONTENTS IN MS WORD 2007-2010

Commented [JH17]: All caps, double spaced, centered in middle of page. This is a main heading.
To set up the TOC Format in MSWord 2007 or 2010: Go to the far left side of the top ruler; click the box until ‘right’ tab marker appears.

Set the Tab by clicking at your right margin on ruler.

On Home Tab, click on Paragraph drop arrow.

Click on ‘Tabs’ button at bottom left of dialog box.

Select ‘right align’ for Tabs.

Select your preferred Leader type; click Set, and OK.

Type your Heading, Hit Tab, and type the page number on which it appears.

Each time you hit return, the next line will be automatically formatted as well, even if the line is extra-long.

You can also format subheading indents as required.

Subheadings can be added using a new ‘left’ align tab.

Further subheadings can be created also.

Before you know it, you’ll have a completed Table of Contents.
APPENDIX B

PLACEMENT AND LABELING OF TABLES AND FIGURES
PLACEMENT AND LABELING OF TABLES AND FIGURES

Placing a table or figure at the top of the next page following the first mention in text will assist the reader. If a table must be converted to landscape format to make it fit on the page, the table should face the right margin.

Table Titles (above the table, in regular font, the same size as the font used for the body of your dissertation) and horizontal rules (or border lines) are used to designate tables. Tables should be numbered (Arabic Numerals) consecutively throughout the text.

Notice that the table title is in italics, and since it extends beyond one line the title is single-spaced.

Table 1

_The Effects of Gamma Rays on the Growth and Propagation Percentages of Man in the Moon Marigolds_

<table>
<thead>
<tr>
<th>Picometer Reading</th>
<th>Age in days at First Exposure</th>
<th>Age in days at Second Exposure</th>
<th>Viability Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td>39%</td>
</tr>
<tr>
<td>.05</td>
<td>14</td>
<td>21</td>
<td>93%</td>
</tr>
<tr>
<td>.05</td>
<td>21</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>.10</td>
<td>14</td>
<td>21</td>
<td>78%</td>
</tr>
<tr>
<td>.10</td>
<td>21</td>
<td>28</td>
<td>65%</td>
</tr>
</tbody>
</table>

Note: Control group received no exposure to Gamma Rays.
BORDERS: Do not use borders in your tables or figures!

Figures require captions (placed under the figure). Figures should be numbered (Arabic Numerals) consecutively throughout the text and separately from table numbers. Figure captions should be provided in the same size font as the body of your dissertation (12-points). The word “figure” should be provided, beginning with a capital letter, in italics (as shown below).

If a key is necessary to support understanding of your figure, then provide that key within the narrative given in the figure caption.

Although your document is typically double-spaced throughout, a long figure caption (i.e., exceeding ONE line) should be single-spaced.

![Figure 1. Webb University athletic faculty representative stages of concern during fall 2008 through spring 2009. Relative intensity scores above 85 indicate areas requiring critical responses. (AP = Athletic Personnel; FS = Faculty Senate).](image-url)
APPENDIX C

DOCUMENTS/ARTIFACTS IN APPENDICES
DOCUMENTS/ARTIFACTS IN APPENDICES

The type and paper for letters, questionnaires, and other materials included in the Appendix must be uniform with the type and paper used throughout the dissertation. Photocopies of the originals may be used if they are of good quality on paper like that of the text.
APPENDIX D

DISSERTATION SUBMISSION CHECKLIST
**FINAL DISSERTATION CHECKLIST**

Refer to the checklist below before uploading your document to the required LSUS Collection website. Your Dissertation Chair will provide the most current form of this document at the appropriate time.

- Have you submitted your Application for Degree to the Office of Graduate Student Services?
- Have your signed committee approval sheets been submitted to the Office of Graduate Student Services by your department?
- Have you thoroughly proofread the manuscript for content and syntax?
- Are your name and thesis title identical on the title page and approval sheets?
- Have you checked for accuracy of pagination?
- Have all heading/subheading changes and page number changes been made in the Table of Contents?
- Do the Table of Contents, List of Tables, and List of Figures reproduce, word-for-word, the headings and titles as expressed in the text?
- Does your thesis meet margin, font, and size requirements?
- If you have any previously published material in your dissertation, have you applied for and received permission to reprint it? (A copy of any letter(s) of permission must appear in an appendix.)
- Have you notified The Graduate School whether or not you will be attending commencement?
- If you wish to withhold your document from public access, have you submitted your Request for Restricted Access form?

Taken almost directly from the current LSU guidelines.
NOTES (OPTIONAL)

If there are still items you need to put into your appendix, this is an example of a way you can do so.
VITA

Your Vita should include the following information about yourself: your educational background for all previous degrees, beginning with your Bachelor’s degree and ending with the current degree you are obtaining from Louisiana State University Shreveport. You may also choose to include professional experience, publications, or business or academic information.

You also need to include a permanent address (at the bottom of the page) that is good for two years. A professional/work address or Louisiana State University Shreveport department address are recommended (rather than a personal address) in order to protect your privacy. Moreover, because your dissertation will be available on the Internet, it is recommended that you omit personal information such as date of birth, parents’ names, or your personal address. Lastly, please ensure the name you include in your Vita matches the name you have used on your title page.

Permanent address of your choosing:
Email: Single spaced at bottom of page
A Dissertation

Submitted to the Graduate Faculty of Louisiana State University Shreveport
in partial fulfillment of the requirements for the degree of Doctor of Education

in Leadership Studies

in The Department of Education

by

Your Full Name as it appears in the LSUS System

B.S., Name of Institution, Year
M.S., Name of Institution, Year

May 2014

The month and year of your graduation
A Dissertation

by

YOUR FULL LSUS NAME

Approved by:

Advisor: Name, Ph.D.

Committee: Name, Ed.D.
Name, Ph.D.
Name, Ed.D.

Department Chair: Patricia Doerr, Ed.D.

Dean of the College: Nancy Miller, Ph.D.

Dean of Graduate Studies: Sanjay Menon, Ph.D.
Copyright © 2017

Centered and
double-spaced

Your Full LSUS Name

The year of
your graduation

Notice that Roman numeral page numbering begins on this page with a iii centered at the bottom of the page with at least one double space below the line of text, and no more than a half-inch from the bottom of the page.
ABSTRACT

TITLE OF DISSERTATION: MAKE SURE THE TOP LINE IS SHORTER THAN THE SECOND LINE

Your Name, Ed.D.
Louisiana State University Shreveport, 2015

Advisor: Name of Your Advisor, Ed.D. or Ph.D.

Instructions: Your proposal abstract should include the problem being addressed, how you addressed it, and the results and conclusions reached. If your abstract extends to two pages, the second page is numbered at the top right as are all pages throughout the proposal or dissertation. An abstract should not exceed 350 words and must be doubled-spaced as is the remainder of the dissertation. Any term (or numeral) with a space on either side is counted as one word. Use the same font and font-size here as in the front matter and body of the dissertation. Graphs, tables, or illustrations must not be included in the abstract.

Reminder: Here you see the first JI# comment. After you have made note of the information (which sometimes pertains to the entire document and not one item) delete these comment boxes by right-clicking on them, and choosing DELETE COMMENT.
Abstract Continued ....
(OPTIONAL)

This optional page is for your Dedication section. Keep it short. Do not use a title.
ACKNOWLEDGEMENTS

Include this page even if you do not fill it out. You may use this spelling for Acknowledgements or use Acknowledgments. As an example: “This dissertation would not have been possible without the support of my family, friends, and colleagues providing humor, suggestions, encouragement, and scholarly advice.” You may choose to thank your major adviser and committee members (by name) with specifics. Try to keep your acknowledgements to one page.
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ACKNOWLEDGMENTS .............................................................. #

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LIST OF FIGURES ................................................................. #

ABSTRACT .................................................................................. #

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   Purpose of the Study ................................................................... #
   Research Questions (generally for Qualitative Research) ................... #
   Hypotheses (generally for Quantitative Research) ............................. #
   Significance of the Study ........................................................... #
   Definitions of Terms .................................................................. #
   Limitations .............................................................................. #
   Delimitations .......................................................................... #
   Assumptions ............................................................................ #
   Organization of Dissertation Chapters ......................................... #

CHAPTER 2 REVIEW OF THE LITERATURE ..................................... #
   Instruction: Usually organized logically by subtopics ....................... #

CHAPTER 3 MATERIALS AND RESEARCH METHODS ..................... #
   Design of the Study ................................................................... #
   Instrumentation ........................................................................ #
   Sample Selection ....................................................................... #
   Collection of Data ...................................................................... #
   Step 1 (Level 2 in APA 6th) ......................................................... #
   Step 2 ...................................................................................... #
   Subheading 1 (Level 3 heading in APA 6th) ...................................... #
   Subheading 2 ........................................................................... #
   Treatment of Data ....................................................................... #

CHAPTER 4 RESULTS AND DISCUSSION ....................................... #
   Instruction: Usually organized by hypotheses or by research questions

CHAPTER 5 SUMMARY AND CONCLUSIONS .................................... #
**Instruction:** May be organized by hypotheses or by research questions

Conclusions ........................................................................................................... #
Implications ........................................................................................................... #
Suggestions for Future Research ......................................................................... #

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Appendix

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B Hints: Placement and Labeling of Tables and Figures ................................... #
C Hints: Documents/Artifacts in Appendices ................................................... #
D Hints: Final Dissertation Checklist ................................................................. #
E Notes (optional) ................................................................................................. #

VITA ....................................................................................................................... #

Commented [JI4]: These sections are also referred to the “Back Matter” of the dissertation.

Commented [JI5]: Also known as the “Biographical Sketch of the Author”
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If a table title is 2 or more lines, the entry in the List of Tables should always be single-spaced like this ................................................................. #</td>
</tr>
<tr>
<td>2. Include this page in proposal, even if you have no tables at that time .................. #</td>
</tr>
<tr>
<td>3. But, remove words in red ............................................................................................ #</td>
</tr>
<tr>
<td>4. ................................................................................................................................. #</td>
</tr>
<tr>
<td>5. ................................................................................................................................. #</td>
</tr>
</tbody>
</table>

x
LIST OF FIGURES

FIGURE

1. If a figure title is 2 or more lines, the entry in the List of Figures should always be single-spaced like this .............................................................. #

2. Include this page in proposal, even if you have no figures at that time ................ #

3. But, remove words in red .............................................................. #

4. ................................................................................................. #

5. ................................................................................................. #
CHAPTER 1

INTRODUCTION

Begin the details of the INTRODUCTION. Each chapter must be formatted in the same way with ALL pages numbered at the bottom (centered) with Arabic numerals beginning on THIS page. All page numbers previous to THIS page are in lower case Roman Numerals.

Provide a topic paragraph which (a) identifies the context of your paper to encourage readers to read further; (b) includes citations to support validation of the premises you are making in the first paragraph; and (c) provides a “road map”—moving from the general to the specific—to share what lies ahead in this chapter (Roberts, 2010, p. 123).

For each chapter pay very close attention to the alignment of your narrative with the academic writing style explicitly described in Mastering the Academic Style—in Chapter 10—of Roberts (2010). Confirm the alignment with all checklists that provided in the Roberts (2010) and Bloomberg & Volpe (2015) texts; resources provided in the ED 895 Dissertation Proposal course; and all resources specifically provided by your dissertation chair/advisor.

Statement of the Problem

This section should consist of a minimum of 1-2 paragraphs. The paragraphs should provide a “sequential line of logic” (Roberts, 2010, p. 125) as you provide background for your study, and also share the statement of the problem as it relates to your research. Be sure to address the three questions found on page 125 of Roberts (2010) with regards to: (a) what is known now about the problem— as evidenced in the published literature; (b) what is not known now; and (c) what you want to know about the problem. Citations are expected, where appropriate. A transition to the next section is recommended.
Theoretical or Conceptual Framework

Having stated your problem, a narrative and simple, graphic depiction of how your problem is situated within related leadership theories and other related concepts/variables is necessary. For quantitative studies: key variables, constructs, predicted relationships, etc. should be identified, along with validation of your current thinking about possible relationships among those entities. For qualitative studies your depiction should share the theoretical constructs (i.e., theories) that provide an underlying basis for your study. For qualitative studies: do NOT attempt to depict specific variables and proposed relationships, unless your dissertation chair indicates that this is acceptable for your specific research study.

Purpose of the Study

This section should provide one paragraph (i.e., one or two sentences) succinctly addressing the purpose of the study, including clear statements with the operable variables, and justification for completing the study. A transition to the next section is desirable.

Hypotheses or Research Questions and Hypotheses

The hypothesis is “the researcher’s prediction, derived from a theory or from speculation, about how two or more variables will be related to each other” (Gall, Gall, & Borg, 2007, p. 642). Hypotheses are REQUIRED if you are doing a quantitative study. Hypotheses are FORBIDDEN in pure qualitative studies “because the qualitative research paradigm is characterized by the emergence of questions during the course of data collection and analysis” (Roberts, 2010, p. 137). Always provide an introduction for numbered lists:

1. Begin numbered lists at the ½-inch indent and continue the sentences aligned under the first letter of the list.

2. “Hypotheses can be stated in two forms, directional and null” (Gall et al., 2007, p. 642).
“If your study is looking at differences, you … [should] … state your hypotheses as null hypotheses that state there is no difference between variables” (Roberts, 2010, p. 136).

**Research Questions**

“Your research questions/hypotheses guide [and define] the study and usually provide the structure for presenting the results of the research” (Roberts, 2010, p. 136). Research questions are used if you are conducting either a qualitative or quantitative study or a combination thereof. Again, always provide an introduction for numbered lists:

1. Be inclusive and exhaustive when delineating your research questions. Clearly refer to variables and types of measurement. There should be no how/why questions; or questions that can be answered by yes/no, or by counting. (See Roberts, 2010, p. 136.)

2. Remember, “The reader needs to know why the researcher framed the question . . . and how research findings relating to it are likely to advance knowledge and improve … practice” (Gall et al., 2007, p. 52).

**Significance of the Study**

The significance of the study provides a “detailed explanation of the why of your study… [building] an argument for the worth or significance of your research,” (Roberts, 2010, p. 137). This section should accomplish four tasks: (a) describe the gap in the literature [If there isn’t a gap, you may have the wrong research problem!]; (b) provide three or four instances regarding how this study will (at least partially) fill that gap; (c) demonstrate that the researcher is competent to conduct this study; and, if appropriate (d) “three or four reasons about how the study helps improve practice, …[or] will improve policy” (Creswell, 2009, p. 107, as cited in Roberts, 2010, p. 138).
These tasks will require a reasonably thorough review of the literature to “summarize writings of the experts who identified your problem as an important one and urged that research be conducted about it” (Roberts, 2010, p. 137). This task helps you to demonstrate knowledge of the subject to be studied, and is a significant portion of what you will share during your dissertation proposal defense. The synopsis of the literature review in this Significance of the Study section, while extensive, is not nearly as in-depth as that of Chapter 2 of your dissertation, which requires a somewhat exhaustive, comprehensive examination of many related studies. However, some of the literature reviewed in Chapter 2 will be included in this section as well—more succinctly—to validate the statements being made.

**Definitions of Terms**

Highlight terms that will be used in your study for which there may not be “commonly known meaning or that have the possibility of being misunderstood” as you use them in your study (Roberts, 2010, p. 139).

*Dissertation.* According to Grove (1964), a dissertation is “A substantial paper that is submitted to the faculty . . . for an advanced degree that is typically based on independent research and . . . gives evidence of the candidate’s mastery of subject and scholarly method” [p. 656].

*Proposal.* The purpose of a research proposal is to describe the problem you wish to study and how you plan to study it (Gall et al., 2007).

**Limitations and Delimitations**

Check with your advisor to determine if your study will allow for limitations (i.e., restrictions to the study that are not under your control) and delimitations (i.e., restrictions to the study that are under your control) to be combined. If not, then list them in two separate sections.
These can be formatted as numbered lists or in paragraph form.

Assumptions

Create a numbered list of assumptions, factors, or circumstance you are taking for granted as they may relate to your study) as you determine them to be appropriate for your study.

Organization of the Study

As you bring closure to Chapter 1 (Introduction) provide a summary that highlights the key points you’ve shared with the reader, and then what lies ahead in the rest of the dissertation. Closely examine dissertations that received a favorable critique for formatting during the ED 895 class to assist with guidance in formatting of your chapters. Typically, you will follow the guidelines from your ED 895 Proposal Development course and your dissertation advisor.
CHAPTER 2

LITERATURE REVIEW

This chapter—like each dissertation chapter—begins on a new page. Succinctly provide a statement of your research problem, purpose of the research, and research questions, in your topic paragraph which also provides a road map for what will be presented in the Literature Review chapter. Close this chapter and each chapter with a summary paragraph confirming key points that have been made in the chapter, and with a transition to what comes in the next chapter. Continue your dissertation through Chapter 5 as instructed.

If you are conducting a pure qualitative study some additional chapters may be desirable. Typically your dissertation advisor will confirm the adjustments that will be acceptable. Consistent use of level headings is required throughout the dissertation (or the dissertation proposal). If you determine that sub-headings are necessary, at least two are typically required.

If you provide a block quote (of *four lines or more*) single-space the quote, with an extra indent from the left margin—with quotation marks removed, and remember to include the citation. Furthermore, be sure that the information is the block-quote is sufficiently profound that paraphrasing was not more desirable. See APA Sections 4.08 and 6.03 guidelines for assistance with block quotes. (Johnson, 2016, p. xx)

*You* are responsibly for vouching for accuracy of current APA formatting throughout your dissertation. Pagination will always be at the top right on each page throughout the proposal or dissertation to your Vita, which is located on the last page. There are no exceptions!
Chapter 2 continued…..

You may need to adjust the page numbering as you insert your chapter narrative.
Chapter 2 continued…

....

Continued…
CHAPTER 3

METHOD

Introduction

This section begins with an introduction that succinctly repeats the same thing you will state in each chapter after Chapter 1: brief problem statement, statement of purpose and research questions. Your introductory paragraph for this section should also provide a topic paragraph which highlights what will be shared in this section—in the order it will be shared.

This section describes in detail what you intend to do with the data once you have collected them. You may refer to any edition of Gall, Gall, and Borg’s *Educational Research: An Introduction*, or one of the research methods texts used in ED 815, ED 817, or ED 895, for an overview of several different approaches. Below are examples of how to separate and identify the appropriate subsections.

**Research Design**

Briefly report the type of research (i.e., qualitative, quantitative, mixed-method) and the type of research design(s) (e.g., “historical, descriptive, developmental, case study, correlational, ex post facto, true experimental, and quasi-experimental” (Roberts, 2010, p. 149)) that you will use in your study, along with a validated rationale for the choices you’ve made in this regard. This validation should support the alignment of your design options with what is typically done in leadership studies, or similar studies; and what is going to be done specifically in your study.

**Selection of Sample**

Describe in detail how you selected the participants/sample for your study, along with the population your sample is intended to represent.
Instrumentation

Describe all instruments that will be used to collect any data in your study. Document the appropriateness of the instruments for your sample based upon your findings in the literature. Calculate—as appropriate—and confirm the validity and reliability of all instruments and compare your findings with those published in the literature from similar studies using the instruments, or merely from the original study that validated the instruments. —as appropriate; exact procedures for administering, scoring, and validating results obtained with those instruments. [Although we will typically avoid creating new instruments, please be aware that a decision to do will require some

Collection of Data

Step 1. Describe in detail how you collected your data.

Step 2. You may not have a series of steps involved in collecting your data. This is just an example. Only use this Level 3 heading if you have two or more sections that can go in a Level 3 heading section.

Treatment of Data

Describe in detail the treatment of data. By the way, do not leave
All references should be single-spaced using the hanging indent. The hanging indent must be used. To properly insert a hanging indent you may find tutorials in YouTube or other electronic sources, OR follow these instructions:

To insert a hanging indent format: Select the text, right-click, and go to “paragraph.”

At the “Indentation” section: Click on drop box under “special” and select “hanging.”

See the example below for additional clarity:


Sample_v.02.05.16

Click on “OK” and you should notice a hanging indent for the selected text.
(REFERENCES: continued…)

A three-line reference is sometimes difficult because you cannot leave one line on a page. At least two lines must be on each page so you may have to move the entire reference to the next page, leaving a blank line or two at the bottom of the previous page.

NOTE: As in text, widows and orphans in references are not acceptable. A new reference with only one line at the bottom of the page should be moved entirely to the next page. Similarly, the last line of a reference should not be left to stand alone at the top of a page. Instead, move an additional line of text to accompany that line.

Lastly, use your APA style guide for instructions on how to format your references. You are responsible for confirming that current APA formatting is used correctly. Simply taking what was provided by an online source as correct will not be considered as responsible actions.

See the example below for additional clarity.


APPENDICES

- Appendices are **optional, but often expected** (especially in qualitative or mixed-method studies).

- **Appendices** are used for supplementary research-related material that contribute to your body of work, but may be considered too cumbersome or too detailed to include in the chapter narratives.

- Double-spacing is not required for the information in the appendices, but an attractive, clear presentation is expected.

- Each appendix must have a title or cover page.

- Place the appendices after the reference section.

- All appendix pages need to be numbered. Page numbers are continued from the last page of the references through the vita.

- All material must be within prescribed margins and be readable in size and legibility (7 pt. or larger).

- Appendix headings/titles must be on a separate title/cover page before the actual Appendix material.
APPENDIX A

TYPING THE TABLE OF CONTENTS IN MS WORD 2007-2010

Commented [J119]: All caps, double spaced, centered in middle of page. This is a main heading.
To set up the TOC Format in MSWord 2007 or 2010: Go to the far left side of the top ruler; click the box until ‘right’ tab marker appears.

Set the Tab by clicking at your right margin on ruler.

On Home Tab, click on Paragraph drop arrow.

Click on ‘Tabs’ button at bottom left of dialog box.

Select ‘right align’ for Tabs.

Select your preferred Leader type; click Set, and OK.

Type your Heading, Hit Tab, and type the page number on which it appears.

Each time you hit return, the next line will be automatically formatted as well, even if the line is extra-long.

You can also format subheading indents as required.

Subheadings can be added using a new ‘left’ align tab.

Further subheadings can be created also.

Before you know it, you’ll have a completed Table of Contents.

Commented [JI20]: Notice that this title must be a direct match with the title provided on the first page with the appendix title.
APPENDIX B

PLACEMENT AND LABELING OF TABLES AND FIGURES
PLACEMENT AND LABELING OF TABLES AND FIGURES

Placing a table or figure at the top of the next page following the first mention in text will assist the reader. If a table must be converted to landscape format to make it fit on the page, the table should face the right margin.

Table Titles (above the table, in regular font, the same size as the font used for the body of your dissertation) and horizontal rules (or border lines) are used to designate tables. Tables should be numbered (Arabic Numerals) consecutively throughout the text.

Notice that the table title is in italics, and since it extends beyond one line the title is single-spaced.

Table 1
*The Effects of Gamma Rays on the Growth and Propagation Percentages of Man in the Moon Marigolds*

<table>
<thead>
<tr>
<th>Picometer Reading</th>
<th>Age in days at First Exposure</th>
<th>Age in days at Second Exposure</th>
<th>Viability Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.05</td>
<td>14</td>
<td>21</td>
<td>93%</td>
</tr>
<tr>
<td>.05</td>
<td>21</td>
<td>28</td>
<td>47%</td>
</tr>
<tr>
<td>.10</td>
<td>14</td>
<td>21</td>
<td>78%</td>
</tr>
<tr>
<td>.10</td>
<td>21</td>
<td>28</td>
<td>65%</td>
</tr>
</tbody>
</table>

Note: Control group received no exposure to Gamma Rays.
BORDERS: Do not use borders in your tables or figures!

Figures require captions (placed under the figure). Figures should be numbered (Arabic Numerals) consecutively throughout the text and separately from table numbers. Figure captions should be provided in the same size font as the body of your dissertation (12-points). The word “figure” should be provided, beginning with a capital letter, in italics (as shown below).

If a key is necessary to support understanding of your figure, then provide that key within the narrative given in the figure caption.

Although your document is typically double-spaced throughout, a long figure caption (i.e., exceeding ONE line) should be single-spaced.

![Graph showing stages of concern](image)

Figure 1. Webb University athletic faculty representative stages of concern during fall 2008 through spring 2009. Relative intensity scores above 85 indicate areas requiring critical responses. (AP = Athletic Personnel; FS = Faculty Senate).
APPENDIX C

DOCUMENTS/ARTIFACTS IN APPENDICES
DOCUMENTS/ARTIFACTS IN APPENDICES

The type and paper for letters, questionnaires, and other materials included in the Appendix must be uniform with the type and paper used throughout the dissertation.

Photocopies of the originals may be used if they are of good quality on paper like that of the text.
APPENDIX D

DISSERTATION SUBMISSION CHECKLIST
FINAL DISSERTATION CHECKLIST

Refer to the checklist below before uploading your document to the required LSUS Collection website. Your Dissertation Chair will provide the most current form of this document at the appropriate time.

_____ Have you submitted your Application for Degree to the Office of Graduate Student Services?
_____ Have your signed committee approval sheets been submitted to the Office of Graduate Student Services by your department?
_____ Have you thoroughly proofread the manuscript for content and syntax?
_____ Are your name and thesis title identical on the title page and approval sheets?
_____ Have you checked for accuracy of pagination?
_____ Have all heading/subheading changes and page number changes been made in the Table of Contents?
_____ Do the Table of Contents, List of Tables, and List of Figures reproduce, word-for-word, the headings and titles as expressed in the text?
_____ Does your thesis meet margin, font, and size requirements?
_____ If you have any previously published material in your dissertation, have you applied for and received permission to reprint it? (A copy of any letter(s) of permission must appear in an appendix.)
_____ Have you notified The Graduate School whether or not you will be attending commencement?
_____ If you wish to withhold your document from public access, have you submitted your Request for Restricted Access form?

Taken almost directly from the current LSU guidelines.
APPENDIX E

NOTES
NOTES (OPTIONAL)

If there are still items you need to put into your appendix, this is an example of a way you can do so.
VITA

Your Vita should include the following information about yourself: your educational background for all previous degrees, beginning with your Bachelor’s degree and ending with the current degree you are obtaining from Louisiana State University Shreveport. You may also choose to include professional experience, publications, or business or academic information.

You also need to include a permanent address (at the bottom of the page) that is good for two years. A professional/work address or Louisiana State University Shreveport department address are recommended (rather than a personal address) in order to protect your privacy. Moreover, because your dissertation will be available on the Internet, it is recommended that you omit personal information such as date of birth, parents’ names, or your personal address. Lastly, please ensure the name you include in your Vita matches the name you have used on your title page.

Permanent address of your choosing:
Email: Single spaced at bottom of page