

Southeastern Louisiana University

Master of Education:
Educational Leadership

Student Handbook

Revised February, 2008

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and Technology

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About the College and Department

The College of Education and Human Development (COEHD) administratively is composed of the Departments of Educational Leadership and Technology, Counseling and Human Development, and Teaching and Learning.

The College's mission is to maximize the development of students for leadership roles in education and human service professions, and society in general. COEHD provides quality instruction which incorporates multiple service learning experiences, contributions to research and other scholarly activity, and the wise use of technology. To fulfill this mission, the faculty model the joy of lifelong learning, the celebration of diversity, and the provision of caring service. We strive to empower individuals to change their world in large and small, but ever-significant ways.

The College's commitment to students is to provide a student friendly community: to help you gain knowledge and skills by active involvement in the learning process: you will be empowered to continue learning and to improve the lives of individuals, families, communities and the work place throughout your lifetime.

The Department of Educational Leadership and offers three graduate degree programs which include the following:

- Master of Education in Educational Leadership
- Master of Education in Educational Technology Leadership
- Doctor of Education in Educational Leadership

The Department also offers the course sequence for the Teacher Leader Endorsement add-on certification.

Our Purpose

1. To provide the best possible curricula and instruction to enable students to complete requirements for the degree(s) and/or certifications they are seeking at the University.
2. To develop the knowledge base of students in order to prepare them for leadership roles in the schools and communities.
3. To provide opportunities for personal achievement and the development of professional competence, technological expertise, integrity, intellectual curiosity, self-discipline and ethical conscientiousness.
4. To help the student come to an understanding of the place of the individual in a pluralistic society.

Faculty

Dr. Fredrick Dembowski
Department Head
Professor
fdembowski@selu.edu

Dr. Thomas DeVaney
Program Coordinator
Associate Professor
tdevaney@selu.edu

Dr. Celina Echols
Graduate Coordinator
Associate Professor
cechols@selu.edu

Educational Leadership

Dr. Ken Lane
Professor
Kenneth.Lane@selu.edu

Dr. Nan Adams
Associate Professor
Nan.Adams@selu.edu

Dr. Anthony Armenta
Associate Professor
Tony.Armenta@selu.edu

Dr. Kathleen Campbell
Assistant Professor
ktcampbell@selu.edu

Dr. Rayma Harchar
Assistant Professor
rharchar@selu.edu

Dr. Felicia Blacher-Wilson
Assistant Professor
Felicia.Blacher-Wilson@selu.edu

Educational Technology

Dr. John Fulwiler
Professor
John.Fulwiler@selu.edu

Dr. Willie Ennis
Associate Professor
Willie.Ennis@selu.edu

Dr. Robert Hancock
Assistant Professor
Robert.Hancock@selu.edu

Dr. Becky Sue Parton
Assistant Professor
Becky.Parton@selu.edu

Educational Foundations

Dr. Ann Nauman
Professor
anauman@selu.edu

Dr. Jeffrey Oescher
Associate Professor
Jeffrey.Oescher@selu.edu

Dr. Mindy Crain-Dorough
Assistant Professor
Mindy.Dorough@selu.edu

Educational Psychology

Dr. Edith Slaton
Assistant Professor
eslaton@selu.edu

Ms. Susan Sawyer
Instructor
Susan.Sawyer@selu.edu

Administrative Assistant

Maureen Lundergan
mlundergan@selu.edu

Contact Us:

Charles E. Cate Teacher Education Center
1300 North General Pershing, Suite 1004
SLU 10549
Hammond, LA 70402
Telephone 985-549-5713
Fax 985-549-5712

Program Overview

The Master of Education in Educational Leadership is offered through the department of Educational Leadership and Technology in the College of Education and Human Development. The program is designed to provide the essential foundation for school administrators to assume the role of instructional leaders for effective school improvement. The program is accredited by the National Policy Board for Educational Administration (NPBEA) and meets the Educational Leadership certification requirements of the Louisiana State Department of Education. This cohort-based program requires the completion of 36 credit hours that incorporate traditional classroom instruction with field-based experiences and culminate in a capstone internship.

Teacher Leader Program

The first six credit hours of the Master's degree program consist of the required coursework for candidates to be eligible to apply for the Teacher Leader Endorsement offered by the Louisiana Department of Education. Enrollment in this coursework is open to all candidates who meet the following criteria for admission to the Graduate School:

1. Hold a baccalaureate degree from an accredited institution.
2. Have a 2.5 undergraduate GPA on all coursework attempted, or have a 2.75 undergraduate GPA on the last 60 hours of coursework.
3. Achieve an acceptable GRE/GMAT score.

The criteria for admission into the Graduate School also includes approval for admission by the graduate coordinator/director of the individual degree program. Since candidate's will not be approved for admission into the Master's degree program until the completion of this coursework, only the first three criteria are required for enrollment in the Teacher Leader coursework. If you do not meet these criteria, you may still be admitted conditionally, if you have a 2.0 undergraduate GPA.

During the first six hours, candidates experience a combination of classroom, online, and site-based instruction designed to provide content and develop skills to allow candidates to assume leadership roles within their faculty. Candidates also develop and submit an electronic portfolio through PASS-PORT. For candidates who wish to enter the Master's degree program, the final requirements for formal admission into the program are also completed during the se first 6 hours.

Master's Degree in Educational Leadership

Upon admission into the Master's degree program, candidates complete four 6 credit hour seminars that focus on various aspects of school leadership. During these seminars, candidates receive content-based instruction through a variety of delivery methods including face-to-face and online and apply this through a minimum of 150 hours of site-based experiences that are completed in a variety of settings. As candidates progress through these seminars, they continue to develop and expand their electronic

portfolio. It is also recommended that candidates complete the School Leader Licensure Examination during their fifth semester.

During the final semester of the program, candidates participate in a capstone internship designed to provide the opportunity to engage in leadership level experiences. The capstone internship requires the completion of a minimum of 150 clock hours of experiences that are agreed upon by the candidate, their university supervisor, and district mentor. During the final semester, candidates present and defend their final electronic portfolio.

Admission Requirements

Admission to the Educational Leadership program is highly selective and prospective students must meet all admissions criteria prior to admittance. Students are allowed to enroll in the first 6 credit hours (EDL 600, ETEC 616, and EDL 660) which are offered in the Fall and Spring semesters. However, formal admission to the program is required in order to enroll in additional courses.

To be considered for admission in the Master's Degree program in Educational Leadership, an applicant must initially satisfy all of Southeastern's graduate admission requirements. Additionally, the candidate must submit a portfolio composed of the following to the departmental Graduate Coordinator:

1. A copy of the applicant's letter of acceptance from the Southeastern Louisiana University Office of Graduate Admissions
2. A letter of application which should include the applicant's reasons for selecting this particular career option
3. A curriculum vita that includes the applicant's full name, address, telephone number(s), e-mail address, student identification number (W#), academic preparation, prior related work and leadership experiences, degrees held, honors, awards, special interests, and other appropriate information
4. A completed referral form from a school official who can attest to the applicant's leadership potential and likelihood of success in the program
5. Verification of a minimum 2.5 cumulative undergraduate grade point average (transcripts must be sent to office of admissions)*
6. Documentation of scores from the Graduate Record Examination*
7. A valid teaching certificate
8. Verification of a minimum of three successful years of teaching experience in either public or private schools
9. An autobiographical narrative showing evidence of life experiences and personal maturity consistent with program expectations for entry into a professional training program in Educational Leadership

The complete portfolio is to be presented to the Graduate Coordinator of the Department of Educational Leadership and Technology.

**Items 5 and 6 will be used to generate score equal to 200 times the undergraduate GPA, plus the Verbal and Quantitative sections of the GRE. A minimum score of 1350 is required for admission into the program.*

After review of the application portfolios by the admissions committee, the candidate is notified of its decision. If a candidate is accepted into the Educational Leadership program, the Memorandum of Understanding must be signed by the the system Superintendent and candidate's immediate supervisor ensuring that time, resources, and opportunities for site-based experiences will be made available to the candidate.

If the admissions committee does not recommend a candidate for admission, the candidate may submit a written appeal to the departmental Graduate Coordinator. The appeal must clearly identify any information not provided in the application portfolio that supports the candidate's potential for success in the program. Upon review of the letter of appeal by the admissions committee, the candidate will be notified of it decision. If the candidate is not granted admission into the program, they cannot appeal this decision. However, they may submit an updated admission portfolio to be reviewed for admission into the next cohort.

Curriculum

The Educational Leadership program is a cohort-based program. Consequently, the curriculum is designed to be completed in the stated sequence.

Semester	Course #	Name	Credit Hrs.	Semester Offered		
				F	Sp	Su
1	EDL 600	Research Methods for Administrators I	2			
	ETEC 616	Technology Studies for Administrators I	2	X	X	
	EDL 660	Seminar I: Facilitating a High Quality Community	2			
2	EDL 661	Seminar II: Organization Management and Legal Issues	6		X	X
3	EDL 662	Seminar III: Human Resources and Interpersonal Relations	6	X		X
4	EDL 663	Seminar IV: School Leader as Instructional Facilitators	6	X	X	
5	EDL 664	Seminar V: School Leader As Change Agent	5			
	EDL 661	Research Methods for School Administrators II	1		X	X
6	EDL 665	Seminar VI: Internship	5			
	ETEC 617	Technology Studies for School Administrators II	1	X		X

Course Descriptions

EDL 600. Research Methods for Administrators I. Credit 2 hours. A course designed for school administrators to provide an introduction to concepts and issues in research methodology. The primary focus of this course will be the acquisition and understanding of basic research terminology and techniques.

EDL 601. Research Methods for Administrators II. Credit 1 hour. Prerequisite: EDL 600. a course designed for school administrators that focuses on the collection and analysis of quantitative and qualitative data from primary and secondary sources. This course will provide candidates with the opportunity to collect and analyze data under faculty supervision.

EDL 660. Seminar I: Facilitating a High Quality Learning Community. Credit 2 hours. Prerequisites: Admission to Program and concurrent enrollment in EDL 600 and ETEC 616. The course will cover organizational theory. Principles of organizational development will be explored and special attention will be given to the development of shared visions and goals, and the strategic planning required to achieve them.

EDL 661. Seminar II: Organizational Management and Legal Issues. Credit 6 hours. Prerequisites: EDL 600, EDL 660, and ETEC 616. This course will cover the relationship among scheduling, resource allocation, shared decision-making and technology to facilitate building management for effective school leadership. Legal issues related to school management will also be explored.

EDL 662. Seminar III: Human Resources and School-Community Relations. Credit 6 hours. Prerequisite: EDL 661. The importance of developing effective interpersonal relationships with faculty, staff and community is the focus of the course, along with human resource management, including recruitment, selection, induction, and professional development. Effective communication with internal and external publics, as well as with the media, will be explored.

EDL 663. Seminar IV: School Leader as Instructional Facilitator. Credit 6 hours. Prerequisites: Seminars I, II, and III. The instructional program will be explored through an analysis and evaluation of curriculum, student assessment, and instruction. Emphasis will be placed upon the supervision of the teaching and learning process as it relates to continuous school improvement.

EDL 664. Seminar V: School Leader as Change Agent. Credit 5 hours. Prerequisites: Seminars I, II, III, and IV. School improvement will be explored with particular emphasis placed on the importance of change, action research, data analysis, and risktaking.

EDL 665. Seminar VI: The Internship. Credit 5 hours. Prerequisites: Seminars I, II, III, IV, and V. The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

ETEC 616. Technology studies for Administrators I. Credit 2 hours. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Designed primarily for school administrators to provide an overview of microcomputer applications in school administrative environment. Emphasis is placed on working knowledge and hands-on experience with computers and computer applications. The students will review hardware, software, networking and telecommunications, computer security, legal issues and integration and support of educational technologies. Students will also work to establish an electronic portfolio of work. This course is designed for beginner level students.

ETEC 617. Technology Studies for Administrators II. Credit 1 hours. Prerequisite ETEC 616. Designed primarily for school administrators to provide guidance in the refinement of their electronic portfolios.

Requirements for Completion

To receive a Master of Education in Educational Leadership, a student must:

- Successfully complete all requirements stated in the degree plan with grades of “B” or better in all course work. No grade below “B” will be accepted for graduate degree credit.
- Successfully complete all field-based experiences and internship.
- During the last semester of study, satisfactorily complete a comprehensive examination, to take the form of completion and defense before the Leadership Faculty of an electronic portfolio.
 - A student whose portfolio and/or defense is deemed unsatisfactory will be required to perform remediation activities or coursework before requesting a second examination. No candidate will be permitted a third attempt.
- Successfully complete the School Leaders Licensure Assessment.
- Receive a favorable recommendation for the degree from the student’s major professor, degree committee, and the Graduate Coordinator.

PASS-PORT

PASS-PORT is a web-based system used by the College of Education and Human Development that provides candidates, faculty, and administrative staff a tool to gather, demonstrate, and evaluate performance data. It is used by candidates as a tool for the creation of standards-based portfolios and for sending and receiving feedback on portfolios. PASS-PORT also provides university faculty a system to collect data, and evaluate candidate performance based on coursework, experiences, and clinical practice. University faculty members use these data to improve their teaching, scholarship, and service.

Specific information regarding the use of PASS-PORT is available on the Department of Educational Leadership and Technology website:

http://www.selu.edu/acad_research/depts/edlt/index.html

Internship

The Internship in Southeastern Louisiana University's Master's degree program in Educational Leadership is designed to address the six standards of the Educational Leadership Constituent Council (ELCC) relating to candidate proficiencies. Standards will be posted on course Blackboard sites for candidate downloading and printing.

GENERAL INFORMATION

- The Internship consists of a minimum of 300 hours. Internship hours are distributed throughout the program's six seminars, with a minimum of 150 hours completed during Seminars I through V (approximately 30 hours per seminar) and a minimum of 150 hours completed during Seminar VI (hereafter referred to as "Capstone Internship").
- Internship hours must include a minimum of 30 hours completed in settings different, with respect to grade level and/or socio-economic factors, from those in which the candidate normally works. The minimum of 30 hours must include experiences in the two grade-level settings that are different from the candidate's own. (Example: If the candidate is a middle school teacher, the 30 hours must involve activities in an elementary and high school.)
- The university supervisor will meet with the candidate and mentor-of-record (hereafter referred to as "mentor") to develop and approve the activities to be completed during the Capstone Internship.
- After the Capstone Internship commences, the university supervisor will maintain contact with the candidate and mentor. Additional meetings will be held as needed.

SEMINAR I-V INTERNSHIP

- Minimum of 150 hours
- Activities are predominantly *observational* (e.g., shadow an administrator) or *participatory* (serve as a member of a committee or team) oriented.
- Activities are structured by the individual seminar instructors and include specific guidelines for successful completion.
- It is anticipated that these activities will cover ELCC Standards I through VI.

CAPSTONE INTERNSHIP

- Minimum of 150 hours
- Activities are predominantly *participatory* (e.g., serve as a member of a committee or team) and *leadership* (e.g., design a professional development plan for a teacher) in nature.
- The activities, some *structured* and others *unstructured*, will be agreed upon by the university supervisor, intern, and mentor.
- The Capstone Internship **must** include a minimum of two structured activities, one of which must be *leadership* in nature.
- A *structured* activity can be compared to a project and should extend over a period of time (e.g., developing and implementing a workshop for substitute teachers), or it might involve the completion of a specific task (e.g., reviewing student handbook and making recommendations for revisions).
- An *unstructured* activity is more short-term and spontaneous (e.g., sitting in on an interview for a teacher candidate). It might also be a general activity in which multiple tasks will be completed, but the specific nature of the tasks is unknown and would likely differ based on the intern and setting (e.g., oversee a summer school program).
- An analysis of the intern's proficiencies in Seminars I through V will be taken into consideration when determining which activities would be most appropriate for the Capstone Internship.
- All Internship activities (Content-based and Culminating) must be documented through PASS-PORT. The report will include, at the minimum, the (a) number of hours, (b) level of setting, and (c) type of activity.
- For *unstructured* activities during the Culminating Internship, log entries must be made daily.

EARLY COMPLETION OF CAPSTONE INTERNSHIP HOURS

- Recognizing the need for flexibility in the completion of Internship activities, interns may complete up to 75 Capstone Internship hours prior to their final semester. Because the activities involved in the Capstone Internship are at the *participatory* and *leadership* levels, Capstone Internship activities may not be completed prior to the completion of Seminar IV*.
- Requests for early completion of Capstone Internship hours must be made using the appropriate form in PASS-PORT and be approved by the university supervisor.

Under extenuating circumstances, a candidate may be able to bank internship hours prior to Seminar V. These activities cannot be completed as part of required course hours. In order to bank hours prior to Seminar V, a candidate must submit a written request to the program coordinator for review and approval by the program faculty. The request must clearly identify the circumstances that necessitate the early completion. Approval of these requests will be limited and determined on a case-by-case basis. Approval of the written request only grants the candidate the ability to bank hours prior to Seminar V; the candidate must still use the appropriate form in PASS-PORT to submit and receive approval from an internship supervisor for the individual activities that will be completed.

Portfolio Requirements

Candidates in the Educational Leadership program are required to maintain and electronic portfolio using PASS-PORT. Additionally, candidates will maintain a portfolio that is deliverable through CD-ROM that will be presented to the faculty.

The following table shows the requirements for the PASS-PORT and CD versions of the electronic portfolio.

PASS-PORT	CD-ROM
<p>Purpose: To be used for reporting and providing documentation for NCATE and SPA reports</p> <p>Submission: The PASS-PORT portfolio will be submitted three times throughout the program (upon completion of Seminars I and IV and near the completion of Seminar VI).</p>	<p>Purpose: To be used for the final portfolio defense</p> <p>Submission: Will only be submitted near the completion of Seminar VI and will serve as the basis for questions at the portfolio defense.</p>

REQUIRED CONTENT

<p>Emerging Portfolio: Case Study Min 5 hrs. professional development** Min 30 hrs. field experience** Self-reflection (written)</p> <p>Proficiency Portfolio: Major Artifacts from Seminars II-IV Policy/Procedures Legal Analysis Professional Development Plan School-based Strategic Plan Min 10 hrs. professional development Min 90 hrs. field experience (approx. 30 hrs. per semester) Self-reflection (written)</p> <p>Capstone Portfolio: Action Research and Grant Proposal Min 10 hrs. professional development Min 180 hrs. field experience (approx. 30 hrs. during EDL 664 and 150 hrs. from EDL 665) Self-reflection (narrative presentation) Scores from SLLA</p>	<p>Major Artifacts from Seminars I-V Case Study Policy/Procedures Legal Analysis) Professional Development Plan School-based Strategic Plan Action Research and Grant Proposal</p> <p>Two written self-reflections Final narrated self-reflection</p> <p>Scores from SLLA</p> <p>Selected artifacts and field experiences to supporting final self-reflection</p> <p style="text-align: center;">OPTIONAL CONTENT</p> <p>Selected field-experiences Selected professional development activities Additional artifacts from Seminars I-V Awards, certificates, etc.</p>
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** The candidate is only required to have one representative field experience activity and one professional development activity in the portfolio. However, all field experiences must be reported in PASS-PORT in order to verify the number of hours completed.

Portfolio Defense

The culminating activity for the Capstone Internship and the program is the electronic portfolio defense. The final electronic portfolio will be contained on a CD and must include a self-reflection presentation in which the candidate defends his/her proficiency relative to the ELCC Standards. The electronic portfolio is the intern's chance to put his/her "best foot forward" and to demonstrate content learned and skills acquired during the entire master's degree program.

Requirements

1. Candidates will meet with their portfolio defense committee. Candidates will receive additional information regarding the format of the meeting during their final semester.
2. Four copies of the electronic portfolio in CD format must be submitted to the intern's university supervisor no later than two weeks before the scheduled date of defense. The four copies will be distributed by the intern's university supervisor to the candidate's defense committee for review.
3. The portfolio must contain a slide presentation with an embedded audio narration by the intern. The audio portion will verbally guide the viewer through the slide presentation, as if the intern were actually presenting in person.
4. The format of the presentation must take ELCC Standards 1 – 6 in order. For each standard, the candidate must identify their level of proficiency and reference coursework, field-based activities, etc. that developed their proficiency. If possible, any artifact or field-based activity that is referenced in the presentation should be included on the CD.
5. The portfolio defense committee will consist of a minimum of four (4) members. The committee will consist of two (2) content area (Educational Leadership) faculty, one (1) research methodologist, and one (1) non-voting district member. The defense of the portfolio will constitute the final Standards Proficiency Assessment by the faculty.
6. Upon completion of the defense, interns will be notified of the results by the chairperson of the defense committee.

Glossary

Capstone Internship: Internship activities that are completed during the final semester of the program.

Capstone Portfolio: This is a continuation of the Proficiency Portfolio and includes artifacts from Seminars V and VI. It is submitted for evaluation at or near the completion of Seminar VI.

Emerging Portfolio: This is an electronic portfolio developed in PASS-PORT and submitted for evaluation at or near the completion of Seminar I.

Leadership level: This describes an internship experience in which the candidate is actively involved in a leadership position.

Mentor: This is a district employee who will serve as a resource to the candidate to assist with the completion of internship activities. The mentor will also work with the candidate and university personnel in developing appropriate activities for the Capstone Internship. This individual may be located within or outside of the candidate's school.

Observation level: This describes an internship experience in which the candidate is not an active participant.

Participatory level: This describes an internship experience in which the candidate is actively involved but is not in a leadership position.

PASS-PORT: This is a web-based system that provides College of Education and Human Development candidates, university faculty, and administrative staff a tool to gather, demonstrate, and evaluate the performance data on candidates.

Professional Development: This is the formal or informal training to enhance skills, knowledge, and/or ability. This training may be received at the school, district, or state level.

Proficiency Portfolio: This is a continuation of the Emerging Portfolio and includes artifacts from Seminars II, III, and IV. It is submitted for evaluation at or near the completion of Seminar IV.

School Leadership Licensure Examination (SLLA): This is an examination required for completion of the Master's degree program by the state of Louisiana for School Leader certification. It is designed to measure whether entry-level principals and other school leaders have the relevant knowledge believed necessary for competent professional practice.

Seminar: In most cases this refers to a 6 credit hour course (e.g., EDL 661). This term is also used to describe a six credit hour instructional unit that may consist of multiple courses. The seminar numbers correspond to the number of semesters in which a candidate has been in the program.

Site-based experiences: Internship activities that are completed during the first five semesters of the program. These activities are connected to specific content and courses and provide the opportunity to see the content applied in a real-world setting. These may also be referred to as field-experiences.

Site Contact: This is the individual who will oversee the internship activity completed at the identified school or location.

Structured activity: This describes an internship activity that is completed during the Capstone Internship and can be viewed as a project or assigned task. Structured activities will often result in a documented product.

University supervisor: This is a university faculty member who will work with the candidate and mentor during the Capstone Internship.

Unstructured activity: This describes an internship activity that is completed during the Capstone Internship and may be viewed as a short-term or spontaneous activity. This may also be used to describe a large activity (e.g., overseeing a program) in which the precise activities are unknown and may vary from candidate to candidate.

Appendix A

Documents and Forms

SEQUENCE OF EVENTS FOR COMPLETION OF THE MASTER’S DEGREE IN EDUCATIONAL LEADERSHIP AT SOUTHEASTERN LOUISIANA UNIVERSITY

	Date completed
Apply for admission to Graduate School	_____
Receive notification of admission to Graduate School	_____
FIRST SEMESTER	
Register for Seminar I (Teacher Leader) [EDL 600, EDL 660, & ETEC 616]	_____
Complete the Master’s Prospective Education Candidate surveys in PASS-PORT	_____
Submit/Complete application packet to ELT Graduate Coordinator	_____
Successfully complete Seminar I	_____
Receive notification of admission to program	_____
Submit Emerging Portfolio in PASS-PORT	_____
Apply to LA Department of Education for Teacher Leader Add-On Endorsement*	_____
SECOND SEMESTER	
Register for Seminar II	_____
Successfully complete Seminar II	_____
Complete Standards Proficiency Assessment	_____
THIRD SEMESTER	
Register for Seminar III	_____
Complete Mentor Evaluation	_____
Successfully complete Seminar III	_____
Complete Standards Proficiency Assessment	_____
FOURTH SEMESTER	
Register for Seminar IV	_____
Register for School Leader Licensure Assessment (SLLA) to be completed during Seminar V**	_____
Successfully complete Seminar IV	_____
<hr/>	
Complete Standards Proficiency Assessment	_____
Submit Proficiency Level Portfolio in PASS-PORT	_____

FIFTH SEMESTER

- Register for Seminar V _____
- Submit requests for early completion of Internship hours (75 hr. max)*** _____
- Complete the School Leader Licensure Assessment _____
- Meet with Faculty Advisor and Mentor to plan culminating internship activities _____
- Successfully complete Seminar V _____
- Complete Standards Proficiency Assessment _____

SIXTH SEMESTER

- Register for Seminar VI _____
- Apply for Graduation _____
- Submit electronic portfolio in CD format _____
- Complete the Master's Prospective Education Candidate surveys in PASS-PORT _____
- Successfully defend portfolio _____
- Submit Capstone Portfolio in PASS-PORT _____
- Successfully complete Seminar VI (Internship) _____
- Commencement _____

*This is note a requirement for the Master's degree

**Registration for the SLLA is through Educational Testing Service (www.ets.org)

***Early completion of internship hours is to designed to allow students the opportunity to experience leadership level activities that they will not have the opportunity to complete during their scheduled internship semester. These cannot be related to required activities in Seminar V.

MEMORANDUM OF UNDERSTANDING

_____ has completed all steps for admission into Southeastern Louisiana University’s Master of Education degree program in Educational Leadership. For final admission in the program, potential candidates must obtain a signed Memorandum of Understanding in which the district commits support that will allow the candidate to complete certain site-based components of the program.

The minimal commitment by the district will be to collaborate with university faculty to identify a mentor that will assist the candidate and work with university faculty in the development of internship activities. Additionally, the district will provide an appropriate amount of release time for candidates to participate in internship activities. For more information regarding the type of support that is needed and possible ways to provide that support, please see the Frequently Asked Questions available on the Department of Educational Leadership and Technology’s website:
http://www.selu.edu/acad_research/depts/edlt/index.html

The signatures below indicate a commitment by the district to support the candidate and facilitate his or her completion of internship activities required for successful completion of Southeastern Louisiana University’s Master of Education degree in Educational Leadership.

If you have any questions, feel free to contact the Department of Educational Leadership and Technology at (985) 549-5713.

Printed/typed name of Superintendent or designated official

Title (if not Superintendent)

Signature

Date

Printed/typed name of student’s immediate supervisor

Title of student’s immediate supervisor

Signature of student’s immediate supervisor

Date

PLEASE MAIL OR FAX THIS COMPLETED FORM AS SOON AS POSSIBLE TO:

Dr. Celina Echols
Graduate Coordinator
Department of Educational Leadership and Technology
SLU 10549
Hammond, LA 70402
Fax: (985) 549-5712
Phone: (985) 549-5713

RECOMMENDATION FORM
For
Master's of Education Degree in Educational Leadership

To be filled out by building-level and district-level administrator.

I believe that _____ possesses leadership qualities and potential that would make him/her a viable candidate for the Southeastern Louisiana University master's degree program in educational leadership.

Listed below are some qualities the faculty is looking for in prospective applicants to the program. **Please rate each attribute the nominee displays on a five -point scale where 1=does not display the ability at all to 5=displays a high degree of quality of the attribute.**

- | | |
|--|--|
| _____ Initiative | _____ Dependability |
| _____ Decision-making ability | _____ Communication skills |
| _____ Stress tolerance | _____ Commitment to professional development |
| _____ Organizational skills | _____ Collaboration ("team player") |
| _____ Student-centered | _____ Ethics (integrity; honesty; fairness) |
| _____ Knowledge of educational trends/best practices | _____ Knowledge of appraisal processes |
| _____ Leadership skills | _____ Diligence |

Briefly indicate what makes this nominee unique and why you nominated him/her. Thank you.

Administrator (print): _____ Signature: _____

Position: _____

School/District: _____

Nominee's contact information (To be completed by the Nominee):

School mailing address: _____

School phone: _____ Work email address: _____

Home mailing address: _____

Home phone: _____ Home email address: _____

Student's signature: _____

Send this form by mail, or fax, to:

Graduate Coordinator
Department of Educational Leadership and Technology
SLU 10549
Hammond, LA 70402
Ph. (985) 549-5243; Fax: (985) 549-5712