Leadership Studies Doctorate in Education

Effective Spring 2015

College of Business, Education, & Human Development

DEPARTMENT OF EDUCATION

Shreveport, LA
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 129-140 of the 2014-2015 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 candidate 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 candidate 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. Candidates will be given the opportunity to develop the desired attributes through content courses, cognate courses, research courses, personal research, and a practical internship. The personally chosen cognate 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 cognate 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 the organization

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

  **Learning Outcomes**:
  - Observe and supervise business and instructional models of organization
  - Observe and supervise leadership of various organizations

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

  **Learning Outcomes**:
  - Create professional development/curricular/instructional programs and business models appropriate for the organization
  - Develop and assess the impact of professional development on the 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 the 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. **Cognate 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 cognate selection may also support add-ons to current professional licensure or certification. Previous graduate coursework (less than five years old), related to the leadership cognate 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 cognate area. This experience 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 50 hours have been successfully completed a comprehensive examination (Comps) covering coursework and experiences from the first three years as well as the student’s dissertation proposal defense will be scheduled. The Comps will typically be provided in written and oral formats, with a significant portion of the evaluation based upon a successful defense of the dissertation proposal. Successful completion of the Comps, with intervention as appropriate, will qualify the student for a change in status to doctoral candidacy. Status as a doctoral candidate also signals eligibility to begin enrollment in ED899 for independent work on the dissertation, with guidance from the 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. **Leadership-Relevant Dissertation** (9+ semester hours)

Candidates will engage in rigorous investigation of original research regarding a problem area in 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>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 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>
<tr>
<td>3</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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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 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>
<tr>
<td>6</td>
<td>ED 840  Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 895  Proposal Development</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cognate Courses (selected by candidate/approved by Committee)</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>700+ Level Electives from</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>• Business Administration (two areas)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational Leadership, Educational Technology, Higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Leadership, or Other Education Areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health Administration or Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nonprofit Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Higher Education Leadership</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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>8 or 9 ED 889  Leadership Internship</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Comprehensive Written and Oral Examinations, including Proposal Defense**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dissertation</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-12</td>
<td>ED 899  Dissertation</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
Program at a Glance: Degree Requirements (continued)

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.

Educational Doctorate of Leadership Studies
Minimum Total Semester Hours Credit: 63

<table>
<thead>
<tr>
<th>FIRST YEAR (18 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>ED 820</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>ED 810</td>
</tr>
<tr>
<td>3</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 817</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>ED 848</td>
</tr>
<tr>
<td>3</td>
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</tbody>
</table>

THIRD YEAR
(Combinations total 18 Hours, including 3-Hr. Internship. Some cognate choices are not listed below.)

<table>
<thead>
<tr>
<th>Business Administration 1</th>
<th>Business Administration 2</th>
<th>Education Leadership</th>
<th>Educational Technology</th>
<th>Health Administration</th>
<th>Nonprofit Administration</th>
<th>Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADM 701</td>
<td>MADM 710</td>
<td>MADM 720</td>
<td>MADM 760</td>
<td>BADM 700*</td>
<td>ECON 705</td>
<td>FIN 701</td>
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</table>

<table>
<thead>
<tr>
<th>FOURTH YEAR</th>
</tr>
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<tbody>
<tr>
<td>(9 Hours: Probably 3 hours per semester) - Dissertation</td>
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</tbody>
</table>

*Required Courses for the cognate selection. **Prerequisite of accounting/finance course(s).
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 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 one year of service in a leadership capacity; and (b) a minimum of three years full-time professional 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 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.
  - 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 the month of May.
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 first 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.

When the doctoral student has identified his/her dissertation committee (typically while enrolled in ED 895), the prospective dissertation committee chair and the program director will assist the student in submitting the Dissertation Committee Nomination Form, along with the formal Plan of Study. Students can amend their program and change members of their committee, in consultation with the program director, by completing the Change in Dissertation Committee Form or the Change in Plan of Study Form.

Plan of Study

The Plan of Study Form (in tentative or formal) helps a student to officially declare intent for coursework, especially during the third year of cognate 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 the first page of the two-page form is presented below; will be available on the LSUS Leadership Studies website; and may be obtained from the program director as needed. Students should check with the program director to obtain the most recent version of the form.

Each cognate option for the third year requires 15 hours of coursework, typically at the master’s level, plus a 3-hour cognate-related internship (to be completed with minimal disruptions to a workday schedule). Prior to the third year of the program five courses will be chosen per the relevant career needs/goals of each candidate with approval by his/her cognate advisor and dissertation committee. 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.
**PLAN OF STUDY**

**Department of Education**  
Leadership Studies, Ed.D. Program  
One University Place • Shreveport, LA 71115-2399

---

**Name________________________ PID _______ Entry Date_________ Expected Grad. Date_______**

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>CREDIT HOURS</th>
<th>COURSE TITLE</th>
<th>TENTATIVE SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 820</td>
<td>3</td>
<td>Leadership Theory</td>
<td></td>
</tr>
<tr>
<td>ED 810</td>
<td>3</td>
<td>Quantitative Research</td>
<td></td>
</tr>
<tr>
<td>ED 805</td>
<td>3</td>
<td>Diversity and Social Justice</td>
<td></td>
</tr>
<tr>
<td>ED 844</td>
<td>3</td>
<td>Strategic Resource Allocation &amp; Development</td>
<td></td>
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<tr>
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<td>ED 824</td>
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Reminder: Dissertation Check #1 - Tentative Problem/Research Title

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Reminder: Dissertation Check #2: - DRAFT Chapter 2 and Draft Bibliography

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

- Educational Leadership
- Educational Technology
- Higher Education Leadership
- Business Administration 1
- Business Administration 2
- Health Administration
- Nonprofit Administration
- Public Health
- Other_____________________

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(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 Cognate Concentration.)

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

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

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Total

Successful completion of Dissertation Defense

| 63         | Total Hours (Minimum) |

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Signatures of Agreement/Commitment:

- Doctoral Student/Candidate  
  Date
- Cognate Advisor  
  Date
- Program Director  
  Date
- Department Chair  
  Date

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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. Candidates’ 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 candidate will be pursuing employment. The course will focus on authentic problems and activities that require candidates to demonstrate leadership skills, and practices integral to the performance of the workplace.

**YEAR 4**

**ED 899 – Dissertation.** (1-6 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. [Note: This course will be repeated at least three times at 3 hours credit each, for a minimum total of 9 credit hours.]

**Cognate 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 cognate offerings are available 100% online with classes offered in 7-week sessions. It is typically possible to take two courses per semester.

**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. Courses are being developed to include student affairs, higher education policy, etc., and should be available beginning spring 2016.

Option 9: Student-Identified/Director-Approved Cognate 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 1-7 or other LSUS departments as related to other leadership cognate concentrations.

Cognate 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 cognate areas or propose a fifth course for approval.
Cognate 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.

Cognate 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 candidates 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 candidate. See the Department of Education for further details.

**Cognate Option 4: Educational Technology [100% Online]**

**EDL 702 – Legal and Ethical Issues in Education.** (3 cr.) This course is designed to provide candidates 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.

**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 candidate:

- **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 cognate 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

**Cognate 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. Pre-requisite 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.


Cognate 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.

Cognate Option 7: Public Health

Note: A GRE score requirement of at least 1000 is typically required; however, this requirement may be waived if both Leadership Studies preliminary examinations have been passed. These 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.

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 cognate 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 cognate area. The optimal setting provides a win-win situation for the placement organization and for the doctoral candidate.

A formal written Internship Agreement Form to support the internship partnership, including standard operating procedures, expectations, intermediate documentation, the reporting mechanism, and assessment procedures will be provided prior to the placement.
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, 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

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 85% 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 cognate 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 Courses

Final examinations given in courses, especially 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 cognate area(s), while determining which knowledge is relevant to the proposed research;
- Synthesize ideas in leadership studies and the related cognate 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 cognate 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 cognate 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. 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 at least 95% of the required coursework (with no pending grades), plus the internship, which typically signals that at least 50 credit hours have been taken. 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. A comprehensive exam committee with 3-4 members must be identified. The committee must typically be comprised of the dissertation committee chair; a Graduate School representative, who is not a member of the Leadership Studies faculty; and one or two other Leadership Studies faculty members (one of which may represent the cognate area of choice). Helpful hints for the comprehensive exam, along with a Comprehensive Exam Prep Checklist will be provided by the Leadership Studies program director.

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 or the Education Department Chair 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 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 Candidates

Students who wish to obtain a doctorate degree from this University must meet all academic and residence requirements set by the LSUSS 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 either in the fall or spring semester. The program is designed for working adults, but there are expectations for possibly leaving work early one week-day per week during the fall and spring semesters. In the summers, there will typically be two 5-week sessions with one course per session. Students may need to leave work early two week days for at least one summer session. 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 student’s regular work schedule. The internship is separated from the cohort structure. Students may choose to enroll during any single semester (i.e., fall, spring, or summer) between the successful passing of the second preliminary exam 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 cognate 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.
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 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 Exam (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. Candidates are expected to maintain at least a 3.0 GPA throughout the program. A student who fails to complete coursework, for two consecutive semesters, due to receiving a grade of “incomplete” or 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 twelve (12) 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.
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 cognate courses and internship requirements. During work on the dissertation, students may enroll in one 3-hour credit dissertation course per semester or two courses if the student has advanced preparation for the dissertation. 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 cognate 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) 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 during the program. 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 cognate-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 is 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 to education and to 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. 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 failure to pass the final exams or major projects given in the foundation core courses or the Comprehensive Examination; failure to maintain a 3.0 GPA; failure to uphold the high standards of academic ethics and integrity; or failure to complete the degree within the maximum time limits.
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 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.

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 continued 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.

_____________________________        _________________________
Doctoral Candidate                Date

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

_____________________________        _________________________
Iris Johnson, Program Director    Date