



Center for Doctoral Studies Educational Leadership

Ed.D.

Program Policy Handbook

(Revised July 2009)

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DOCTORAL PROGRAM POLICY HANDBOOK

Introduction

Lamar University is a comprehensive public institution educating a diverse student body, preparing students for leadership and lifelong learning in a multicultural world, and enhancing the future of Southeast Texas, the state, the nation and the world through teaching, research and creative activity, and service.

Lamar University offers five doctoral degrees: audiology, engineering, chemical engineering, deaf education, and educational leadership. The goal of the doctoral program in Educational Leadership is to prepare educators to promote effective schooling and success for all learners in an increasingly diverse society. Graduates are prepared for roles as leaders in schools, colleges, universities, health and human services agencies, and a variety of other public and private educational settings.

Program Objectives

The doctoral degree in Educational Leadership (Ed.D.) is in the College of Education and Human development. All four departments of the college are involved in delivering program content: Professional Pedagogy, Health and Kinesiology, Educational Leadership, and Family and Consumer Sciences. Students in the doctoral program may select from the following cognates on which to focus studies— *Effective Schools, Diversity and Multiculturalism, and Higher Education.*

Doctoral students are educators who want to be effective leaders in diverse settings where the primary emphasis is on student learning and quality teaching. Students in the program engage in field-based research with schools or other organizations. Through reflective practices and questioning strategies, doctoral students create educational study teams to develop the leadership capacity of educational communities and enable them to sustain promising reforms.

The Ed.D. program emphasizes:

- Understanding change;
- Shaping and aligning organizational values to promote the learning of all students;
- Implementing and sustaining reform efforts in education-related organizations;
- Putting into practice a standards-based curriculum and performance-based assessment to ensure high achievement for all students;
- Creating caring educational organizations where leaders collaborate and develop collegial connections to address equity, opportunity, and excellence;
- Working together to create positive lasting change for effective education;
- Using all resources: people, time, and money, to support educational reform;
- Using data to inform decisions;
- Cultivating democratic learning communities with visionary leadership;

- Increasing equity and opportunity in diverse student populations.
-

Program Administration

The Dean of the College of Graduate Studies oversees the doctoral program and has final approval of program decisions. Because all four departments of the College of Education and Human Development are involved, the program is administratively housed in the office of the *Dean of the College of Education and Human Development*.

The Doctoral Program Director manages the day-to-day program operations and reports directly to the Dean of the College of Education. The Doctoral Program Director serves as liaison with the College of Graduate Studies and is responsible for developing the curriculum, assigning academic advisors, coordinating course schedules and teaching assignments, recruiting students, assessing and evaluating program and faculty needs, and facilitating evaluation of the program.

The Ed.D. Executive Council composed of Ed.D. teaching faculty, assists the Doctoral Program Director and the Dean of the College of Education with policy and program issues. The committee meets at least twice each semester.

The Advisory Council consists of the Dean of the College of Education, the Doctoral Program Director, faculty members in the doctoral program, one faculty representative from each department, one representative from the graduate student body, and one educational practitioner. The Advisory Council reviews program issues for advisory purposes and meets once per year at the direction of the Doctoral Program Director.

Admission Requirements for the Program

Students are admitted as a cohort in the fall semester. They enroll in each core and research course, as well as Dissertation I and II, as a cohort. Students enroll in concentration/elective courses based on individual career goals and Dissertation III and IV on an individual basis.

Students applying to the doctoral program should be currently or previously involved in education-related careers and/or activities and have education leadership experience in a number of settings, including schools, colleges and universities, health and human service agencies, and community-based organizations. The Executive Council will consider the following admission factors, and strength in one area may be weighed favorably against shortcomings in another:

1. Evidence of a completed master's degree from an accredited university in an area related to the proposed studies, with a minimum grade point average of 3.5 on a 4.0 scale for courses applied toward a graduate degree.
2. Commitment and demonstration of interest in education as a career and commitment to the advancement of education through professional leadership, as indicated by:
 - Prior and current involvement in leadership activities (memberships, scholarly writing, presentations, awards, etc.)

- An essay of approximately 500 words on the applicant’s background, professional career goal, and reason for pursuing a doctorate degree.
 - An interview with program faculty.
3. Academic Record - Regular admission will be based on the following formula: $[GPA \text{ (last 60 hours or overall GPA)} \times 200] + (GRE \text{ V} + Q) = \text{or} > 1350$.
 4. References - 3 completed Reference Rating forms addressing the applicant’s professional and academic background.

Program Description

Credit Hour Requirements

TYPE OF COURSE	Hours
Required Core	21
Required Cognate/Electives	15
Required Research: Applied Research Scholar Practitioner-3 Quantitative Research Design/Analysis-3 Qualitative Research Design/Analysis-3 Research Seminar/Synthesis-3	12
Dissertation	12
Total	60

Core Courses (21 hours)

Core courses are required of all students unless special permission is given from the Doctoral Program Director and approved by the Dean of the College of Education.

- 6301 Teaching/Learning Theories and Practice (3 hours)
- 6302 Ethics and Values (3 hours)
- 6303 Cultural Influences on American Education (3 hours)
- 6305 Organizational Change (3 hours)
- 6306 Dynamics of Leadership (3 hours)
- 6314 Scholarly Writing (3 hours)
- 6315 Field-Based Internship I (3 hours)

Research Courses (12 hours)

- 6350 Applied Research for the Scholar/Practitioner (3 hours)
- 6351 Quantitative Research Design and Analysis (3 hours)
- 6352 Qualitative Research Design and Analysis (3 hours)
- 6353 Synthesis Seminar – portfolio, paper, oral presentation; application for candidacy (3 hours)

Cognate/Elective Courses (15 hours)

- 6307 Educational Policy, Politics and School Law (3 hours)
- 6312 Communication in a Global Society (3 hours)
- 6313 Contemporary Issues (3 hours)
- 6316 Field-Based Internship II (3 hours)
- 6318 Special Topics (3 hours)
- 6318a Teaching in College (3 hours)
- 6318b Application of Student Development Theory
- 6319 Independent Study (3 hours)
- 6321 Leading Education Programs for Special Populations (3 hours)
- 6322 Trends and Issues in Multicultural Education (3 hours)
- 6323 Psychological Framework for Education (3 hours)
- 6324 Diversity and Learning Issues (3 hours)

*Program advisor may require additional courses.

*Additional courses added as approved.

Dissertation Courses (12 minimum hours)

- 6361 Dissertation I - Proposal Writing - First 3 chapters & IRB
- 6362 Dissertation II - Proposal Defense - IRB approval; Advance to Candidacy
- 6363 Dissertation III - Conduct study
- 6364 Dissertation IV - Defend dissertation

Degree Plan

Upon entering the doctoral program, students complete a Doctoral Degree Plan as a cohort. This is submitted to the Doctoral Program Director, the Dean of the College of Education, and the Dean of the College of Graduate Studies for approval in the last 12 hours of the program.

Students address their particular concentration areas in all coursework when possible (projects, papers, etc.). Courses not specifically listed in the policy book are considered Elective courses which students select based on their area of interest and with Doctoral Program Director approval. To determine which Cognate/Elective Courses are offered each semester, students are polled at the beginning of the prior semester. Courses require a minimum enrollment of 5 students. See Ed.D. course sequence in the Appendix for a sample course sequence.

Transfer Credit

Lamar University may accept a maximum of 12 credit hours of equivalent post-master's coursework from an accredited university or apply 12 credit hours of equivalent post-master's coursework earned from Lamar University upon approval by the Doctoral Program Director, the

Dean of the College of Education, and the Dean of the College of Graduate Studies. Only courses with grades of A, B or S (satisfactory) and accepted as graduate credit but not applied to a degree at the institution where the work was taken may be considered. All coursework applied to the doctoral degree must be completed within 10 years. (See form D-6 in the Dissertation Handbook)

Incomplete Grades

When a student who has not completed doctoral coursework adequately is given an Incomplete for the class grade, it is the responsibility of the professor of record to notify the Director of the Doctoral program. A grade of Incomplete becomes an F if the work is not completed satisfactorily by the end of the following semester.

Attendance Policy

Attendance at every class meeting is important. Students are graded on the basis of intellectual effort and performance. In order that every student derive the full benefit of the coursework, regular and prompt attendance and participation is expected of every student in the educational leadership doctoral program. In the event that a student must be absent, he or she should provide the professor with as much advance notice as possible in writing. The professor will assign a commensurate activity to the student that will be due in a timely manner as determined by the professor. Additionally, a grade could be lowered because of lack of participation concerning in-class learning activities requiring input and collaboration.

Residency Requirements

In addition to the planned program of study, students must complete a residency requirement of 18 semester hours. Students will ordinarily meet this requirement during their first year of study.

Intern/Field Activity

Students complete a required action research project in EDUD 6315 Field-Based Internship. This field-based activity is related to program development, professional growth, and evaluation of a program, curriculum development, or other activity, and approved by the academic advisor. Field projects are directed by the professor of record teaching the course who monitors the integration of learning with its application toward the solution of a field-based problem. See Appendices for intern information.

Application for Candidacy

A student proficiency assessment comprises the course content for EDUD 6353 Synthesis Seminar consisting of two components: synthesis portfolio and oral synthesis presentation (See Appendices for Synthesis forms).

- a) Portfolio. The student submits an individual graduate portfolio documenting learning experiences throughout the coursework. The portfolio synthesizes knowledge and learning from coursework in personal and professional practice for leadership. (Portfolio Guidelines and Scoring Rubric are in Appendices.)
- b) Oral Synthesis Presentation. The student presents an oral synthesis to the cohort in a 10-15 minute presentation which is videotaped.

Presentation of key aspects of student growth as a scholar-practitioner, supported by citing authors to support main points in professionally delivered presentation.

Organize through development of 3-4 themes that characterize student's work.

Suggested Format:

Who I was	(This is what I believed)
What my practice looked like	(This is what I did)
Who I am now	(This is what I believe now)
What my practice looks like now	(This is what I do now)
Who I want to be	(This is how my beliefs continue to change)
What my practice will look like	(This is what I envision doing)

(See Appendices for Scoring Rubric.)

The professor of record for EDUD 6353 assigns a grade to the portfolio synthesis and the oral presentation. Successful completion of these components in EDUD 6353 allows the student to apply for Advancement to Candidacy.

Failure to meet all candidacy requirements successfully will result in a review of the student's program by the Executive Council. They may recommend to the Dean of the College of Graduate Studies any of the following: a) dismissal from the program; b) permission to withdraw from the program; or c) permission to resubmit any or all of the required candidacy pieces after a remediation plan has been implemented. Work that must be redone must be submitted within one academic year. Results of the second proficiency assessment are final. At the successful completion of EDUD 6353, the student must submit the Application for Candidacy form to the Program Director.

Advancement to Candidacy

Steps toward Advancement to Candidacy include:

1. Prior to enrolling in EDUD 636I (Dissertation I), the student selects a Dissertation Chair with approval from the Doctoral Program Director.

2. Upon successful completion of EDUD 6353 (Synthesis) the Dissertation Chair forwards a recommendation for Advancement to Candidacy to the Dean of the College of Graduate Studies.
3. In collaboration with the Dissertation Chair, at least 2 other faculty members are invited to serve as the dissertation committee. One of these members must be a representative of the Department of Educational Leadership.
4. Dissertation preparation continues under the guidance of the Dissertation Chair and professor of record in Dissertation I – EDUD 6361 when the first 3 chapters in the form of a formal research proposal are written.
5. Defense of the dissertation proposal in an oral examination by the candidate includes the proposed dissertation topic, problem definition, review of the literature, research questions, and methodology. Proposal defense is made to the dissertation committee prior to the completion of EDUD 6362 Dissertation II.
6. After a successful proposal defense, the student advances to Candidacy.
7. The proposal is submitted to the Institutional Review Board. (See Sample in Appendix, obtain copy from the Graduate School website). All proposed human subjects research is subject to review by the IRB and cannot take place without this approval. All candidates are required to submit the IRB application as soon as the proposal has been defended.
8. When the IRB grants approval, the student begins collecting data. Students must advance to candidacy within three years of initiating coursework on the Ed.D.

Continuous Enrollment Requirement

Students must maintain continuous enrollment from the time they advance to candidacy until the defense of the completed dissertation. Students must register for at least three credit hours each semester until the dissertation is approved and accepted. The maximum number of dissertation credit hours is twelve.

Dissertation Grades

1. Letter grades are submitted upon successful completion of EDUD 6361 and 6362.
2. In consultation with the dissertation chair, a student must enroll in 6 dissertation hours for the spring semester (EDUD 6363 and EDUD 6364) if planning to graduate in May, otherwise the student must enroll in 3 hours.
3. A total of 12 semester dissertation hours must be completed before the degree will be conferred.
4. A student must have continual enrollment in dissertation hours once candidacy has been reached candidacy until the dissertation is successfully defended. (Example:

Even though a student is enrolled in EDUD 6364 for 3 semesters while completing the dissertation – only 3 hours of dissertation credit are earned upon successful defense of the dissertation).

5. Award of credit for the final dissertation course is contingent upon successful defense of the dissertation. Therefore, No Grade (NG) will be recorded in EDUD 6363 and EDUD 6364. When the dissertation is successfully defended, a letter grade will be submitted for both classes.

Graduation

Important Note: A student must be enrolled in EDUD 6364 in the semester of graduation. (A student expecting to graduate must be enrolled in EDUD 6364 at that time.)

Dissertation

(See Dissertation Handbook for complete details)

General requirements for the dissertation include the following:

1. Systematic investigation of a problem;
2. Problem and investigation based on theory and research;
3. Investigation adding a body of knowledge in the area of investigation; and
4. Presentation of the dissertation in a form meeting graduate school standards for dissemination to scholars and practitioners.

Collaborative research projects resulting in individual dissertations on different aspects of an investigation are acceptable upon approval of the Doctoral Director and the dissertation committee. The student must write the dissertation, have it approved, and pass the final oral examination within three years of advancement to candidacy.

Final Dissertation Defense

The graduate student must defend the dissertation to the dissertation committee and other interested faculty and individuals in an oral examination that covers the dissertation and its related field of study. The approval of the dissertation requires consensus from the dissertation advisor and a majority of the members of the dissertation committee.

Submission of the Dissertation and Abstract

The doctoral student must submit the committee-approved dissertation and abstract to the Dean of the College of Graduate Studies for approval prior to copyright and publication in *Dissertation Abstracts International*. (The dissertation must conform to Lamar University standards.)

Adherence to Timeline

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, internship, and dissertation in a timely manner. The doctoral student should maintain continual contact with the Dissertation Chair and other members of the dissertation committee until the completion of the degree.

Additional Information

Employment at Institution Granting Doctoral Degrees

Individuals who earn the Doctorate in Educational Leadership should not expect to be hired in a tenure-track position at the university that grants the degree.

Appeals Process

A graduate student at Lamar University has the right to appeal any judgment or decision made within the university. The appeal procedure depends on the nature of the decision. These are discussed in the Student Handbook (<http://dept.lamar.edu/graduatestudies/handbook.htm>). Questions regarding the appeals procedure should be addressed to the Graduate School.

Policy Book

The purpose of the doctoral handbook is to serve as a program guide for students and faculty. As the program develops, revisions and additions will be considered as needed.

APPENDICES



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Ed.D. Sample Course Sequence	Revised 3/07	
Fall, 1 - 6 hours		
EDUD 6318 Scholarly Writing	EDUD 6350 Applied Research	
Spring, 2 - 9 hours		
EDUD 6306 Dynamics of Leadership EDUD 6303 Cultural Influences	EDUD 6351 Quantitative Res	
Sum, 3 - 6 hours (9 wk block – June & July)		
EDUD 6301 Language Theories EDUD 6305 Organizational Change EDUD 6315 Dir. Action Res: Internship I		
Fall, 4 - 9 hours		
	EDUD 6352 Qualitative Res	Cognate/Elective Cognate/Elective
Spring, 5 - 9 hours		
EDUD 6302 Ethics During this semester, students select Dissertation Chair and committee members		Cognate/Elective Cognate/Elective
Sum, 6 - 6 hours		
EDUD 6361 Dissertation I Proposal Writing	*EDUD 6353 Synthesis Seminar	
Fall, 7 - 6 hours		
**6362 Dissertation II Proposal Defense		Cognate/Elective
Spring, 8 - 6 hours		
***6363, 6364 Dissertation III, IV		

*Synthesis written portfolio, oral presentation; successful completion, submit Application to Candidacy
 **Dissertation II – defend proposal by October 15, IRB Approval, Advance to Candidacy; begin collecting data
 ***Dissertation III, IV – Defend by March 15 for May graduation



Lamar University
College of Graduate Studies

Transfer Credit

Lamar may accept a maximum of 12 credit hours of equivalent post-master's coursework from an accredited university or apply 12 credit hours of equivalent post-master's coursework earned from Lamar University upon approval by the Doctoral Program Director, the Dean of the College of Education, and the Dean of the College of Graduate Studies. Only courses with grades of A, B, or S (satisfactory) and accepted as graduate credit but not applied to a degree at the institution where the work was taken may be considered. All coursework applied to the doctoral degree must be completed within 10 years. (See Form D-6 in Dissertation Handbook) Transcripts of work to be transferred must be filed with the LU Registrar's Office prior to filing this form.

It is recommended that graduate transfer credit be allowed as indicated below:

Name Student ID Educational Leadership Major

Institution where work was taken:

Credit to be transferred (maximum of 12 semester hours):

Table with 5 columns: Course Title, Course No., Sem. Hrs., Date Taken, Grade

Doctoral Program Director Date

Dean of College of Education Date

Approved and Recorded Other

Dean of College of Graduate Studies Date

Submit original with a copy of the transcript to the Graduate Office. Graduate Office will distribute to Records.



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Synthesis Portfolio Description and Procedures - EDUD 6353

I. Portfolio Description

Upon completion of EDUD 6353 the student presents a portfolio that demonstrates successful progress toward preparation as a scholar-practitioner leader. Prior to applying for candidacy, the portfolio is reviewed by the Doctoral Executive Council. Evidence of the student's scholarship, research and inquiry skills, academic accomplishments, and professional growth are included in the portfolio. The portfolio contains items to be reviewed in support of continuation in the degree program and admission to candidacy for the Doctor of Education degree.

II. Scholar-Practitioner-Leader Portfolio Components

The portfolio contains four sections.

- Section A Leadership and Academic Profile
Include a 1-page curriculum vita and 1-page leadership profile.

- Section B Research and Inquiry
Include 1-page reflections over each activity selected. Because of the limited size of the portfolio, actual documents will be represented with only the title sheet showing the title, authors, course, and semester in which paper was completed.

- Section C Growth as a Scholar-Practitioner Leader
Include evidence of leadership growth from the university classroom to the job. This 1-3 page narrative describes the relationship between coursework and accomplishments at work and includes sample artifacts of the experiences.

The portfolio must be presented in a soft-cover folder and may not exceed 1" in width.



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Portfolio Assessment Rubric – EDUD 6353

Student Name: _____ Date: _____

Faculty Member: _____ Date: _____

Circle the value, which most clearly reflects the quality of the student's preparation and presentation of the portfolio. A total value of the scaled items should be calculated.

Assessment Scale: 0 = Lowest Possible Rating 5 = Highest Possible Rating

- 0 1 2 3 4 5 1. Demonstrates a concisely organized portfolio.
- 0 1 2 3 4 5 2. Includes Leadership and Academic profile.
- 0 1 2 3 4 5 3. Demonstrates synthesis of coursework in learning.
- 0 1 2 3 4 5 4. Demonstrates evidence of research and inquiry.
- 0 1 2 3 4 5 5. Demonstrates evidence of academic accomplishments.
- 0 1 2 3 4 5 6. Demonstrates evidence of improved practice in the field.
- 0 1 2 3 4 5 7. Demonstrates appropriate implementation of leadership concepts.
- 0 1 2 3 4 5 8. Demonstrates evidence of growth as a scholar-practitioner leader.
- 0 1 2 3 4 5 9. Demonstrates understanding of self as a scholar-practitioner leader.
- 0 1 2 3 4 5 10. Demonstrates awareness of personal, social, and professional growth.

Total _____



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Synthesis Oral Presentation – EDUD 6353

Oral Presentation Rubric

Student: _____

Professor of Record: _____ **Date:** _____

Complete each item of the assessment rubric below for the oral synthesis presentation.

Assessment Scale

0 = Lowest Possible Rating 5 = Highest Possible Rating

-
- 0 1 2 3 4 5 1. Presentation demonstrates high quality communication skills.
- 0 1 2 3 4 5 2. Presentation demonstrates synthesis of major components of coursework.
- 0 1 2 3 4 5 3. Presentation demonstrates ability in structure and organization.
- 0 1 2 3 4 5 4. Presentation demonstrates evidence of research and inquiry.
- 0 1 2 3 4 5 5. Presentation demonstrates appropriate use and organization of concepts.
- 0 1 2 3 4 5 6. Presentation demonstrates clarity, precision, appropriate use of language.
- 0 1 2 3 4 5 7. Presentation demonstrates professionalism (poise, appearance, style, etc.).
- 0 1 2 3 4 5 8. Presentation demonstrates professional growth as scholar-practitioner leader.
- 0 1 2 3 4 5 9. Presentation demonstrates personal growth as scholar-practitioner leader.
- 0 1 2 3 4 5 10. Presentation is not less than 10 minutes and does not exceed 15 minutes.

Total Score

*Presentations will be videotaped.



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College of Education and Human Development

Doctoral Field-Based Project/Internship Guidelines – EDUD 6315, EDUD 6316

Doctoral students complete one, required, doctoral internship/field-based project (EDUD 6315) generally during the third semester (Summer). In preparing the doctoral internship proposal, students select an internship/project setting that provides the greatest opportunity for development as a field-based action research leader and complete a field-based action research project. The internship/project experience may be completed within the student's current employing organization or in another setting.

An internship earns three (3) hours of graduate credit with a minimum of 120 hours of contact time in a field-based setting under an approved site-mentor. The experience must contribute to a substantive doctoral field-based internship that provides opportunity for advancing leadership understandings. The intern must be given primary access to responsibilities and direct working relationship with the site-mentor. Contact should be direct and formal, active rather than passive. The setting should further the doctoral student's development as an educational leader, and the scope of experiences should contribute directly to the student's knowledge and application of theory to practice.

The internship/field-based project proposal is submitted to the class professor of record for approval. The student enrolls in EDUD 6315 and completes the internship requirement during that academic term. (EDUD 6316 if a second internship/project is chosen).

The professor of record for the course visits with the doctoral intern and the site mentor at least once (more often if needed). The intern works with the professor and mentor to arrange the site visit. Site visits include a review of experiences regarding the progress of the internship.

The internship must be completed within the State of Texas or in states contiguous with Texas. With approval of the Doctoral Program Director, a student may elect to complete a second internship during another semester (EDUD 6316).

Doctoral Internship Protocol

Development and Approval of Internship: The formal internship proposal will be developed by the student and submitted to the the professor of record for approval. The student is primarily responsible for the internship and will receive support and mentoring from the site mentor and the professor of record. The student completes final arrangements, scheduling, logistics, etc.

Submit a 1-page Internship Proposal at the beginning of the course which contains the following information:

- * Name and location of organization.
- * Description and purposes of internship – narrative description of the internship setting and information about the field-based project.
- * Role/position of the mentor who will oversee the internship on student campus.
- * List the specific goals of the internship.
- * Identify internship outcomes to be accomplished.
- * Timeline for internship.

Engaging in Internship: Prior to beginning the internship, contact the mentor at the sponsoring organization and finalize arrangements and secure necessary permits. The intern should follow the guidelines established for the internship and is also responsible for approved dates/times of the internship.

Assessment of Internship: The professor of record has primary responsibility for assessing the doctoral internship, although the site mentor and doctoral student also complete individual assessment forms.



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Internship EDUD 6315/6316 Work Form (sample)

Intern Name:

Academic Advisor:

Mentor Name:

Mentor Position:

Internship Site:

Type of Organization:

Dates of Internship:

Internship Goal	Internship Outcome	Activities and Experiences (Concisely describe each activity)	Contact Time	Assessment Strategies

EDUD Internship 6315/6316 Final Report
(Submit in this order)

1. **Copy** of the internship proposal.
2. **A summary** of the project:

If a general internship - an executive summary of the experience. Include artifacts that provide evidence and verification of the activities of the internship, such as an agenda of a meeting or handouts from a presentation. (10 - 12 pages)

If an action research project - write a report following APA style and limited to a maximum of 10-12 pages (include introduction, problem statement, brief literature review, methodology, findings, implications for practice, references).
3. Include a **reflective written experience** - (2-3 pages). This is a *reflexive* writing activity that considers the *entire internship experience* and should be an analysis of meaningful learning in this way: Discuss the
 - * impact of the internship on personal development
 - * impact of the internship on scholarly development
 - * importance of the experience for professional practice as a leader
4. **Experience log** - Record a minimum of 120 hours categorized into direct and indirect contact time. *Direct contact time*: Time spent working directly with the mentor or on the project, activity, etc. *Indirect contact time*: Time shadowing the leader mentor or doing some type of independent project work, such as writing for the project.
5. **Internship Assessment Form** - Students will provide the site mentor with this form to be mailed to the professor of record. Students also complete an assessment form.
6. **Journal articles** - Read 2 journal articles that relate to the context of the internship. Include a copy of these journal articles at the back of the final report.

Intern Assessment Form - Mentor

Mentor: When the internship is completed, please complete this assessment form which will be shared with the student and placed in the student office file. Mail to:

Doctoral Director
Box 10034
Center for Research and Doctoral Studies in Educational Leadership
Lamar University
Beaumont, TX 77710

Site Mentor: _____ Date : _____

Student Name: _____

Intern Assignment: _____ Location: _____

1. Indicate the value of the project for the school/district:

1 - little value; 2 - somewhat valuable; 3 - valuable; 4 - very valuable

2. Briefly, support your response.

3. Indicate your perception of the value of the project for the intern:

1 - little value; 2 - somewhat valuable; 3 - valuable; 4 - very valuable

4. Briefly, support your response.

5. In what way could the project have been of more value for the school/district?

6. In what way could the project have been of more value for the intern?

Thank you for working with the doctoral program in Educational Leadership at Lamar University. If you have questions, please do not hesitate to contact the doctoral office: 409-880-8676 .

Intern Assessment Form - Intern

Intern: When the internship/project is completed, please complete this assessment form and place it at the back of your final report.

Mentor: _____ Date _____

Student Name _____

Intern Assignment _____ Location: _____

1. Indicate your perception of the value of the project for the school/district:
1 - little value; 2 - somewhat valuable; 3 - valuable; 4 - very valuable
2. Briefly, support your response.

3. Indicate the value of the internship/project for you:
1 - little value; 2 - somewhat valuable; 3 - valuable; 4 - very valuable
4. Briefly, support your response.

5. In what way could the internship/project have been of more value for the school/district?

6. In what way could the internship/project have been of more value for you?

Located at <http://dept.lamar.edu/researchandsponsoredprograms/Forms.htm>

Lamar University
Human Subjects Review Board
Cover Sheet for
Approval of Research Using Human Subjects

Date: _____

Title of research project: _____

Principal Investigator: _____

Department: _____ Email : _____

Campus Mailing Address: _____ Campus Phone: _____

If this is a student proposal, name of faculty advisor: _____

Requested Review: Exempt Review
 Expedited Review
 Full Board Review

Does this project involve minors, pregnant women, prisoners, or other special populations? Yes No

Comments:

2. Subject recruitment (in addition to the information requested below, submit verbatim copies of all letters, notices, advertisements, etc. with an outline of all oral presentations to be used):
 - a. Direct person-to-person solicitation _____
 - b. Telephone solicitation _____
 - c. Newspaper solicitation _____
 - d. Letters of solicitation _____
 - e. Posted notices of solicitation _____
 - f. Other (explain) _____
 - g. List below all criteria for including subjects.
 - h. List below all criteria for excluding subjects.

3. Benefits and costs to subjects:
 - a. Indicate what, if any, benefits may accrue to each of the following (note: financial payment to subjects is considered a benefit).
 - i. Benefits to human subjects involved:

 - ii. Benefits to individuals who are not subjects and generalized benefits to society:

 - b. If subjects are to be paid, present financial details (amount, method of disbursement payment schedule, financial effect on subjects who withdraw from participation).

- c. Estimated participation costs to each subject:
 - i. Time (total time commitment for duration of project)
 - ii. Money

- 4. Basis Of Claim For Exemption or Expedited Review - To qualify for an exemption from a Full evaluation by the Lamar University Human Subjects Review Board, at least one of the following must apply:
 - a. The research will be conducted only in established or commonly accepted educational settings (e.g., classrooms) and it involves normal educational practices such as research on regular and special education instructional strategies, or research on the effectiveness *of*, or the comparison among, instructional techniques, curricula or classroom management methods.
 - b. The research will be conducted using only questionnaire or interview survey methods and the subjects are elected or appointed public officials or candidates for public office.
 - c. The research is limited to the collection and study of existing data, documents, records, pathological or diagnostic specimens available to the public.
 - d. The research is limited to the collection and study of data obtained using only the following techniques and the data or information obtained will be recorded in such a manner that subjects cannot be identified, directly or indirectly, through identifiers linked with the subjects. Check below the technique(s) which apply:
 - The data will be obtained through the use of educational tests (cognitive, diagnostic, aptitude, achievement, etc.).
 - Data will be obtained by observing the public behavior of subjects.
 - Data will be obtained through survey or interview procedures.
 - The data will be obtained from existing documents, records pathological or diagnostic specimens.
 - e. The research is limited to the collection and study of data obtained by:
 - Observing the public behavior of the participants
 - Using survey or interview procedures and (both of the following must apply if this basis is to qualify for an exemption):
 - The information collected about the subjects' behavior does not involve sensitive subjects such as illegal or immoral conduct, drug or alcohol use, sexual behavior, mental illness, or other possibly embarrassing subjects, and
 - The information collected, if it became known to outsiders, could not reasonably be expected to place the subjects at risk of civil or criminal liability, or be damaging to the subjects' social or financial standing or employability.

5. Statement of Risk, Request/Recommendation for Exemption

The undersigned certify that they believe that the conduct of the above described research c (should be “constitutes”) no more than minimal risk of physical or emotional harm, or social or legal embarrassment participating human subjects and request that the above described research be considered exempt from full review by the Lamar University Human Subjects Review Board:

Principal Investigator(s)

Date

Principal Investigator(s)

Date

Principal Investigator(s)

Date

Faculty Sponsor (if the research is carried out by students)

Date

Department Chair

Date