A Procedural Guide for Admittance and Matriculation in the Advanced Education Programs

Director
Education Graduate Programs
Education Department
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# A Procedural Guide for Admittance and Successful Matriculation through the Education Graduate Programs

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At Delaware State University
Education Graduate Programs
We prepare Leaders for
Equity & Transformation
who are equipped with Knowledge & Skills
to
Serve the high-need Institutions
Program Vision

The vision of the Delaware State University education graduate program is to prepare transformational educational leaders who are culturally responsive, social justice and equity champions. Program graduates are effective educational leaders who respect diversity and use cutting edge technology with data-driven decision practices to ensure the success of each student through collaboration, inclusion, and continuous improvement.

Mission Statement

The mission of Education Graduate Programs is to recruit and train, through a culture of excellence in research, collaboration and instruction leadership, the next generation of transformational educational leaders who will be highly skilled in theory and practice, culturally responsive and discerning practitioners to serve diverse community and profession with equity, care, competence and commitment.

Practices we follow to achieve our Mission

We are steadfast in our commitment to create and nurture an inclusive, dynamic, intellectual, and reflective academic environment that generates knowledge and promotes inquiry and excellence to prepare self-aware and ethical professionals who demonstrate ethical and professional competence to serve the institution and contribute to the sustainability and economic development of the global community.
Message from the Department Chair

Dear Graduate Students,

I would like to extend my personal congratulations to you on your acceptance into the Education Graduate Programs at Delaware State University. Our vision is to prepare graduates who are skilled to facilitate service, leadership and learning in all environments: urban, suburban, rural, undeveloped and underserved. Our graduate programs are committed to provide you support and opportunities to help you emerge as educational leaders who can relate educational issues to focus on the success of each student by emphasizing that education is the key to opportunity and social mobility and recognizing and respecting a variety of ideas, values and cultures.

Our mission is to develop transformational leaders and administrators who advocate for equity, excellence and learning for all students and be recognized as reflective practitioners committed to excel in their practice and navigating new approaches throughout their careers.

Our Education Graduate Programs support graduate students at each step. We will provide you with assistance in all academic matters, help you plan your course of study, meet the capstone requirements and advise you through the entire process leading to matriculation. We offer orientations and development workshops to help you succeed in your academic program, be effective in research and be prepared for a wide range of career options. I encourage you to take advantage of the academic diversity of Delaware State University by broadening your graduate experience with creative research options to diversify your graduate experience.

You are now part of a unique diverse group; we are looking forward to you becoming culturally responsive leaders in your professions and communities. I am sure that the dynamic partnership between experienced faculty and enthusiastic and curious students like you will generate creativity, excitement, and innovation in the field of educational leadership. As the best and brightest, you will have ample opportunity through applied knowledge and critical thinking to become change agents and lead sustainable change at district, state and national levels.

All of us in the Education Graduate Programs are eager to and interested in working with you to assure a rewarding intellectual experience. On behalf of Education department, I wish you success in pursuing your advanced studies, and encourage you to contact us if you need any assistance.

Shelley S. Rouser, Ph.D.
Department Chair and Associate Professor
Education Department
Greetings dear Graduate Students!

I am delighted to welcome you to the education graduate programs at DSU. Congratulations on taking this important first step towards earning your graduate degree! These are exciting times at the University, when we are renewing our commitment to education and celebrating excellence in academics, research, and advisement. Our goal is to help students pursue their own individual dreams and realize their potential as critical thinkers of 21st century who strive to become skillful, reflective and culturally responsive educational leaders. At DSU Education Graduate Programs, we develop transformational leaders who practice equity, advocate social justice, value diversity and demonstrate a deep commitment to diversity issues to serve as role models for the community.

At Education Graduate Programs you will get an opportunity to interact with and learn from the faculty who are renowned experts in their respective fields. Their teaching combines both theory and practical application to provide you with the latest trends in education and equip you with skill set that can be readily applied on the job from day one. In collaboration with the team of excellent administrators, faculty and staff, we strive to enhance the intellectual climate by providing quality experiences that advance student leadership, research and scholarship. Our graduate programs set the standard for academic excellence as these relate to all the facets of advanced study and seek to serve society’s diverse needs in technical and professional ways, as well as expanding the frontiers of knowledge. Our graduate programs establish policies that define good practices, provide high quality in curriculum, and create stimulating learning environment to ensure each student’s success. We acknowledge and stand firmly committed to our core values: Care, Community, Criticality, Democracy, Diversity, Integrity, Justice & Equity to serve the community and our students to our best.

We are pleased to provide you with a copy of our 2019-2020 Education Graduate Programs Information Handbook. It is important for you to become familiar with this document because it will provide you with a comprehensive overview of the program as you make critical decisions about your educational goals and your professional development. It contains curriculum guides and delineates the policies and procedures for accomplishing major milestones to earn your advanced degree in educational leadership. Various forms that may be required by you at various stages and other relevant information have also been included in this handbook. It will serve you as a best resource for your smooth academic journey throughout your course of study.

Our graduate office is the place to get all assistance you need for completing the processes and procedures that are outlined in this handbook. The Office of Education Graduate Programs is dedicated to providing you the services that will help you meet all your scholastic needs and academic aspirations. Each one of you will be assigned an academic advisor who will advise you and provide you with valuable assistance at each step. Therefore, it is advisable to keep in touch with your advisor as you progress through the program.

I am looking forward to working with you as you embark upon the journey to achieve your cherished goals. I hope the coming years will be rewarding and productive for you.

Professionally yours,

Nirmaljit K Rathee
Professor of Education &
Director, Education Graduate Programs

Message from the Director’s Deck…
SECTION – 1

OUR PROGRAMS

I. MASTER OF EDUCATION (M. ED.) IN EDUCATIONAL LEADERSHIP

This program aims to prepare transformational school leaders through new understandings of 21st century leadership models and frameworks that support diverse, inclusive, equitable and safe learning environments to promote positive school culture. Our program encourages academic and personal excellence through rigorous learning experiences in the areas of strategic leadership, ethical and reflective leadership, community leadership, and instructional leadership. Emerging leaders will be able to translate authentic research on school leadership and society into quality practice. This program adheres to the CAEP and ELCC/NELP standards.

PROGRAM OBJECTIVES

In collaboration with the State of Delaware, the purpose of Delaware State University’s Master of Education (M. Ed.) in Educational Leadership program is to prepare educators for prominent leadership and service positions in Schools and other educational institutions. Through a rigorous educational foundation and directed field experience, students emerge as viable candidates for leadership positions. Since 2002 the Master’s program has been consistently adjusted to meet the current needs of K-12 education institutions. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, collegiality, and personal development. You will be prepared to make data driven decisions to serve authentically and lead with integrity. You will hone your personal leadership style, create a new career path and learn to meet the challenges in any situation. Our program will provide you the confidence, credibility and knowledge to pursue a career as a principal or assistant principal and in administrative posts related to education, empowering you to bring your school/institution to new levels of efficiency and productivity. Our program does not provide a licensure or a certification and will not certify you as a school teacher, principal, assistant principal, or Certified Central Office Personnel. Most states require a Master of Education to gain licensure to become a principal or assistant principal. For more information about the requirements for principal/assistant principal certification, please visit the state of Delaware website available at:
http://regulations.delaware.gov/AdminCode/title14/1500/1591.shtml

The courses of this program are scheduled in an accelerated format (eight-week sessions) that meet once a week (Monday through Thursday) evenings from 4:30 to 9:50 pm.

PROGRAM GOALS

The primary goal of Delaware State University’s Master of Education (M. Ed.) in Educational Leadership program is to prepare leaders who are equipped with a repertoire of knowledge, skills, and dispositions to serve in diverse high need schools and other educational institutions to meet the challenges of school leadership. The additional goals are to prepare leaders who can:

- Articulate a vision for public schools at the building levels as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students.
- Demonstrate a deep commitment to diversity issues and are role models for the community.
- Demonstrate technological awareness and competence.
- Demonstrate substantive knowledge of school finance, law, and contract.
- Understand schools as political systems and develop relationships with constituent groups which effectively connect the community with the school.
- Promote professional collaboration and the advancement of Institutional Research.
STUDENT LEARNING OUTCOMES

Delaware State University commits itself to supporting your professional goals that will exemplify ethnical and authentic leadership qualities in public schools and other related educational institutions. Leadership abilities will be developed and refined through the integration of educational philosophies, theories, leadership constructs, and critical inquiry in the arenas of educational literacy, systematic and empirical research inquiries, socio-cultural perspective, professional development, and transformational leadership. This program also includes a substantial component of internship, through which students will have an opportunity to apply experience and develop their leadership skills in a real-life education setting.

DSU Graduates will be able to:

- Exemplify educational literacy through applied leadership knowledge, a research foundation, and an educational leader worldview.
- Describe the nature and mission of the educational leadership process as revealed in the literatures.
- Apply a dialectic approach in the examination of educational issues that impact the school community, reflecting the conditions and dynamics of the diverse school community, enabling ongoing dialogue with representatives of diverse community groups, take into account community resources, and recognizing the role of public education in developing and renewing a democratic society and the role of equity in a democratic society.
- Develop a framework for use in examining matters of significance in education in order to clarify personal viewpoints and develop a successful model of a school.
- Examine the contextual variables, value orientations, and philosophical and political assumptions that shape both the status quo and reform efforts.
- Relate educational issues to focus on the success of all students by advocating that education is the key to opportunity and social mobility and recognizing and respecting a variety of ideas, values, and cultures.
- Demonstrate ethical and professional competence in their chosen disciplines.
- Develop the knowledge and application of human resource management and personnel administration and development, ensuring the maintenance of confidentiality and privacy of school records.
- Demonstrate the knowledge and application of information sources, data collection and data analysis strategies, and related technologies.
- Acquire the ability to facilitate processes to ensure that the human resources functions support the attainment of school goals.
- Be able to craft their individual professional development plan.
Application Deadlines:
- Fall enrollment - June 30
- International Admission Deadlines: Fall enrollment – May 1

Students who wish to seek admission in our program are required to submit the following for consideration of unconditional admission:
- An earned baccalaureate degree in education or an allied field with a minimum undergraduate cumulative grade point average of 3.00.
- An on-line application for admission.
- Application fee of $50.00 made payable to Delaware State University
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 400 (+ - 10).
  OR
  Writing an essay (on campus writing sample).
- A current professional resume.
- Three (3) letters of recommendation (two academic/ professional recommendations and one character recommendation) - via the online application process.
- A statement of Purpose/Intent that needs to be content specific, focused on educational leadership. The candidate must specifically explain why he or she wants to be admitted in the M. Ed. in Educational Leadership program. Specifications: 1-2 pages, APA format, grammatical error free.
- Applicant must hold a valid Delaware Initial, Continuing, or Advanced License; or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, OR a such or similar licensure from another state.
  - The applicants not holding the licensure may also be offered admission into the program but on a clear understanding that the masters’ degree will not fulfill the requirements of the licensure and they will still have to follow the individualized plan to meet the licensure requirements.

The Director, Education Programs, along with the Education Graduate Admission Ad hoc Committee will review the students’ application and make the recommendation for acceptance into the program to the Dean, School of Graduate, Adult and Extended Studies who will extend an offer of admission to the applicant.

Additional Requirements for International Applicants
Please review application procedures for international students. In addition to the requirements noted above, international applicants must submit WES or ECE evaluation of all academic work completed as well and results from the TOEFL or IELTS examination if the earned baccalaureate degree is from a non-English speaking country.
- All international students must also meet the visa requirements of the Office of International Student Services (OISS) before a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) can be issued.
M. ED. DEGREE REQUIREMENTS

This program of study requires the completion of 36 graduate credit hours. Included as an integral component of the program is a six (6) credit hours’ Applied Educational Internship in a school setting.

CAPSTONE:

Students are required to:

1. Take and pass the Comprehensive Exam after the completion of 24 credit hours. This capstone requirement is designed to provide students an opportunity to demonstrate their ability to conceptualize and critically analyze the content knowledge.

2. Complete 240 hours of internship at the approved placement site and submit and present their internship portfolio comprising artifacts collected as a part of their internship activities and experience before a panel of the faculty. This internship experience represents a synthesis of key content and high impact field-based experiences extended over time that result in the intern’s demonstration of professional knowledge, skills, and dispositions articulated in the ELCC/NELP Building Level Standards and, most importantly, intern’s success in improving student achievement within a school.

TRANSFER OF CREDITS:

Applicants who have earned a grade of “B” or higher in graduate courses taken at an accredited institution and related to their proposed program of study can request consideration for transfer of credit. These courses will be evaluated on an individual basis by the Director, Education Graduate Programs. Applicants admitted to master’s degree graduate programs may transfer a maximum of nine (9) graduate credits from another accredited institution toward the master’s degree, provided these credits have not been used to meet the requirements of a degree previously earned.

Applicants must provide supporting documentation, as required by the Director, Education Graduate Programs, who will review all documentation and note the allowable course waivers in the program’s recommendation to the School of Graduate, Adult and Extended Studies. The Dean of School of Graduate, Adult and Extended Studies will note approval of the hours allowed to be transferred in the student’s admission offer.
II. DUAL-TITLE MA TESOL/BILINGUAL EDUCATION AND M.ED. IN EDUCATIONAL LEADERSHIP

PROGRAM OBJECTIVES

This dual-degree Program implements the objectives of both programs being combined i.e. MA TESOL/Bilingual Education program and M. Ed. in Educational Leadership.

In collaboration with the State of Delaware, the purpose of Delaware State University’s Master of Education (M. Ed.) in Educational Leadership program is to prepare educators for prominent leadership and service positions in Schools and other educational institutions. Through a rigorous educational foundation and directed field experience, students emerge as viable candidates for leadership positions. Since 2002, the master’s program has been consistently adjusted to meet the current needs of K-12 education institutions. At Delaware State University, students find a unique balance between rigorous research, serious academic studies, collegiality, and personal development. Students are prepared to make data-driven decisions to serve authentically and lead with integrity. Students hone their personal leadership style, create a new career path and learn to meet the challenges in any situation. This program provides the confidence, credibility and knowledge to pursue a career as a principal or assistant principal and in administrative posts related to education, empowering students to bring their school/institution to new levels of efficiency and productivity. This program does not provide a licensure or a certification and will not certify a student as a school teacher, principal, assistant principal, or Certified Central Office Personnel. Most states require a Master of Education to gain licensure to become a principal or assistant principal. More information about the requirements for principal/assistant principal certification in the State of Delaware can be found at: http://regulations.delaware.gov/AdminCode/title14/1500/1591.shtml

The MA TESOL/Bilingual Education program is designed to provide students with fundamental skills and entry-level credentials for teaching English to speakers of other languages. The program prepares students to teach non-native speakers of English in community programs, language schools, and other similar programs both in the United States and internationally.

STUDENT LEARNING OUTCOMES

TESOL/Bilingual Education SLOs:

Student Learning Outcomes have been established in accordance with and based directly on the TESOL International Association standards for TESOL.

• SLO 1: Language – Candidates will understand language as a system of communication and be knowledgeable about major theories related to the structure and acquisition of language.

• SLO 2: Culture – Candidates will demonstrate an understanding of the role of culture in instruction, and that culture and language are inseparable.

• SLO 3: Instruction – Candidates will be able to effectively plan and provide evidence-based instruction that leads to learner language development. Further, they will be able to identify and use resources and technology that best supports learner development.

• SLO 4: Assessment – Candidates will demonstrate an understanding of the purposes and types of assessment tools, and how to best implement them to assess learner language skill and communicative ability.

• SLO 5: Professionalism – Candidates understand the importance of, and are able to independently develop through classroom research and professional development opportunities. Further, they demonstrate an understanding of professional ethics and behavior in the field of TESOL.

M.Ed. in Educational Leadership SLOs:

• SLO 1: Candidates will be able to demonstrate the ability to develop, articulate, implement and promote a vision of learning for educational institutions at building level.
SLO 2: The students will be able to develop high order analytical thinking and demonstrate skills to effectively integrate emerging technology applications for planning and managing information from a practitioner's point of view.

SLO 3: The candidates will be able to learn and display the skills of management of the organization, operations, and resources for a safe, efficient, and effective learning environment and utilize technology for effective decision making.

SLO 4: The candidates will be able to understand and act on issues relating to diversity, social justice, and equity, including attention to special population of students and the school community.

SLO 5: The candidates will be able to learn how to think critically and solve problems through knowledge comprehension and analytical inquiry to demonstrate their intellectual creativity and research-based decision making.

SLO 6: The candidates will be able to demonstrate professional knowledge and skills to incorporate, ethical, legal and professional behaviors to increase equitable educational opportunities and academic achievements for diverse population of students.

SLO 7: The candidates will be able to exhibit instructional leadership skills in working with school personnel on issues of instruction, curriculum, culture, and professional development within the school.

schools, and other similar programs both in the United States and internationally.

ADMISSION REQUIREMENTS

Application Deadlines:

Applications received on a rolling basis.

All Applicants are required to:

Applicants must meet all graduate school requirements.

Applicants must either:

show evidence that they have earned a bachelor's degree at an accredited college or university in an aligned discipline with a minimum undergraduate cumulative grade point average of 3.0, possess the ability to do graduate work of high quality, and meet language proficiency requirements for English (and target language for those pursuing bilingual education); or,

be a current undergraduate student with senior status with a minimum undergraduate cumulative grade point average of 3.0. Undergraduate applicants may apply during their junior year, and must also submit a letter of recommendation from their advisor, in addition to the two required letters of recommendation. Undergraduate admits to the program may complete the TESOL/Bilingual Education course requirements during their senior year, but must complete their bachelor's degree prior to beginning the M.Ed. Educational Leadership coursework.

Applicants must submit one official transcript from all previous undergraduate and graduate work, two letters of recommendation, and a 1,000-word statement of purpose indicating educational career goals and experience.

Applicants pursuing K-12 certification (only) must have completed, or be concurrently enrolled in, a primary teacher education program.

International applicants without a college degree from a U.S. institution must also have a minimum TOEFL score of 90 (iBT), 576 (paper), or an IELTS of 6.5.

DEGREE REQUIREMENTS

Dual-Title MA TESOL/Bilingual Education and M.Ed. in Educational Leadership degree requires the completing of 48 credit hours, consisting of 33 credit hours of M.Ed. in Educational Leadership courses and 15 credit hours of MA TESOL/Bilingual Education program courses.
III. DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP

Our vibrant doctoral program prepares culturally responsive transformational senior-level administrative leaders, policymakers, and researchers who can design solutions across P-12 education at district level and other higher education/research organizations to impact the worlds of policy and practice. By joining this program, you will be envisioning the future of 21st century educational institutions, interacting with global minds, implementing cutting-edge research practices to develop a new vision of education for diverse society. You will emerge as change agent and reflective practitioner who can address educational issues and lead sustainable change at district, state and national levels. This program is grounded with CAEP and ELCC/NELP standards.

PROGRAM OBJECTIVES

In collaboration with the State of Delaware, the purpose of Delaware State University’s Doctor of Education (Ed. D.) in Educational Leadership program is to prepare educational leaders for prominent leadership and service positions in School Districts and Higher Education sectors. Our rigorous advanced program of study for working professionals fosters continuous refinement of leadership knowledge and skills to promote effective organizational and individual performance. Through a sound educational foundation and directed field experience, students emerge as viable candidates for leadership positions throughout the country. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, partnership, collegiality, and personal development. You will be prepared to make data-driven decisions to serve authentically, and lead with integrity. You will hone your personal leadership style, create a new career path and learn to meet the challenges in any situation. Most states require Doctor of Education in K-12 to gain licensure to become a superintendent or assistant superintendent in a school district. Our program does not provide a licensure or a certification and will not certify you as a superintendent or assistant superintendent in a school district or as a Certified Central Office personnel. For more information about the requirements for superintendent or assistant superintendent certification, please visit the state of Delaware website:

http://regulations.delaware.gov/AdminCode/title14/1500/1593.shtml#TopOfPage

To serve the professional needs of the students and to meet the growing demands of the job market, our doctoral program offers two concentrations to the students to choose from:

1. Doctor of Education (Ed. D.) in Educational Leadership in K-12 (three and a half year; 55 credit hours)
2. Doctor of Education (Ed. D.) in Educational Leadership in Higher Education (three and a half year; 55 credit hours)

Courses are conducted in an accelerated weekend format. Normally a two-week break is provided between courses so that students can prepare for the next course. Sessions are held Friday nights from 5:00-9:00 p.m., Saturdays from 9:00 a.m. to 4:00 p.m. and Sundays from 10:00 a.m. to 3:00 p.m. Academic year 2019-2020 onward, a hybrid format will be introduced in various courses across the program curriculum.

PROGRAM GOALS

Our high-quality educational program prepares leaders who will be equipped with a repertoire of knowledge, skills, and dispositions to meet the challenges of educational leadership and will emerge as:

- Skilled educational leaders who can connect and apply educational research to policy and practice to serve the institution and the community.
• Critical thinkers who strive to become successful, effective, efficient and culturally responsive and socially just administrators.
• Professionals who can effectively utilize education software tools for data collection and data analysis and adopt other information technology to broaden their vision of learning.
• Self-aware and ethical professionals who demonstrate ethical and professional competence in their chosen disciplines.
• Transformative leaders who value diversity and demonstrate a deep commitment to diversity issues and are role models for the community.
• Informed leaders who demonstrate the understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development.

Specific goal of K - 12 Concentration:
• To help the students articulate a vision for public schools at the district level as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students to ensure their success.

Specific goal of Higher Education Concentration:
• To provide the students with a grounding in the conceptual underpinnings of the practice of Higher Education. It will prepare them with a broad appreciation and understanding of educational systems in social, historical, and normative perspectives as related to theory and research on educational leadership in higher education.

STUDENT LEARNING OUTCOMES

ED. D. IN K – 12

Education Graduate Programs at Delaware State University has established the following Learning Outcomes for its doctoral program in consonance with the NELP standards to ensure that our candidates can demonstrate the capacity to:

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<tr>
<th>DOMAINS OF LEARNING &amp; DEVELOPMENT</th>
<th>Specific Learning Outcomes</th>
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<tbody>
<tr>
<td>Mission, Vision, and Improvement</td>
<td>• collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</td>
</tr>
<tr>
<td>Ethics and Professional Norms</td>
<td>• understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.</td>
</tr>
<tr>
<td>Equity, Inclusiveness, and Cultural Responsiveness</td>
<td>• develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.</td>
</tr>
<tr>
<td>Learning and Instruction</td>
<td>• evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.</td>
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<tr>
<td>Community and External Leadership</td>
<td>• understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.</td>
</tr>
<tr>
<td>Operations &amp; Management</td>
<td>• develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.</td>
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Policy, Governance, and Advocacy
• cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Internship
• synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

ED. D. IN HIGHER EDUCATION

Education Graduate Programs at Delaware State University has established the following Learning Outcomes for its doctoral program in consonance with the CAS standards to ensure that our candidates are able to:

<table>
<thead>
<tr>
<th>DOMAINS OF LEARNING &amp; DEVELOPMENT</th>
<th>Outcome</th>
</tr>
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<tbody>
<tr>
<td>Knowledge acquisition, integration, construction, and application</td>
<td>• understand knowledge from a range of disciplines; connect knowledge to other knowledge, ideas, and experiences; construct knowledge; and relate knowledge to daily life.</td>
</tr>
<tr>
<td>Cognitive complexity</td>
<td>• demonstrate critical thinking, reflective thinking, effective reasoning, and creativity.</td>
</tr>
<tr>
<td>Intrapersonal development</td>
<td>• develop realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.</td>
</tr>
<tr>
<td>Humanitarianism and civic engagement</td>
<td>• develop meaningful relationships, interdependence, collaboration, and effective leadership.</td>
</tr>
<tr>
<td>Practical competence</td>
<td>• pursue goals, communicate effectively, develop technical competence, manage personal affairs, manage career development, demonstrate professionalism, maintain health and wellness, and live a purposeful and satisfying life.</td>
</tr>
</tbody>
</table>
ED. D. ADMISSION REQUIREMENTS & DEADLINES

Application Deadlines:
- Fall enrollment - June 30
- International Admission Deadlines: Fall enrollment – May 1

All applicants are required to submit the following for the consideration of an unconditional admission:
- An earned master's degree with a minimum cumulative grade point average of 3.00.
- An on-line application for admission.
- Application fee of $50.00 made payable to Delaware State University
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 400 (+ - 10).
  OR
  Writing an essay (on campus writing sample).
- A “Personal Statement”. The candidate must specifically explain why he or she wants to be admitted to the Ed. D. in Educational Leadership program. This statement needs to be focused on concentration specific educational leadership. Specifications: 2-5 pages, APA style, grammatical error free.
- A sample of scholarly work (e.g. thesis, portfolio, project report, published research work, creative writings, etc.
- A current professional resume.
- Three (3) letters of recommendation (two academic/professional recommendations and one (1) character recommendation) - via the online application process.
- For admission in Ed. D. (Higher Ed. Concentration): Applicant must be working in or toward a leadership role in his or her current position, or must have similar experience (e.g., administrator, coordinator, or teacher at a district/school, higher education, or education department in other organization).
- For admission in Ed. D. (K-12 Concentration): The applicant must hold a valid Delaware Initial, Continuing, or Advanced Licensure; or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003 or must hold such or similar certification from any other state.
  o The applicants not holding the licensure may also be offered admission into the program but on a clear understanding that the doctoral degree will not fulfill the requirements of any licensure and they will still have to follow the individualized plan to meet the licensure requirements.
- Copies of earned teaching and/or administrative certificates (optional).

The Director, Education Programs, along with the Education Graduate Admission Ad hoc Committee will review the students’ application and make the recommendation for acceptance into the program to the Dean, School of Graduate, Adult and Extended Studies who will extend an offer of admission to the applicant.

Additional Requirements for International Applicants

Please review application procedures for international students. In addition to the requirements noted above, international applicants must submit WES or ECE, or GCE evaluation of all academic work completed as well and results from the TOEFL or IELTS examination if the earned baccalaureate degree is from a non-English speaking country.
- All international students must also meet the visa requirements of the Office of International Student Services (OISS) before a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) can be issued.
ED. D. DEGREE REQUIREMENTS

This program of study requires the completion of 55 graduate credit hours including an integral component of Applied Educational Internship/Field Experience. The students of K-12 concentration will be required to complete 240 hours of internship in K-12 setting, and the students of Higher Education concentration will be required to complete 120 hours field experience in higher education setting. This extensive experience is grounded in strong research with focus on activities designed to provide rigorous, diverse, high impact field-based experiences extended over time that result in the intern’s demonstration of professional knowledge, skills, and dispositions articulated in professional standards.

QUALIFYING EXAMINATION

All the students are required to pass the Qualifying Examination. It is an exhaustive exam designed to provide students an opportunity to demonstrate their analytical writing ability by conceptualizing and synthesizing their knowledge in an organized and cogent manner. Schedule of this Exam is included in the cohort plan of the program provided to the students at the time of New Student Orientation.

CAPSTONE

Ed. D. program offers three capstone options for the final capstone experience i.e. the Case Study Analysis, the Project Study, and the Dissertation. Doctoral candidates must complete, orally present and defend a doctoral research capstone to meet their degree requirement.

PROFESSIONAL PORTFOLIO

In consultation with their academic advisor, the candidates will also be required to submit a professional portfolio in the office of Education Graduate Programs after successfully defending their final capstone. The candidates from K-12 concentration will submit a professional portfolio reflecting their experiences and skills related to District level ELCC/NELP standards as evaluated through CAEP approved assessments. Candidates of Higher Education concentration will submit a professional portfolio reflecting activities/projects completed during their field experience and the major course assignments related with CAS standards.

TRANSFER OF CREDITS

Applicants who have earned a grade of “B” or higher in graduate courses taken at an accredited institution and related to their proposed program of study can request consideration for transfer of credit. These courses will be evaluated on an individual basis by the Director, Education Graduate Programs. In any case, the student must complete at least 30 credit hours of the Ed. D. program curriculum at DSU.

Applicants admitted to doctoral programs must provide supporting documentation, as may be required by the Director, Education Graduate Programs, at the time of admission, who will review all documentation and note the allowable course waivers in the program’s recommendation to the School of Graduate, Adult and Extended Studies. The Dean, School of Graduate, Adult and Extended Studies will note approval of the hours allowed to be transferred in the admissions offer.
EDUCATION GRADUATE PROGRAMS

Major Transition Points: Progression to Matriculation

TRANSITION POINT # 1: Admittance into the Graduate Program

Phase-I: Admission Process
- Review of application by the Education Graduate Admission Ad-Hoc Committee
- Director, Education Graduate Programs recommends the applicants for admission to the Dean, School of Graduate, Adult and Extended Studies for her approval.
- Offer of admission sent to the candidate by the Dean, Graduate, Adult and Continuing Studies
- One-on-one meeting with the Director, Education Graduate Programs
- Each graduate student is assigned an academic advisor.

Phase-2: Admittance into the Program
- Overview of the program
- Information regarding the milestones & transition points
- Signing the MOU
- Understanding the Plan of Study
- Meet & Greet the alumni & senior peer

TRANSITION POINT # 2: Developing a Plan of Study

- Developing a scheme of the course of study.
- Plan of Study: To be signed by the student, the academic advisor, program director and the chairperson
- Plan of Study: To be submitted to the School of Graduate, Adult and Continuing Studies by the completion of 9 credit hrs.
- If any change in a student’s course, he or she must inform the Director, Education Graduate Programs and a revised Plan of Study to be sent to the Graduate School.

TRANSITION POINT # 3: Constitution of the Advisory Committee

- M. Ed. students constitute their Advisory Committee by the completion of 12 credit hrs.
- Ed. D. students constitute their Advisory Committee by the completion of 19 credit hrs.

TRANSITION POINT # 4: Application for Candidacy

- All graduate students must submit the Application for Candidacy to the Director, Education Graduate Programs:
  M. Ed. Program:
  - Successful completion of 15 credit hours
  - Minimum Cumulative G.P.A. of 3.0. No course completed at a grade level lower than “C”
  Ed. D. Program:
  - Successful completion of all academic courses (except internship and research courses EDUC 842, EDUC 844 and EDUC 844) as demonstrated by passing the Qualifying Exam
  - Successful presentation of the research proposal & IRB approval/exemption

TRANSITION POINT # 5: Internship/Field Experience

- M. Ed. Program after the completion of 24 credit hrs.
- Ed. D. Program after the completion of 43 credit hrs.
- Internship/Field Experience Orientation by: (i) university internship supervisor and (ii) the Director, Education Graduate Programs
- Advisement for students by: (i) Course professor, (ii) Director, Education Graduate Programs, and (iii) Site Supervisor
• Internship Duration: M. Ed. and Ed. D. in K-12: Completion of 240 hours internship experience.
  Field Experience: Completion of 120 field experience hours

TRANSITION POINT # 6: Capstone Experience

M. Ed. Program
- Comprehensive Examination:
  • Eligibility:
    (i) After the completion of 30 credit hours
    (ii) Maintaining a minimum cumulative G.P.A. of 3.0. No course completed at a grade level lower than “C”
  • Students submit the Comprehensive Examination Application in Year-Two Spring, and (ii) must pass the exam by Year-Two Summer-I:
- Internship
  • Submission and presentation of the internship portfolio.

Ed. D. Program:
• The candidate has successfully passed the qualifying examination
• The candidate has successfully completed the internship experience
• Successful defense of final capstone (case study analysis/project study/dissertation) after the completion of 52 credit hrs.

TRANSITION POINT # 7: Application for Graduation and Degree Audit

A candidate:
• Must have completed all the courses and capstone requirements.
• Must fill out the Graduation Application in the semester the candidate intends to graduate.
• Must be registered in the semester in which the degree is officially awarded.

TRANSITION POINT # 8: Exit Evaluation
• Prior to graduation, each graduate student must complete the Exit Survey to express their level of satisfaction with the program deliverables and the academic environment.

TRANSITION POINT # 9: Follow-up Surveys
• Graduate Satisfaction Survey - 1- through 5 Year Follow-up Survey
• Employer Satisfaction Survey – 1 through 5 Year Follow-up Survey
PROGRAM STUDY GUIDES /
CURRICULUM SEQUENCE SHEETS
& Course Categorical Structures

For

• M. Ed. Cohort 2019
• M. Ed. – TESOL 2019
• Ed. D. Cohort 2019
• Ed. D. Cohort 2018
• Ed. D. Cohort 2017
## Master of Education (M. Ed.) in Educational Leadership Program 2019

### Delaware State University

**Master of Education (M. Ed.) in Educational Leadership**

### Year 1: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDUC 605 (Core Course)</td>
<td>Curriculum Organization and Design</td>
<td>3</td>
</tr>
<tr>
<td>*EDUC 614 (Core Course)</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 6

### Year 1: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDUC 625 (Core Course)</td>
<td>Introduction to Statistics and Research Methods/Action Research</td>
<td>3</td>
</tr>
<tr>
<td>*EDUC 681 (Core Course)</td>
<td>Human Relations in Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 6

### Year 1: Summer-I

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 686</td>
<td>Supervision and Leadership in Elementary &amp; Secondary Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 3

### Year 1: Summer-II

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 684</td>
<td>Legal Issues, Ethical Conduct, and Social Justice in Today’s Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 3

### Year 2: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 680</td>
<td>Leadership with a Vision for Changing School Culture in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 682</td>
<td>Assessment of Instruction (Submission of Comprehensive Exam application)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 6

### Year 2: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 690</td>
<td>Applied Educational Leadership Internship (240 hrs.)</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>Supporting a School Vision Through Effective Business &amp; Finance Practices</td>
<td>3</td>
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</table>

**Total Credits:** 6

### Year 2: Summer-I

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 683</td>
<td>Using Technology to Enhance Student Learning and Organizational Management <strong>Comprehensive Exam</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 3

### Year 2: Summer-II

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 685</td>
<td>Supporting a School Vision Through Effective Business &amp; Finance Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 3

**Total Credits for the Program = 36**

*Denotes Core Course: (Total Core Credits = 12)

**Please Note:**

- Candidacy Requirement: Completion of 15 graduate level credit hours; Cumulative G.P.A. of 3.0 minimum; No individual course completed at a grade level lower than a “C”; All required application materials have been completed.

- Capstone or Culminating Experience: Completion of the following two Capstone projects: (i) Comprehensive exam after completing 24 credit hours, and (ii) Successful completion of internship experience, and presentation of a portfolio documenting the internship experience before the committee.
### M. Ed. in EDUCATIONAL LEADERSHIP
#### Course Categorical Structure

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES = 4</strong></td>
<td>EDUC 605: Curriculum Organization and Design</td>
</tr>
<tr>
<td>(12 Cr. Hrs.)</td>
<td>EDUC 614: Human Growth and Development</td>
</tr>
<tr>
<td></td>
<td>EDUC 625: Introduction to Statistics and Research Methods/Action Research</td>
</tr>
<tr>
<td></td>
<td>EDUC 681: Human Relations in Diverse Populations</td>
</tr>
<tr>
<td><strong>FOUNDATIONAL</strong></td>
<td>EDUC 686: Supervision and Leadership in Elementary and Secondary Schools</td>
</tr>
<tr>
<td><strong>COURSES = 6</strong></td>
<td>EDUC 684: Legal Issues, Ethical Conduct, and Social Justice in Today's Schools</td>
</tr>
<tr>
<td>(18 Cr. Hrs.)</td>
<td>EDUC 680: Leadership with a Vision for Changing School Culture in a Changing Society</td>
</tr>
<tr>
<td></td>
<td>EDUC 682: Assessment of Instruction</td>
</tr>
<tr>
<td></td>
<td>EDUC 683: Using Technology to Enhance Student Learning and Organizational Management.</td>
</tr>
<tr>
<td></td>
<td>EDUC 685: Supporting a School Vision Through Effective Business and Finance Practices</td>
</tr>
<tr>
<td><strong>INTERNESHIP = 1</strong></td>
<td>EDUC 690: Applied Educational Internship</td>
</tr>
<tr>
<td>(6 Cr. Hrs.)</td>
<td></td>
</tr>
</tbody>
</table>
## Dual-Title Master of Education in Educational Leadership (M.Ed.) and Master of Arts in Teaching English to Speakers of other Languages (M.A. TESOL)

### Year 1

#### Year 1: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 504</td>
<td>Second Language Acquisition</td>
<td>3</td>
<td>EDUC 625</td>
<td>Introduction to Statistics and Research Methods/Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Curriculum Organization &amp; Design</td>
<td>3</td>
<td>EDUC 681</td>
<td>Human Relations in Diverse Populations</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
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<td><strong>Total Credits</strong></td>
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</tbody>
</table>

#### Year 1: Summer-I

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 686</td>
<td>Supervision and Leadership in Elementary &amp; Secondary Schools</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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</table>

#### Year 1: Summer-II

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 684</td>
<td>Legal Issues, Ethical Conduct, and Social Justice in Today's Schools</td>
<td>3</td>
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### Year 2

#### Year 2: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDUC 614</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 518</td>
<td>Methods of Teaching English as a Second Language</td>
<td>3</td>
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#### Year 2: Summer-I

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 510</td>
<td>Structure of Modern English</td>
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### Year 3

#### Year 3

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EDUC 680</td>
<td>Leadership with a Vision for Changing School Culture in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 682</td>
<td>Assessment of Instruction: Supervision and Evaluation * Comprehensive Exam</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

**Total Credits for the Program = 48**
### DOCTOR OF EDUCATION (Ed. D.) in EDUCATIONAL LEADERSHIP IN K – 12 (for 2019 Cohort)

#### DELAWARE STATE UNIVERSITY

**DOCTOR OF EDUCATION (Ed. D.) in EDUCATIONAL LEADERSHIP IN K – 12**

<table>
<thead>
<tr>
<th>Year 1: Fall 2019</th>
<th></th>
<th>Year 1: Spring 2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 831 (Core Course)</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805 (Core Course)</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
<td>3</td>
<td>EDUC 888 (Core Course)</td>
</tr>
<tr>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 1: Summer-I 2020</th>
<th></th>
<th>Year 1: Summer-II 2020</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td>EDUC 833 (Core Course)</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 2: Fall 2020</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
<td>3</td>
<td>EDUC 804</td>
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<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td>EDUC 835 (Core Course)</td>
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<table>
<thead>
<tr>
<th>Year 2: Summer 2021</th>
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</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation <strong>Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses</strong></td>
<td>3</td>
<td>EDUC 808 (Core Course)</td>
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<tr>
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<table>
<thead>
<tr>
<th>Year 3: Fall 2021</th>
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<th>Year 3: Spring 2022</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense <em>Apply for IRB &amp; Candidacy</em></td>
<td>3</td>
<td>EDUC 812</td>
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<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection (Progression of Capstone Research)</td>
<td>3</td>
<td>EDUC 813</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 3: Summer 2022</th>
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<th>Year 4: Fall 2022</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course Name</strong></td>
<td><strong>Cr.</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>Final Capstone EDUC 844</td>
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<td><strong>Total Credits</strong></td>
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<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

Senior Capstone description: Dissertation/Project Study/Case Study Analysis

Total Credits for the Program = 55

Revised: Fall 2019

*Students are required to complete these mandatory requirements*

**Students will take the Qualifying Exam after the completion of at least 34 credit hours**

- Students must enroll in the Sustaining Course (EDUC 829) if final capstone requirement is not satisfied by the end of the culminating semester.
# DOCTORATE IN EDUCATION PROGRAM
## EDUCATIONAL LEADERSHIP IN K-12
### Course Categorical Structure

<table>
<thead>
<tr>
<th>Classification</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td><strong>Foundational Core Courses:</strong>&lt;br&gt;EDUC 831: Foundation of Doctoral Studies (1 Credit Hour)&lt;br&gt;EDUC 808: Organizational Strategic Planning &amp; Program Analysis&lt;br&gt;<strong>Research Core Courses:</strong>&lt;br&gt;EDUC 805: Research Design and Quantitative Research Methods&lt;br&gt;EDUC 888: Qualitative &amp; Mixed Research Methods in Education&lt;br&gt;<strong>Applied Research Core Courses</strong>&lt;br&gt;EDUC 833: Applied Assessment and Data Analytics&lt;br&gt;EDUC 835: Use of Technology in Action Research and Data Driven Decision Making</td>
</tr>
<tr>
<td><strong>Capstone Research Courses</strong></td>
<td><strong>Capstone Research Courses</strong>&lt;br&gt;EDUC 840: Research Seminar I: Prospectus Completion &amp; Proposal Preparation&lt;br&gt;EDUC 841: Research Seminar II: Proposal Writing and Defense&lt;br&gt;EDUC 842: Research Seminar III: Data Collection&lt;br&gt;EDUC 843: Research Seminar IV: Capstone Writing&lt;br&gt;EDUC 844: Research seminar V: Capstone Defense</td>
</tr>
<tr>
<td>= 5 (15 Cr. Hrs.)</td>
<td><strong>Total Concentration Credits</strong>  55</td>
</tr>
</tbody>
</table>

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.
<table>
<thead>
<tr>
<th>Year 1: Fall 2019</th>
<th>Year 1: Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 831 (Core Course)</td>
<td>Foundations of Doctoral Studies</td>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>7</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 1: Summer-I 2020</th>
<th>Year 1: Summer-II 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 2: Fall 2020</th>
<th>Year 2: Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 814</td>
<td>Public Policy and Higher Education</td>
</tr>
<tr>
<td>EDUC 816</td>
<td>Ethics and Law in Higher Education</td>
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<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 2: Summer 2021</th>
<th>Year 2: Summer 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
</tr>
<tr>
<td><strong>Qualifying Exam</strong></td>
<td><em>after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses</em></td>
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<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 3: Fall 2021</th>
<th>Year 3: Spring 2022</th>
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</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense</td>
</tr>
<tr>
<td><em>Apply for IRB &amp; candidacy</em></td>
<td></td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
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<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
</tr>
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<td><strong>Total Credits</strong></td>
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</table>

Total Credits for the Program = 55

Revised: Fall 2018

*Students are required to complete these mandatory requirements
**Students will take the Qualifying Exam after the completion of at least 31 credit hours and at least 3 core courses.
-Students must enroll in the Sustaining Course (EDUC 829) if capstone requirement is not satisfied.
# DOCTORATE IN EDUCATION PROGRAM
## EDUCATIONAL LEADERSHIP IN Hr. Ed.
### Course Categorical Structure

<table>
<thead>
<tr>
<th>Classification</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Core Courses = 6 (16 Cr. Hrs.)</strong></td>
<td><strong>Foundational Core Courses:</strong> EDUC 831: Foundation of Doctoral Studies (1 Credit Hour) EDUC 808: Organizational Strategic Planning &amp; Program Analysis <strong>Research Core Courses:</strong> EDUC 805: Research Design and Quantitative Research Methods EDUC 888: Qualitative &amp; Mixed Research Methods in Education <strong>Applied Research Core Courses</strong> EDUC 833: Applied Assessment and Data Analytics EDUC 835: Use of Technology in Action Research and Data Driven Decision Making</td>
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<tr>
<td><strong>Field Experience Course = 1 (3 Cr. Hrs.)</strong></td>
<td>EDUC 836: Administrative Field Experience</td>
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| **Total Concentration Credits** | 55 |

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.
### Year 1: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 831</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educ. Leader</td>
<td>3</td>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness:</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Critical Analysis of Contemporary Educational Issues</td>
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### Year 1: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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### Year 1: Summer-I

<table>
<thead>
<tr>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 830</td>
<td>Instructional Leadership in Learning Organization:</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Learning System, Capacity Building, and Evaluation</td>
<td></td>
<td></td>
<td>*Constitution of Advisory Committee &amp; Capstone Option</td>
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<tr>
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<td>Declaration by the students</td>
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### Year 1: Summer-II

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<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>Decision Making (Initiation of Prospectus Development)</td>
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<tr>
<td></td>
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### Year 2: Fall

<table>
<thead>
<tr>
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<th>Course Name</th>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
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<tbody>
<tr>
<td>EDUC 807</td>
<td>Educational Leader as a Change Agent: Leading</td>
<td>3</td>
<td>EDUC 804</td>
<td>Effective Administration: Management of People,</td>
<td>3</td>
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<tr>
<td></td>
<td>District Community Partnership</td>
<td></td>
<td></td>
<td>Finance, Facilities and the Resources</td>
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</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational</td>
<td>3</td>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td></td>
<td></td>
<td>Decision Making (Initiation of Prospectus Development)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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### Year 2: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
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### Year 2: Summer

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<th>Course</th>
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<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal</td>
<td>3</td>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
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<tr>
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<td>Preparation</td>
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### Year 3: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense</td>
<td>3</td>
<td>EDUC 812</td>
<td>Internship: Applied Educational Administration (120 hrs)</td>
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</tr>
<tr>
<td></td>
<td>*Apply for IRB &amp; candidacy</td>
<td></td>
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<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
<td>3</td>
<td>EDUC 813</td>
<td>Internship: Applied Educational Administration (120 hrs)</td>
<td>3</td>
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### Year 3: Spring

<table>
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<tr>
<th>Course</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>Final Capstone</td>
<td>Research Seminar V: Capstone Defense</td>
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<td>EDUC 844</td>
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</tbody>
</table>

*Senior Capstone description: Dissertation/Project Study/Case Study Analysis

Total Credits for the Program = 55

*Students are required to complete these mandatory requirements

**Students will take the Qualifying Exam after the completion of at least 31 credit hours

- Students must enroll in the Sustaining Course (EDUC 829) if final capstone requirement is not satisfied by the end of the culminating semester

Revised: Fall 2018
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
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<tbody>
<tr>
<td><strong>DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN HR. ED. (for 2018 Cohort)</strong></td>
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<tr>
<td><strong>DELAWARE STATE UNIVERSITY</strong></td>
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</tr>
<tr>
<td><strong>DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION</strong></td>
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</tr>
<tr>
<td><strong>Student Name:</strong></td>
<td><strong>Student ID:</strong></td>
</tr>
<tr>
<td><strong>Year 1: Fall</strong></td>
<td><strong>Year 1: Spring</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 831 (Core Course)</td>
<td>Foundations of Doctoral Studies</td>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
</tr>
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<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td><strong>Year 1: Summer-I</strong></td>
<td><strong>Year 1: Summer-II</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
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<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
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<td><strong>Year 2: Fall</strong></td>
<td><strong>Year 2: Spring</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 814</td>
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</tr>
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<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td><strong>Year 2: Summer</strong></td>
<td><strong>Year 2: Summer</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation <strong>Qualifying Exam - after the completion of 31 credit hours and at least 3 core courses</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
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<tr>
<td><strong>Year 3: Fall</strong></td>
<td><strong>Year 3: Spring</strong></td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense <em>Apply for IRB &amp; candidacy</em></td>
</tr>
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<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
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<td><strong>Year 3: Summer</strong></td>
<td><strong>Year 4: Fall</strong></td>
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<tr>
<td>Course #</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
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<td>EDUC 844</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

*Students are required to complete these mandatory requirements.

**Students will take the Qualifying Exam after the completion of at least 31 credit hours and at least 3 core courses.

- Students must enroll in the Sustaining Course (EDUC 829) if capstone requirement is not satisfied.

**Revised: Fall 2018**
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<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 831</td>
<td>(Core Course) Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805</td>
<td>(Core Course) Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
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<tr>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
<td>EDUC 888</td>
<td>(Core Course) Qualitative &amp; Mixed Research Methods in Education</td>
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<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
<td>EDUC 833</td>
<td>(Core Course) Applied Assessment and Data Analytics</td>
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<td>EDUC 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
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<td>EDUC 804</td>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
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<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td>EDUC 835</td>
<td>(Core Course) Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
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<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation **Qualifying Exam - after the completion of 31 credit hours and at least 3 core courses</td>
<td>3</td>
<td>EDUC 808</td>
<td>(Core Course) Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
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<tr>
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<td><strong>Total Credits</strong></td>
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<td><strong>Year 3: Fall</strong></td>
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</tr>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense <strong>Apply for candidacy</strong></td>
<td>3</td>
<td>EDUC 812</td>
<td>Internship: Applied Educational Administration (120 hrs)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection** (*Progression of Capstone Research)</td>
<td>3</td>
<td>EDUC 813</td>
<td>Internship: Applied Educational Administration (120 hrs)</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
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<td></td>
<td><strong>Year 3: Summer</strong></td>
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</tr>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>EDUC 844</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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<td></td>
<td><strong>Total Credits for the Program = 55</strong></td>
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</tbody>
</table>
### Curriculum Sequence Sheet

**Doctor of Education (Ed. D.) in Educational Leadership in Higher Education**

**Student Name:**

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 831</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
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<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Education</td>
<td>3</td>
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<td><strong>Total Credits</strong></td>
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**Year 1: Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 888</td>
<td>Action Research and Qualitative Research Methods in Education</td>
<td>3</td>
</tr>
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<td><strong>Total Credits</strong></td>
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</table>

**Year 1: Summer-I**

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<tr>
<th>Course</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

**Year 1: Summer-II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

**Year 2: Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 814</td>
<td>Public Policy and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 816</td>
<td>Ethics and Law in Higher Education</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

**Year 2: Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 834</td>
<td>Strategic Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making</td>
<td>3</td>
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**Year 2: Summer**

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<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus <strong>Qualifying Exam</strong></td>
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<td><strong>Total Credits</strong></td>
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**Year 3: Fall**

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<thead>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection <em>Progression of Capstone Research</em></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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**Year 3: Spring**

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<tbody>
<tr>
<td>EDUC 836</td>
<td>Administrative Field Experience (120 hrs.)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 837</td>
<td>Organizational Dynamics</td>
<td>3</td>
</tr>
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<td><strong>Total Credits</strong></td>
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**Year 3: Summer**

<table>
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<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>3</strong></td>
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**Year 4: Fall**

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<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 844</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

**Total Credits for the Program = 55**
### SECTION – 2

Professional Disposition Assessment Transition Points

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ed. D. Program</strong></td>
<td><strong>M. Ed. Program</strong></td>
<td></td>
</tr>
<tr>
<td>K-12 &amp; Hr. Ed. EDUC 831</td>
<td><strong>Year 1</strong></td>
<td>EDUC 605</td>
</tr>
<tr>
<td>K-12 EDUC 807</td>
<td><strong>Year 2</strong></td>
<td>EDUC 680</td>
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<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td>(Pre - Data) EDUC 690 (Post - Data)</td>
</tr>
<tr>
<td>K-12 EDUC 812 (Pre - Data)</td>
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<td></td>
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<tr>
<td>EDUC 813 (Post - Data)</td>
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</tbody>
</table>

**Year 2**
- K-12 & Hr. Ed. EDUC 831
- Hr. Ed. EDUC 814

**Year 3**
- K-12 EDUC 812 (Pre - Data)
- Hr. Ed. EDUC 836
- EDUC 813 (Post - Data)
Delaware State University  
Education Graduate Program  
Advanced Program Professional Disposition Rubric

What are Professional Dispositions?

The habits of professional action and moral commitments that underlie a leader’s performance. A leader’s dispositions reflect his or her values, beliefs, and professional attitudes and ethics, which are demonstrated through both verbal and non-verbal behaviors toward students, families, colleagues, and communities. These behaviors affect student learning, motivation, and development as well as the leader’s own professional growth. Like commitments, dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice. Professional dispositions are measured based on observable behaviors in educational settings. Fairness and the belief that all learners can achieve at high levels are two dispositions as core of the educational leadership preparation programs. Professional education units can identify, define, and operationalize additional professional dispositions based on their mission and conceptual framework (National Policy Board for Educational Administration, 2018).

Descriptors  
- Exceeds (4): Achieved or exceeded all the possible dispositional indicators  
- Proficient (3): Demonstrated most of the behaviors identified in dispositional indicators  
- Developing (2): Demonstrated some of the indicators and gradual growth toward achieving the dispositional indicators  
- Needs Improvement (1): Did not demonstrate the disposition as mentioned in the indicators.

Advanced Program (Educational Leaders) Dispositions and Indicators

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Indicators</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td></td>
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<td>Exceeds 4</td>
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<tr>
<td>1. Professionalism and Vision</td>
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</table>
| Candidate understands the visionary and collaborative role of a school leader and demonstrates those qualities by involving all stakeholders to maximize continuous growth, development, and learning opportunities for each student to promote success. | - Embraces positive attitudes and a commitment to quality education for all and develop a shared vision of learning.  
- Develops strategic plan to evaluate and continuously improve program.  
- Builds positive working relationships with all in the profession  
- Participates in professional organizations  
- Approaches professional tasks energetically  
- Models positive skills of leadership including shared vision, collaborative goal setting, and strategic planning.  
- Is respectful of all stakeholders  
- Demonstrates collaboration in each aspect of leadership.  
- Behaves as a contributing team member of the professional community |                      |
| ELCC 1.0                      |                                                                           |                      |
| ELCC (D/B) 1.1, 1.2, 1.3, 1.4 |                                                                           |                      |
| 2. Engagement in Learning     |                                                                           |                      |
| Candidate demonstrates a strong belief about the educability of all including her/himself and is committed to create effective learning environment for all students, | - Has high expectations for all learners  
- Actively participates in and contributes to a creative and positive work environment  
- Is a thoughtful and responsive listener  
- Is committed and willing to develop rigorous learning program that assist all learners to learn |                      |
teachers, and staff to learn. The primary focus of all the activities of the candidate is student learning. Candidate demonstrates willingness to create all-inclusive curricular program, and to learn instructional strategies, effective use of technologies, and motivational techniques to successfully and actively engage students, teachers and staff in the learning process.

**ELCC 2.0**

**ELCC (D/B) 2.1, 2.2, 2.3, 2.4**

3. **Diversity and Cultural Responsiveness**  
Candidate demonstrates sensitivity and respect to a variety of ideas, values, cultures, and people. Candidates also acknowledges the varied characteristics of all learner and the need for instructional materials, which are developmentally appropriate and understand the importance of accountability for academic and social success of students.

**ELCC (D/B) 2.1, 4.2, 5.3, 6.2**

4. **Responsible Application of Technology**  
Candidate demonstrates desire to learn and use new and/or relevant technology in teaching, learning, and research in the school/district or in graduate class. Candidate shows an understanding of technology use in instruction, evaluation, decision making, and research.

**ELCC (D/B) 1.2, 2.2, 2.4, 3.2**

5. **Service to Community**  
Candidate shows a strong sense of service orientation and fosters positive relationship in regular communication and collaboration with school staff and students, communities, families, and caregivers to mobilize community resources for improving educational environment. Candidate also

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|  | • Demonstrates interest in the welfare of the community of learners  
|  | • Is committed to the continuous development of learners  
|  | • Recognizes impacts of a learner’s life experiences  
|  | • Models enthusiasm for and engagement in learning  
|  | • Values learner’s motivation  
|  | • Demonstrates equitable treatment and respect for all individuals  
|  | • Adjusts and revises plans to meet needs of students from different cultural background  
|  | • Is open to consideration of alternative ideas  
|  | • Treats others with diverse values, languages, cultures, and traditions with dignity and respect.  
|  | • Demonstrates respect for the diverse knowledge and talents of all learners and stakeholders  
|  | • Makes effort to adapt to new technology when required  
|  | • Provides different and alternate approaches to learning  
|  | • Stays updated with current educational technology innovations in assessment, evaluations and research  
|  | • Uses technology to communicate effectively with students, parents, and peers  
|  | • Demonstrates a willingness to learn about diverse communities and groups  
|  | • Models as a volunteer in community-oriented projects where possible  
|  | • Respects the opinions and contribution of others  
|  | • Actively participates in collaborative assignments, projects, or activities  
|  | • Designs/supports instructional collaborative activities and assignments.  
|  | • Fosters a positive school climate by assessing, planning, and communicating with the school community.  

|  |  |
understands and values the role and importance of parents, staff, community members and other professionals in the learning process for students

ELCC (D/B) 4.1, 4.2, 4.3, 4.4, 6.1

6. Effective Operation and Management

Candidate navigates the changes happening in internal/external context and culture of schools and takes initiatives for strategic resource management to promote safety of students and staff to improve the school environment. Candidate is willing to seek support from all stakeholders on effective operations and management to ensure high quality instruction and student learning.

ELCC (D/B) 3.1, 3.2, 3.3, 3.5

7. Integrity, Fairness and Social Justice

Candidate demonstrates a value-based transparent reflexive approach while dealing with others, models a high level of integrity and ethical behavior. The candidate always utilizes ethical principles by incorporating integrity, fairness and social justice, in class, in the field and in personal and professional relationships

ELCC (D/B) 5.1, 5.2, 5.5

8. Advocacy for Equity, Justice, and Inclusiveness

Candidate demonstrates use of reflexive and critical approach in understanding the needs of diverse, marginalized, or special need members of the school community and shows a desire for advocating for equitable services and respectful treatment to this population of stakeholders. By doing so the candidate displays commitment to democratic values and social justice

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| Justice to ensure learning for all. | • Respects needs of each learner and treats learners as individuals  
• Establishes and consistently uses appropriate school operation and management schedules and practices  
• Uses appropriate classroom participatory skills  
• Encourages and rewards learners’ contributions  
• Recognizes the nature of privilege in education |
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<tbody>
<tr>
<td><strong>ELCC (D/B) 5.3, 5.5</strong></td>
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</tbody>
</table>
| Care for Welfare and Safety | • Models the ethic of care by developing school a safe place for all learners/stakeholders  
• Communicates respectfully and politely to all  
• Is flexible on handling pressing needs  
• Treat all with care and kindness  
• Demonstrates thoughtfulness and responsiveness  
• Supports others when they ask for help |
| **ELCC (D/B) 3.3** |  |
| Effective Communication | • Candidate listens and responds with positive curiosity  
• Communication is nonthreatening even in difficult conversation situations and maintains civility and positive gestures  
• Demonstrates cultural sensitivity during communication and shows eagerness to learn from other cultures  
• Uses many alternative communication channels and approaches to convey accurate message to meet the needs of diverse audience  
• Maintains integrity in communicating school information to the stakeholders  
• Follows organizational ethics and policies in communicating  
• Values different ways that people communicate  
• Demonstrates rapport with all stakeholders  
• Uses honorable and non-judgmental language |
| **ELCC (D/B) 4.1, 4.3, 4.4** |  |
| Instructional Leadership | • Serves as an instructional leader of the building/district staff  
• Designs and implements instructional capacity building activities.  
• Allows and encourages instructional staff to build capacity through inhouse and external professional development.  
• Shows positive attitude towards use of student learning data to determine instructional decisions and monitor progress.  
• Hires and sustains effective teachers who can describe, plan, and implement strong instruction for students to stay actively engaged in cognitively challenging and differentiated in personal level activities. |
| **ELCC (D/B) 2.1, 2.2, 2.3, 2.4** |  |
## 12. Ethical and Reflective Practice
Candidate models ethical practice by respecting ethical and moral values of school/district community and is aware of moral and legal consequences. She/he models a culture of reflection and critical self-reflection demonstrated through compassion and empathy, openness to new ideas. Candidate’s high value ethical relationships building and the highest commitment on fairness is observable on each of the practices.

**ELCC (D/B) 5.2, 5.4, 6.1, 6.2, 6.3**

- Always advocates for and models fair, ethical and reflective behavior or practice.
- Respects the ethical and moral values of the school and community
- Understands moral and legal implications of practices
- Demonstrates compassion and empathy for all stakeholders
- Shows openness to new ideas and believes in continuous improvement
- Establishes ethical relationships with all stakeholders

## Transformational Leadership
Candidate anticipates and evaluates emerging contextual trends, issues and factors that impact students, families, caregivers and communities, and acts as their spokesperson to influence policies, programs and decisions to safeguard their interests. Candidate adopts best equitable strategic initiatives that promote learning opportunities for all and student success.

**ELCC (D/B) 5.2, 5.4, 6.1, 6.2, 6.3**

- Understands laws and policies applicable in the schools/districts
- Represents students, families, caregivers to protect their interests
- Understands the implications of poverty and disadvantages on the families, caregivers, communities and students.
- Supports initiatives that promote equity and fairness
- Informs concerned stakeholders about the relevant laws and policies
- Adapts practices that address the school/district issues.
SECTION – 3
Description of Comprehensive Examination*
(For M. Ed. program)

Comprehensive Examination is one of the capstones that every M. Ed. student must pass to graduate in the program of study

Application Process

1. Candidates must have completed the requirements of and has achieved the candidacy.
2. Candidates applying for the Comprehensive Examination must have completed a minimum of twenty- four (24) credit hours with a minimum G.P.A. of 3.0.
3. Candidates eligible to take the Comprehensive Examination Capstone must submit the Comprehensive Examination Application in the office of Director, Education Graduate Programs in the Year-Two Fall for taking exam in the Year-Two Spring.

Any candidate who has a documented need for testing accommodations should contact the Office of University College Student Accessibility Services (SAS), Jason Library room # 204 at the time of application so appropriate documentation is on file and services can be arranged. They may be reached at 302-857-6898. (Further information can be found at: https://www.desu.edu/academics/university-college/uc-services/student-accessibility-services).

Comprehensive Examination Preparation

1. Workshops
   Studying for the comprehensive examination can be unnerving. Prior to the scheduled date for the comprehensive examination, the Educational Leadership program will conduct 2 workshops (Part-I & Part-II) (date TBA). The purpose of the workshop is to provide information that will serve as a foundation to help the students prepare for this exam.

2. Studying
   Preparing for the Comprehensive exam requires a systematic approach. Here are few tips to get started: form small study groups; speak to students who have taken the exam; organize your notes; practice time management; consider possible challenges; and practice by using old exams. The students will also be provided a Question Bank at least three months before the exam.

3. Director, Education Graduate Programs will also provide orientation regarding this exam, if required.

Structure of Comprehensive Examination

1. The Comprehensive Examination will consist of a three-hour morning session, usually from 9:00 am to 12:00 pm and a three-hour afternoon session from 1:00 – 4:00 pm with a lunch break from 12:00 to 1:00 pm. This Exam will be scheduled in the month of May on a date to be announced later on.

2. The Comprehensive Examination is comprised of essay type questions from the core courses (i.e. EDUC 605/682, EDUC 614, EDUC 625 and EDUC 681), EDUC 680 and EDUC 684. A study guide will be made available to candidates no later than two months before the scheduled exam.

3. The exam will be computer-based, and all the essay responses are to be completed using the word processing unless exceptions are approved by the Director, Education Programs in advance.

4. Each candidate will be assigned a test administration code prior to the examination to be used in place of candidate’s name for the purpose of providing confidentiality throughout the evaluation process.
5. The examination will be a closed book type of exam and the students will not be allowed to take with them any book or any notes while taking the exam.

6. The exam may he held either in the Education Department or at the DSU Testing Center. In the latter case, the students will be required to strictly follow the rules and regulations of the Testing Center. A copy of the Testing Center rules and regulations will be provided to the students well in advance.

Evaluation of the Comprehensive Examination

1. All the questions will be scored by a minimum of two examiners from Delaware State University faculty, who will be looking for depth of response as compared with a scoring rubric. An average of the scores will determine the final score of the student. Each faculty member will be assigned a confidential test administration code to ensure confidentiality.

2. All questions of the Comprehensive Examination will be graded using the Comprehensive Exam rubric (a copy of the rubric will be provided to the students along with the study guide/question bank). This exam follows a pass-fail grading system and a student must obtain at the minimum a passing score (as provided in the rubric) in order to successfully complete the Capstone requirement.

3. Within three weeks of the examination, the coordinator of the Comprehensive Examination will forward a report of the exam results to the Director, Education Graduate Programs. This report will provide in writing the specific scoring results per candidate by code.

4. Within a month of the examination, the Director, Education Graduate Programs will notify the examination results to the students in writing.

5. If a candidate has not earned a minimal passing grade in the examination, the student's exam response will be sent to a third examiner. An average of the scores of all the three examiners will determine the final score of the student.

6. If the student still fails to pass the exam, he or she should schedule a meeting with the Director, Education Graduate Programs and the academic advisor to review the responses. The candidate will be provided only one opportunity to re-taking that section of the exam in which the student had failed to pass.

*Note: Keeping in view any compelling circumstances that may exist, the Director, Education Graduate Programs may modify the procedure and the requirements mentioned above, or the date of administering the exam, with information in advance to all the students taking the exam.

*IMPORTANT NOTE: Comprehensive Exam is under review of the Graduate Committee and significant changes in the format are expected. You will be informed well in advance as and when these changes will be implemented.
Comprehensive Examination Application

Name: ________________________________________________

Delaware State University I.D. #: D ____________________________

Address: ___________________________________________________________________

Email Address: ___________________________________ @ _____________________________

Telephone (Home): ___________ Telephone (Work): ___________ Cell: ___________

Name of Your Academic Advisor: ___________________________________________________________________

Degree Program: ____________________________________________ Date admission to Graduate Program: ___________________________________________________________________

Expected Semester/Date of Graduation: ____________________________________________

Comprehensive Examination: Is designed to provide students to demonstrate mastery of advanced knowledge and skills in their area of concentration by responding to a battery of essay questions related to their area of concentration. Students are eligible to take the Comprehensive Examination after admission to candidacy, completion of 24 credit hours and obtaining a grade point average of 3.0 or greater on a 4.0 scale.

Will you require testing accommodations?  Yes_____No ______. If yes, please describe: ____________________________________________

It is the student's responsibility at this time to contact the Office of Student Accessibility Services, Jason Library room # 218 see: http://www.desu.edu/academics/office-student-accessibility-services to present documentation.

(Do not write below this line)

Application Approved: __________________  Application Denied: ____________________

__________________________________________

__________________________________________
Description of Qualifying Examination
(For Ed. D. Program)

What is the Qualifying Exam?
The Qualifying Examination is one of the mandatory requirements that every Ed. D. student must pass to graduate in their program of study. It is a written exam administered at the end of the second year of course work. The exam includes the courses completed by the students up to that time. The Qualifying Exam for 2019 cohort will comprise the following two sections:

- Section-1: It will cover the course content of EDUC 801/832, EDUC 830/803 and EDUC 833.
- Section-2: It will question(s) relating to the basic research methodology covered in the research courses i.e. EDUC 805, 888 and 840.

The faculty who had taught the courses covered in both the sections will be requested to submit the potential questions for developing the question bank for these sections. The date, time and place for the examination will be finalized by the Director, Education Graduate Programs in consultation with the Qualifying Exam Coordinator and Program Coordinator.

Purpose/Rationale
The main purpose of the qualifying examination is to assess the extent to which each doctorate student has achieved mastery of the curricular content covered in their first two years, their research abilities and the potential for scholarly writing. The rationale for this exam is to gauge students’ readiness for future doctoral study. Mastery over the fundamental course content and the skills of developing a research layout enables the students to proceed to the next phase of their program with greater confidence. The exam assesses the candidate’s breadth in the discipline, depth in areas of interest and provides an opportunity to determine academic promise and integrate content and application. The results of the exam will also inform the concerned faculty about the features of the program that are satisfactory and the areas that need attention.

General Requirements
- To be eligible to take this exam, a student must have successfully completed all the courses offered up till Year-2 Summer-I with a minimum of ‘B’ grade. Any exception must be approved by the Director, Education Graduate programs prior to taking the exam.
- Students must be enrolled or active in the university system at the time of taking the exam.
- Qualifying exam will not be waived for any student under any circumstances.
- Qualifying exam taken at any other university is not acceptable.
- Qualifying exam must be passed before the student can be allowed to continue in the program.
- Qualifying exam will be offered only to the current graduate students in the educational leadership program.

The Responsibilities of the Qualifying Exam Coordinator/Program Coordinator
- Review the student’s file to determine his/her eligibility to take the exam, and ascertain the requirements, procedures, and deadlines pertaining to the examination from the office of Director, Education Graduate Programs.
- Confer with the students concerning the exam format, content, evaluation criteria and arrange for the students to take the exam in accordance with the exam guidelines.

The Responsibilities of the Student
- It will be the responsibility a student to ascertain his or her eligibility to take the exam. For this purpose, the students should keep in touch with their Academic Advisor and the office of Education Graduate Programs.
To complete and submit the Qualifying Examination Application in the office of Education Graduate Programs at least one semester before the date of the exam.

To confer with the Qualifying Exam Coordinator/Program Coordinator for comments and suggestions concerning his or her examination performance.

**The Responsibilities of the office of Education Graduate Programs**

1. Inform the faculty and the students about the requirements, procedures, and deadlines pertaining to qualifying examination.
2. Make arrangements for offering the exam to the eligible students, oversee its administration, and make arrangements for the evaluation of the students’ responses.
3. Appoint the evaluators to evaluate the responses of the students.
4. Collect and compile the evaluations.
5. Communicate results of the exam to the students, their academic advisers.

**Examination Information**

- The examination is a closed book type exam and **the students are not be allowed to have with them any book or any notes while taking the exam.**

- The students will be required to submit their answers to the exam questions on the computer (with only word processing capability). If any student wants to hand-write the examination, he/she must inform the Office of Education Graduate Programs two weeks before the examination date so that an exam booklet/paper can be provided for taking the exam. Thereafter, the student will not be allowed to change this test-taking decision unless, on the day of the examination, there are technical difficulties regarding the use of computers.

- On the scheduled exam date, the students are expected to report at the exam venue at 8:30 am for the registration and orientation. Section – 1 of the exam will start at 9:00 am sharp and it will conclude at 11:00 am. After a short break from 11:00 to 11:30 am, Section - 2 will be held from 11:30 am to 1:30 pm. However, keeping in view the request made by the students taking the exam or any other compelling circumstances, the Director, Education Graduate Programs may change the time schedule with prior information to the students taking the exam.

- The exam proctor will distribute the questions papers for Sections – 1 and 2 at 9:00 am and 11:30 am respectively. At the end of each session, the students have to submit the questions and answers to the proctor on a flash drive provided by the department, or on the exam booklet/paper as the case may be. The students will not be allowed to revisit their responses once submitted.

- Students will be given a choice among the questions to answer, (e.g., one out of the two questions). A student is not allowed to respond to both questions in order to improve the total score for the question. If any student responds to both the questions, only the first of the two responses will be graded. Students must answer questions using the provided ID number. If a student types/writes her/his name on any page of the exam, that question will automatically be marked as a zero and that will count as one attempt.

- The exam may he held either in the Education Department or at the DSU Testing Center. In the latter case, the students will be required to strictly follow the rules and regulations of the Testing Center. A copy of the Testing Center rules and regulations will be provided to the students well in advance.

**Evaluation of the Qualifying Exam**

The qualifying exam questions are designed to assess the student’s knowledge about the broad foundational concepts as well as the ability to integrate this knowledge in a manner that the
Evaluators perceive it as indicative of Doctoral status. Evaluators will expect the student to cite references according to the 6th or latest edition of APA style manual (author, date) throughout his/her writing. There is no required length for the qualifying examination answers. Scores will be awarded for the quality, not the quantity.

The Director, Education Graduate Programs will select at least two evaluators to evaluate the responses of the students on the questions of each section. The evaluators will be the faculty members of the University with expertise in the field.

The question(s) of Section-1 will be scored on the Qualifying Exam Content Question Rubric and the research question(s) of Section - 2 will be graded on the Qualifying Exam Research Question Rubric. Copies of these rubrics will be provided to the students well before they take the exam. If any student wants to have these rubrics at any stage earlier, he or she can get it from the office of the Director, Education Graduate Programs.

This exam follows a pass-fail grading system and a student must obtain at the minimum a passing score (as provided in the rubric) in each section in order to successfully complete the Capstone requirement.

Strict candidate anonymity will be maintained throughout the grading process. Each student will be assigned a code number so that the “examiners” (DESU faculty) will not know whose examination they are grading. In other words, the qualifying examination uses a double-blind technique. Two examiners will assess each question; their scores will be averaged. In case any student fails to pass the exam or is declared to have passed the exam with reservation, the student’s response(s) will be sent to a third examiner, and the scores of all the three examiners will be averaged to declare the final result.

If a student finally receives a grade of Unsatisfactory:

- In the event of failing in ANY or ALL of the questions, the student will be allowed ONLY one chance to retake the failed section(s). This second examination attempt will be provided to the student no earlier than two weeks and no later than one month after the declaration of the results of the first examination.
- If the student fails in the exam the second time or fails to take the retake examination within this time frame, his/her admission status will be adversely affected.

Students will receive the exam results within one month from the date of the exam. They can also receive, upon request, a summary of graders’ comments or review the graded examinations by contacting the Office of Education Graduate Programs.

After a student has met all the exam requirements, the original forms, the exam questions, and answers will be placed on his or her file in the Office of Education Graduate Programs.

**Important Note:** A student will be eligible to enroll in the course(s) of the next semester ONLY AFTER PASSING THE QUALIFYING EXAM.

*IMPORTANT NOTE: Since some curricular changes are under review of the Graduate Committee, these may impact the structure of the Qualifying Exam. You will be informed well in advance as and when these changes will be
Clinical Internship/Field Experience for Ed. D. students

(Detailed information has been provided in the Internship Manual)

Description of the Clinical Internship/Field Experience

The Internship/field experience is designed to assess the candidates’ ability to apply the concepts of clinical supervision to a structural framework. This experience involves several layers of learning. The candidates are assessed on each layer with the intent of developing the knowledge, skills and dispositions needed to be an effective educational leader and administrator. The candidates are required to demonstrate an in-depth understanding of leadership concepts that are clearly linked to the professional standards.

Purpose of the Internship/Field Experience:

It will help the students:

- to apply and practice the skills needed for effective leadership.
- to become involved in the real administrative life of educational organizations, collaborate and learn from administrative leaders; and
- to develop and mature, through the internship's challenges, rigorous assessments, and rewards, into a competent and independent educational administrator.

INTERNSHIP (For K-12 concentration):

- Internship experience is grounded in strong research and focus on activities designed to solve high leverage district problems of practice. For these reasons, the internship experience is designed to be substantial, diverse, and deep, as articulated in the NELP District Level Standards 2018.

- The interns of Ed. D. in K-12 are required to complete 240 hours of administrative internship. With an endeavor to spread out the internship experience across the curriculum, the internship activities have been dissected and the courses have been identified with which some of these activities have been tied up as the field experience. The interns will complete the remaining activities as a part of the courses EDUC 812 & EDUC 813. These activities will provide the candidates with a rich experience in an approved, supervised administrative field-based setting at district level. The interns will complete the SPA approved assessments to demonstrate their proficiency in problem-based tasks, data literacy, data analysis or research. Through this wholesome experience, the interns will develop and refine leadership skills to contribute effectively to improve and develop supportive learning environment in schools and at the district levels.

FIELD EXPERIENCE (For Hr. Ed. concentration):

- The students of Ed. D. in Higher Education are required to complete 120 hours of field experience in an authentic higher education setting as a part of EDUC 836. Since the activities for each candidate will vary as per their placement for the field experience, their activities will be finalized by the course professor/university supervisor working in consultation with the site supervisor and the intern, prior to the start of the field experience. The students must complete the assignments that may capture various milestones throughout the field experience. These assessments will provide them the opportunity to detail their practical learning experiences, thoughts and perceptions that may come within their field experience responsibilities. Their assignments include problem based activities, an action research paper/report, written assignment, journal writing, reflection paper etc. They will also be assessed on their professional skills and dispositions.
INTERNSHIP/FIELD EXPERIENCE PROCESS

Preliminary Phase:

- The office of Education Graduate Programs will send the Internship/Field Experience applications well before the semester in which the candidates will complete their internship/field experience.
- The candidates will fill out the Internship/Field Experience application along with the Placement Option Form (indicating their placement options) and submit it in the office of Education Graduate Programs.
- It’s the responsibility of the interns to ensure that they meet the mandatory requirements of their selected placement site.
- The Director of Education Graduate Programs and the Director, Clinical & Field Experiences will verify the eligibility of the candidate for internship and then the Director, Clinical & Field Experiences will complete the candidate’s placement for internship/field experience.
- Before the start of the internship/field experience, the interns, the university supervisors and the site supervisors will be provided orientation of the complete internship process. The purpose of various internship/field experience assessments/activities will be explained. They will also be provided Internship/Field Experience Packets containing all the necessary documents and the assessments.
- After discussing with the university supervisor, the candidate will complete the internship/field experience proposal form and submit it to the university supervisor.
- The university supervisor will share the internship/field experience proposal form with the site supervisor, and both will work out the modalities of the candidate’s internship/field experience.

Execution Phase:

- Once the candidate begins his or her internship/field experience, the university supervisor will meet with the site supervisor at least three times i.e. at the start of the internship/field experience, at the time of midterm and at the final stage of the internship/field experience.
- During this entire experience, the student will be supervised, advised and guided on the regular basis by both the supervisors to make the functioning mechanism of the internship/field experience more practical and relevant.

Assessment/Evaluation on Taskstream

The assessment of internship involves the evaluation of:

1. The attendance and active engagement in the internship/field experience activities as reflected through the internship/Field experience Activities Log
2. Midterm and Final evaluations of the internship/field experience by the university and site supervisors
3. Assessment # 4 for the Applied Educational Administration Internship – District level (for K-12 interns)
4. University Supervisor’s and Site Supervisor’s Evaluations
5. The intern’s Self-evaluation of their learning experiences
6. Professional Dispositions of the intern by both the University and the Site Supervisors
7. Internship/Field experience Portfolio:

The portfolio

At the end of their internship/field experience, the candidates are required to document their experiences in the shape of a portfolio. This portfolio will contain candidate’s reflective narratives, work plans and tools etc. that the candidate develops in the field, and other creative reports that may include audio, visuals,
candidate-developed web-based materials etc. The portfolio will also include the site supervisor’s evaluations of candidate's performance, internship logs and reflections. Candidate should adequately explain how the artifacts included in the portfolio meet the professional standards mentioned in the activities, field guideline or in the rubrics. This portfolio constitutes one of the components of candidates’ professional portfolio (required to be submitted to meet their final capstone requirements).

Review Phase:
- The internship/field experience data will be analyzed and interpreted to further strengthen the internship/field experience.

PLEASE NOTE:
- For the candidates whose placement is approved at their work place, specific activities will be planned in consultation with the site supervisors that can be completed by the candidates at their work place. The candidates will also be required to complete some activities at other institution to gain diverse authentic experience.
- The students are not allowed to start their internship/field experience without a formal approval of their internship/field experience application, their placement, and the approval of their ‘Proposal Form’ by the university supervisor.

IMPORTANT NOTE: The internship process is undergoing comprehensive change. Some of the activities are being tied with the courses as field experience. You will be required to complete the revised internship experience once approved. You will be informed about the changes well in advance.
Clinical Internship Experience for M. Ed. students

(Detailed information has been provided in the Internship Manual)

Description of the Clinical Internship

The internship experience includes both the process and the product that result from the application of the instructional, organizational, strategic, and contextual leadership skills. The outcome is a powerful synthesis of key content and high impact field-based experiences extended over time that result in an intern’s demonstration of the professional knowledge, skills, and dispositions useful to practicing Building-level leaders.

Purpose of the Internship;

The applied educational administrative internship will help the M. Ed. interns:

- to apply and practice the skills needed for effective school leadership.
- to become involved in the real administrative life of educational organizations, collaborate and learn from administrative leaders and colleagues; and
- grow and mature, through the internship’s challenges, disappointments, and rewards, into a competent and independent educational administrator.

The M. Ed. students are required to complete 240 hours of internship in K-12 setting. The students will complete their internship by enrolling in and completing EDUC 690. They will be required to complete the internship activities (aligned with NELP/CAEP standards). A professional standard-based portfolio will be the product of internship activities and must include artifacts showing the understanding and use of NELP/CAEP standards. The students will submit and present their internship portfolio comprising artifacts collected as a part of their internship activities and experience before a panel of education department faculty.

Internship Process:

Preliminary Phase:

- The office of Education Graduate Programs will send the Internship applications well before the semester in which the candidates will complete their internship.
- The candidates will fill out the Internship application along with the Placement Option Form (indicating their placement options) and submit it in the office of Education Graduate Programs.
- It’s the responsibility of the interns to ensure that they meet the mandatory requirements of their selected placement site.
- The Director of Education Graduate Programs and the Director, Clinical & Field Experiences will verify the eligibility of the candidate for internship and then the Director, Clinical will complete the candidate’s placement for internship.
- Before the start of the internship, the interns, the university supervisors and the site supervisors will be provided orientation of the complete internship process. The purpose of various internship assessments/activities will be explained. They will also be provided Internship Packets containing all the necessary documents and the assessments.
- After discussing with the university supervisor, the candidate will complete the internship proposal form and submit it to the university supervisor.
- The university supervisor will share the internship proposal form with the site supervisor, and both will work out the modalities of the candidate’s internship experience.

Execution Phase:

- Once the candidate begins his or her internship, the university supervisor will meet with the site supervisor at least three times i.e. at the start of the internship, at the time of midterm and at the final stage of the internship.
During this entire experience, the student will be supervised, advised and guided on the regular basis by both the supervisors to make the functioning mechanism of the internship more practical and relevant.

The portfolio
At the end of their internship, the candidates are required to document their experiences in the shape of a portfolio.

This portfolio will contain candidate’s reflective narratives, work plans and tools etc. that the candidate develops in the field, and other creative reports that may include audio, visuals, candidate-developed web-based materials etc. The portfolio will also include the site supervisor’s evaluations of candidate’s performance, internship logs and reflections. Candidate should adequately explain how the artifacts included in the portfolio meet the professional standards mentioned in the activities, field guideline or in the rubrics.

This portfolio constitutes one of the components of their professional portfolio (required to be submitted to meet their final capstone requirements).

Assessment/Evaluation
The assessment of internship involves the evaluation of:
(1) The attendance and active engagement in the internship activities as reflected through the internship Activities Log
(2) Midterm and Final evaluations of the internship by the university and site supervisors
(3) Assessment # 4 for the Applied Educational Administration Internship – Building Level
(4) University Supervisor’s and Site Supervisor’s Evaluations
(4) The intern’s Self-evaluation of their learning experiences
(5) Professional Dispositions of the intern by both the University and the Site Supervisors
(6) Completion of intern’s Internship Portfolio and its presentation

Review Phase:
• The feedback received through all these tools will be analyzed and interpreted by the Graduate Committee for further strengthening the internship/field experience.

PLEASE NOTE:
• For the candidates whose placement is approved at their work place, specific activities will be planned in consultation with the site supervisors that can be completed by them at their work place. They will also be required to complete some activities at other institution to gain diverse authentic experience.
• The students are not allowed to start their internship/field experience without a formal approval of their internship/field experience application, their placement, and the approval of their ‘Proposal Form’ by the university supervisor.

IMPORTANT NOTE: The internship process is undergoing comprehensive change. Some of the activities are being tied with the courses as field experience. You will be required to complete the revised internship experience once approved. You will be informed about the changes well in advance.
Ed. D. in K-12 - Internship

Expectations from the students

For doctoral students, internship is intended to provide learning experiences that enable them to practice their skills in an educational setting. Thus, through internship experiences, the students are expected to acquire the abilities and skills to:

- Develop a vision of learning for the school or district-level community that promotes the academic and social success of all students and effectively assign the vision to the mission or belief statements of the school/district.
- Formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s/district’s vision. This also requires the ability to collect, interpret, and analyze school/district data and/or outcomes.
- Develop plans and processes for implementing the vision.
- Demonstrate the ability to involve community members in the realization of the vision and related school improvement efforts.
- Acquire the problem-solving skills to remove the potential instructional deficiencies in faculty and staff to improve overall content delivery and enhance professional development.
- Expand decision-making skills to include equitable considerations, valid data gathering measures, and consequence analyses concerning school/district staff.
- Utilize effective strategies to manage all administrative duties in k-12 settings.
- Demonstrate the ability to work independently in k-12 settings.
- Demonstrate the ability to recognize an area for growth and implement a successful solution.
- Advocate for programs that meet the educational needs of all students. Assist schools and communities in developing programs to address these needs.

Students are expected to:

1. Review Internship Application prior to submission, and submit completed application to the Director, Clinical and Field Experiences before the deadline.
2. Complete 240 clock hours of internship experience.
3. Maintain student log of internship (of hours and tasks).
4. Complete all internship assignments as desired by the course instructor.
5. Create Internship Portfolio.
6. Abide by the rules established by the school/district/agency.
7. Act as a professional in all interactions with the school/district staff and coworkers.
8. Take initiative for using the field placement to enhance learning opportunities.
9. Take responsibility for obtaining information pertaining to the school’s/district’s/agency’s structure, function, procedures, chain of command, funding sources and charter.
10. Follow the academic calendar to ensure smooth integration between fieldwork activities and school/district requirements.
11. Practice and model ethical and professional behavior at all times.
12. Serve as an educational leader for all children and promote their continuous development.


**Ed. D. in Higher Ed. Field Experience**

**Expectations from the students**

For doctoral students, field experience is intended to provide learning experiences that enable them to practice their skills in an educational setting. Thus, through field experiences, the students are expected to acquire the abilities and skills to:

- Develop plans and processes for implementing the institution’s/organization’s vision.
- Demonstrate the ability to involve stakeholders in the realization of the vision and related improvement efforts.
- Acquire the problem-solving skills to enhance professional development.
- Expand decision-making skills to include equitable considerations, valid data gathering measures, and consequence analyses concerning institution's/organization’s staff.
- Utilize effective strategies to plan and manage administrative duties.
- Demonstrate the ability to work independently in an organizational setup.
- Demonstrate the ability to recognize an area for growth and implement a successful solution.
- Advocate for programs that meet the educational needs of all students. Assist institution/organization in developing programs to address these needs.

**Students are expected to:**

1. Review Field Experience Application prior to submission, and submit the completed application to the Director, Education Graduate Programs before the deadline.
2. Complete 120 clock hours of field experience.
3. Maintain student log of the field experience (of hours and tasks).
4. Complete all field experience assignments as desired by the course instructor.
5. Create a field experience portfolio.
6. Abide by the rules established by the placement institution/organization.
7. Act as a professional in all interactions with the institution/organization staff and coworkers.
8. Take initiative for using the field placement to enhance learning opportunities.
9. Take responsibility for obtaining information pertaining to the institution’s/organization’s structure, function, procedures, chain of command, funding sources etc.
10. Follow the academic calendar to ensure smooth integration between fieldwork activities and institution/organization requirements.
11. Practice and model ethical and professional behavior at all times.
12. Serve as an educational leader and promote institution’s/organization’s continuous development.
Internship Approval Form for Ed. D. in K-12 Interns

Interns are required to complete this form and submit it, along with their Internship Application, in the office of Director, Education Graduate Programs (EH 112) to initiate the process for their Internship approval.

Student: ___________________________________________ Student ID #: D

Program Concentration: Ed. D. in K – 12

Term: Fall _______ Spring ________ Summer ________

Mandatory Requirements:
To be approved for Internship, students are required to meet the following mandatory requirements and provide the necessary documentation in the office of Director, Clinical & Field Experiences (EH 110):

1. Criminal Background check
2. TB test results
3. Child Protection Registry

Please note: The required application forms for 1 to 3 listed above are attached with this form. The information regarding the place of testing has also been provided at the back of these application forms.

Documents required:
Please submit the following documents along with this form:
- Completed Internship Application
- Unofficial Transcripts
- Curriculum sheet

Student:
By signing this form, I acknowledge that I meet the above-mentioned mandatory requirements, have submitted the required documents, and have completed the required course work for initiating the Internship Experience.

Student Signature ___________________________ Date __________

For Office Use:

Director, Clinical & Field Experiences: ☐ Approved ☐ Not Approved

Signature ___________________________ Date __________

Director, Education Graduate Programs: ☐ Approved ☐ Not Approved

Signature ___________________________ Date __________

Chair, Education Department: ☐ Approved ☐ Not approved

Signature ___________________________ Date __________

Signed copy of the form will be given to the student. Original will be placed in the student’s file in the office of Education Graduate Programs.
Field Experience Approval Form for Higher Ed. Students

Candidates are required to complete this form and submit it, along with their Field Experience Application, in the office of Director, Education Graduate Programs (EH 112) to initiate the process for their Field Experience approval.

Student: ________________________________________  Student ID #: D________

Program Concentration:  Ed. D. in Higher Education

Term:  Fall ______  Spring ______  Summer ______

Documents required:
Please submit the following documents along with this form:
- Completed Internship Application
- Unofficial Transcripts
- Curriculum sheet

Student:
By signing this form, I acknowledge that I meet the above-mentioned mandatory requirements, have submitted the required documents and have completed the required course work for initiating this Field Experience.

________________________________________  _________________
Student Signature  Date

For Office Use:

Director, Clinical & Field Experiences:  □ Approved  □ Not Approved

________________________________________  _________________
Signature  Date

Director, Education Graduate Programs:  □ Approved  □ Not Approved

________________________________________  _________________
Signature  Date

Chair, Education Department:  □ Approved  □ Not approved

________________________________________  _________________
Signature  Date

Signed copy of the form will be given to the student. Original will be placed in the student’s file in the office of Education Graduate Programs.
Doctoral Program in Educational Leadership
Application for Internship for K-12 Interns

Submit Completed Application to:
The Director, Education Graduate Programs
Education & Humanities Building 112
Delaware State University
Dover, DE 19901
Phone: (302) 857-7170
Fax: (302) 857-7150

PLEASE PRINT OR TYPE. YOU MUST PROVIDE ALL INFORMATION REQUESTED.

Student’s Name ________________________________

Student’s E-mail Address ________________________________

Purpose of Internship

The purpose of the internship experience is to blend the theoretical and research-based content of the course offerings with the practical day-to-day experiences of the district leadership. Ultimately, the internship affords candidates a realistic notion of the district administration and allows the candidates to learn from past experiences while they develop an appreciation for collaborative and reflective practices. This experience provides opportunities to the interns to develop and refine the leadership skills as they contribute to the total district program.

In order to reap the full benefits of substantial and sustained educational internship-based learning opportunities, an intern must be directly involved in multifarious activities that a district administrator encounters on a daily basis. An intern is expected to synthesize and apply the content knowledge and develop professional skills identified in the Educational Leadership District-Level Standards through authentic, district-based leadership experiences.

Internship Requirements:

• The doctoral leadership internship is a six (6) credit hours experience and requires a minimum of 240 hours effort.

• To complete the internship requirements, the interns must register for the courses EDUC-812 and EDUC-813. Upon the approval of the internship application by the Director, Clinical & Field Experiences, the candidates will become eligible to register for the internship courses.

• During the internship, the students must maintain a log to track their internship hours. The log must include the date, the number of hours and the tasks/activities performed on each day of the internship.

• Upon completion of the internship, the students will be responsible for preparing a portfolio regarding their internship experience, which will include the required artifacts or work samples, the student’s reflections and mentor’s evaluations.
Note 1: The Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs will consider the placement options submitted by the students and decide the site for candidate’s internship experience.

Note 2: The course professor will provide the students:
- the essential information and instructions relating to the internship experience
- copies of the syllabi of the internship courses (EDUC 812 & EDUC 813)
- a detailed overview of the internship requirements, assignments, assessments and the evaluation criteria

Final Evaluation of an Intern’s Performance

The internship assessment is an evaluation of the following requirements of an intensive 240 hours long internship:
(1) The attendance and active engagement in the internship activities as reflected through the Internship Activities Log,
(2) Midterm and Final evaluations of the internship experiences by the university supervisor and the site supervisor,
(3) Assessment # 4 for the Applied Educational Administration Internship – District level,
(4) The intern’s self-evaluation of their learning experiences
(5) The Professional Dispositions, and
(6) Completed Internship Portfolio (containing internship artifacts and other relevant documents)

I acknowledge that I have read the information provided in this application and clearly understand what is expected from me for completion of my internship. I further acknowledge that it shall be my responsibility to complete all the internship course requirements in a timely manner.

Student Signature ___________________________ Date ____________

For Office Use

Approved ___________________________ Not Approved ___________________________

Director, Clinical & Field Experiences (Print) ___________________________ (Signatures) ___________________________ (Date)

Approved ___________________________ Not Approved ___________________________

Director, Education Graduate Programs (Print) ___________________________ (Signatures) ___________________________ (Date)
Field Experience Application for Higher Ed. Interns

Submit Completed Application to:

The Director, Education Graduate Programs
Education & Humanities Building 112
Delaware State University
Dover, DE 19901
Phone: (302) 857-7170
Fax: (302) 857-7150

PLEASE PRINT OR TYPE. YOU MUST PROVIDE ALL INFORMATION REQUESTED.

Student’s Name ____________________________________________________________

Street Address ____________________________________________________________

City __________________________ State ___________ ZIP ____________

Phone Number(s): Home _____________ Work _____________ Cell _____________

Student’s E-mail Address ____________________________________________________

Student’s ID Number (D#) _________________________________________________

Purpose of Field Experience

The purpose of this field experience is to blend the theoretical and research-based content of the course offerings with the practical day-to-day experiences of the administrative leadership. Ultimately, the field experience affords candidates a realistic notion of the administration and allows the candidates to learn from past experiences while they develop an appreciation for collaborative and reflective practices. This experience provides opportunities to the students to develop and refine the leadership skills as they prepare for the leadership roles in the higher education sector.

In order to reap the full benefits of substantial and sustained administrative field experience-based learning opportunities, a student must be directly involved in multifarious activities that an administrator encounters on a daily basis. The student is expected to synthesize and apply the content knowledge and develop professional skills as identified in the relevant higher education standards.

Field Experience Requirements:

• The doctoral field experience is a three (3) credit hours experience and requires a minimum of 120 hours effort.

• To complete the field experience requirements, the students must register for the course EDUC-836. Upon the approval of the field experience application by the Director, Clinical & Field Experiences, a student will become eligible to register for the field experience course. It is expected that the 120 hours of field
experience will be completed within the designated semesters in order to permit the Faculty Supervisor to conduct site visits, meet with the mentor and to evaluate a student’s performance.

- During the field experience, the student must maintain a log to track his or her field experience hours. The log must include the date, the number of hours and the tasks/activities performed on each day of the field experience.

- Upon completion of the field experience, each student will be responsible for preparing a portfolio regarding his or her field experience, which will include the required artifacts or work samples, the student’s reflections and mentor’s evaluations.

**Note 1:** The Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs will consider the placement options submitted by the student and decide the site for candidate’s field experience.

**Note 2:** The course professor will provide the students:
- the essential information and instructions relating to the field experience
- a copy of the syllabi of the field experience course (EDUC 836)
- a detailed overview of the field experience requirements, assignments, assessments and the evaluation criteria

**Final Evaluation of a Student’s Performance**

The assessment of field experience is an evaluation of the following requirements of an intensive 120 hours long field experience:

1. A Log of Hours and description of activities (to be evaluated by the faculty supervisor)
2. The site mentor/supervisors’ evaluation (Midterm & Final evaluations)
3. Students’ Self-Evaluation of their learning experiences
4. The Graduate Professional Dispositions
5. The Research Paper (students will develop a research synthesis paper focused on the area of their field experience and will relate it with their field of research).
6. Completed Field experience portfolio (containing the artifacts and other relevant documents related with the field experience)

☐ I acknowledge that I have read the information provided in this application and clearly understand what is expected from me to complete this field experience. I further acknowledge that it shall be my responsibility to complete all the course requirements in a timely manner.

Student Signature __________________________ Date _______________

For Office Use

Approved ______________ Not Approved ______________

_________________________ __________________________
Director, Clinical & Field Experiences (Print) (Signatures) (Date)

Approved ______________ Not Approved ______________

_________________________ __________________________
Director, Education Graduate Programs (Print) (Signatures) (Date)
M. Ed. in Educational Leadership
Application for Internship

Submit Completed Application to:

The Director, Education Graduate Programs
Education & Humanities Building 112
Delaware State University
Dover, DE 19901
Phone: (302) 857-7170
Fax: (302) 857-7150

PLEASE PRINT OR TYPE. YOU MUST PROVIDE ALL INFORMATION REQUESTED.

Student’s Name ____________________________________________________________

Street Address ____________________________________________________________

City __________________________ State __________________________ ZIP ____________

Phone Number(s): Home ___________________ Work ___________________ Cell __________

Student’s E-mail Address ____________________________________________________

Student’s ID Number (D#) _D________________

Purpose of Internship

The purpose of the internship experience is to blend the theoretical and research-based content of the course offerings with the practical day-to-day experiences of the school leadership. Ultimately, the internship affords candidates a realistic notion of the school administration and allows the candidates to learn from past experiences while they develop an appreciation for collaborative and reflective practices. This experience provides opportunities to the interns to develop and refine the leadership skills as they contribute to the total school program.

In order to reap the full benefits of substantial and sustained educational internship-based learning opportunities, an intern must be directly involved in multifarious activities that a school administrator encounters on a daily basis. An intern is expected to synthesize and apply the content knowledge and develop professional skills identified in the Educational Leadership School-Level Standards through authentic, school-based leadership experiences.

Internship Requirements:

- This leadership internship is a six (6) credit hours experience and requires a minimum of 240 hours effort.

- To complete the internship requirements, the interns must register for the course EDUC-690. Upon the approval of the internship application by the Director, Clinical & Field Experiences, the students will become eligible to register for the internship course. It is expected that the 240 hours of internship will be completed within the designated semester in order to permit the Faculty Supervisor to conduct site visits, meet with the mentor and to evaluate a student’s performance.
During the internship, the students must maintain a log to track their internship hours. The log must include the date, the number of hours and the tasks/activities performed on each day of the internship.

Upon completion of the internship, the students will be responsible for preparing a portfolio regarding their internship experience, which will include the required artifacts or work samples, the student’s reflections and mentor’s evaluations.

After completion of the internship hours, the students will make a presentation regarding their internship experience to a faculty panel as a part of their portfolio assessment process.

Note 1: The Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs will consider the placement options submitted by the students and decide the site for internship experience.

Note 2: The course professor will provide the students:
- the essential information and instructions relating to the internship experience
- a copy of the syllabus of the internship course (EDUC 690)
- a detailed overview of the internship requirements, assignments, assessments and the evaluation criteria

Final Evaluation of an Intern’s Performance

The internship assessment is an evaluation of the following requirements of an intensive 240 hours long internship:
(1) The attendance and active engagement in the internship activities as reflected through the Internship Activities Log,
(2) Midterm and Final evaluations of the internship experiences by the university supervisor and the site supervisor,
(3) Assessment # 4 for the Applied Educational Administration Internship – School level,
(4) The Professional Dispositions, and
(5) Completed Internship Portfolio and the Portfolio presentation.

☐ I acknowledge that I have read the information provided in this application and clearly understand what is expected from me for completion of my internship. I further acknowledge that it shall be my responsibility to complete all the internship course requirements in a timely manner.

__________________________________________________________________________  __________
Student Signature                                    Date

For Office Use

_________________________                  ________________________
Approved                      Not Approved

_________________________                  ________________________
Director, Clinical & Field Experiences (Print)  (Signatures)           (Date)

_________________________                  ________________________
Approved                      Not Approved

_________________________                  ________________________
Director, Education Graduate Programs (Print)  (Signatures)           (Date)
Office of Education Graduate Programs
Internship/Field Experience Placement Form

Program:  Ed. D.: K-12 / Hr. Ed. (please circle one)  M. Ed. ________

Name: _______________________________________  Date: __________

First  Last

Local address: ________________________________________  Phone#: __________

Street  City

Permanent (Home) address:

__________________________  ______________________
Street                     City

Emergency Contact Information: ________________________  Phone#: __________

Placement Preference:

1st Choice

__________________________________________________________
School /Institution/Organization  City  State  Mentor/Supervisor

2nd Choice

__________________________________________________________
School /Institution/Organization  City  State  Mentor/Supervisor

3rd Choice

__________________________________________________________
School /Institution/Organization  City  State  Mentor/Supervisor

I understand that all efforts will be made to make the placement according to the geographic considerations but there is no guarantee for a selected or preferred placement.

__________________________________________  Date: __________
Student Signature
Education Graduate Programs
Internship/Field Experience Agreement for Ed. D. (K-12 & Hr. Ed.)

NOTE: This form is to be signed and submitted to the Director, Clinical and Field Experiences prior to the start of the internship/Field Experience.

University Supervisor’s Tasks/Responsibilities:
- Provide an orientation to the students about their internship/Field experience
- Verify Student Log
- Visit the internship/field experience site and to meet with the site supervisor at the start of internship/field experience, at the time of midterm evaluation and at the time of final evaluation.
- Discuss student’s Mid-Term progress with Site Supervisor (schedule meeting in conjunction with student and Site Supervisor)
- During the internship/field experience, observe the student and complete the Professional Graduate Dispositions assessment.
- Maintain and complete the All Clinical Internship Activities Tracking and Site Visit Progress Report as per the progression of students’ internship/Field experience.
- Complete the Ed. D. Internship/Field Assessment (Assessment # 4 for K-12 students and Portfolio Assessment for the Higher Ed. students).

Student’s Tasks/Responsibilities:
- Identify Internship/Field Institution/Site prior to submitting Internship/Field Application
- Review Internship/Field Application with Faculty Supervisor/Program Coordinator and submit it to the Director, Education Graduate Programs
- Complete and submit the Internship/Field Experience Placement Option Form and Internship/Field Experience Approval Form to the Director, Clinical and Field Experiences before the deadline
- Complete and submit the Internship/Field Experience Proposal to the University Supervisor
- Complete the Internship/Field Experience hours (240 hrs. for Internship and 120 hrs. for Field Experience) and the approved assessment activities at the approved placement site.
- Complete the following Ed. D. Internship/Field Experience Assessments:
  - Assessment # 4 for K-12 students and Portfolio Assessment for the Higher Ed. students.
  - Intern’s self-evaluation of their learning experiences
  - The Professional Dispositions, and
  - Completed Internship Portfolio (containing the artifacts and other relevant documents).
- Maintain Internship/Field Experience Log Sheet (Hours & Tasks) for the hours completed.
- Schedule meetings between Faculty Supervisor and Site Supervisor from time to time.

Site Supervisor Tasks/Responsibilities:
- Provide ongoing supervision and feedback to student during internship/field experience
- Discuss student’s progress with Faculty Supervisor (arrange meeting in conjunction with student and the faculty supervisor)
- Maintain and complete the Internship/Field Experience Activities Tracking and Site Visit Progress Report as per the progression of students’ internship/field experience.
• During the internship/field experience, observe the student and complete the *Site Supervisor’s Evaluation Survey* and submit it to the Faculty Supervisor.

• Complete and submit Student *Mid-Term and Final Evaluation for Internship/Field Experiences* to the Faculty Supervisor.

By signing this document, you are confirming that you understand the tasks and responsibilities outlined above AND that you agree to complete the tasks and responsibilities which have been assigned to you.

Student: ________________________________________________ Date: __________

Site Supervisor ___________________________________________ Date: _________

Faculty Supervisor _________________________________________ Date: _________

Approved ☐ Not Approved ☐ Date: __________

*Director, Clinical and Field Experiences:* __________________________ Date: _________

Approved ☐ Not Approved ☐ Date: __________

*Director, Graduate Education Programs:* _________________________ Date: _________
Ed. D. in K – 12: INTERNSHIP PROPOSAL OUTLINES

Your Name: _____________________________  D#: ___________

Before starting your internship experience, you are required to submit an INTERNSHIP PROPOSAL, outlining your internship activities, to the concerned course professor with copies to the Director, Education Graduate Programs, and the Director, Clinical & Field Experience, as per the guidelines mentioned below:

Part-I

Name of the School District:
(Please insert here the name of the School District of your Internship placement).

Location:
( Please insert here the address of the internship site or location).

Description of Setting:
Please describe when and how your internship experience will take place. Also explain whom you will work with and the opportunities you will receive there as an intern. Provide the account of possible opportunities of working with other members in the district, or the anticipated projects you will be working on.

Role/Position of Onsite Mentor/Supervisor:
Describe the role of your onsite mentor/supervisor in the school district. Also discuss the relevance of her/his expertise and experience for your growth in the area of your internship.

Student Responsibility:
Explain your anticipated responsibilities in this internship experience.

Part-II

Purpose of the Internship
In an explanatory paragraph, state the purpose of this internship.

Relationship to your Career Goals:
Mention your long term and short-term career goals. Explain how this internship experience meets or relates with the needs of your career goals.

Internship Goals:
Goal 1:
Goal 2:

Internship Outcomes:
Goal 1: < State the anticipated outcome related to the goal 1>
Goal 2: <State the anticipated outcome related to goal 2>
Time Line:

Describe the timeline for completion of this internship. Explain how you plan to meet the needs of the specific internship hours.

Internship Evaluation: The following assessments will be evaluated during the internship experience:

(1) A **Log of Hours and description of activities** (to be evaluated by the faculty supervisor)
(2) The site supervisors’ evaluation (**Midterm & Final evaluations**)
(3) The intern’s **self-evaluation** of their learning experiences
(4) The **Professional Dispositions**
(5) The **Assessment # 4 (District Level)**
(6) Completed **internship portfolio** (containing internship artifacts and other relevant documents).

**Copies of all these assessments along with the rubrics will be provided to you as a part of your internship packet.**

__________________________________________________________

**For Office use:**

Approved _____ Not Approved _____

_________________________  ___________________________  ________________________
Course Professor (Print)    Signature                    Date
Ed. D. in Higher Education: Field Experience Proposal Outlines

Your Name: ___________________________ D#: ___________

Before starting your field experience, you are required to submit a FIELD EXPERIENCE PROPOSAL, outlining your field experience activities, to the concerned course professor with copies to the Director, Education Graduate Programs, and the Director, Clinical & Field Experience, as per the guidelines mentioned below:

Part-I

Name of Institution/Organization:

(Please insert here the name of the institution/organization of your Field Experience placement).

Location:

(Please insert here the address of the Field Experience site or location).

Primary Purpose of Institution/Organization:

Please provide a concise introduction of this institution/organization and the unit of the institution/organization where you will complete your Field Experience activities. Finally state the major purpose or goals of the unit/organization.

Description of Setting:

Please describe when and how your Field Experience experience will take place. Also explain whom you will work with and the opportunities you will receive there as an intern. Provide the account of possible opportunities of working with other members in the unit, or the anticipated projects you will be working on.

Role/Position of Onsite Mentor/Supervisor:

Describe the role of your onsite mentor/supervisor in the organization. Also discuss the relevance of her/his expertise and experience for your growth in the area of your Field Experience.

Student Responsibility:

Explain your anticipated responsibilities in this Field Experience.

Part-II

Purpose of the Field Experience

In an explanatory paragraph, state the purpose of this Field Experience.

Relationship to your Career Goals:

Mention your long term and short-term career goals. Explain how this Field Experience meets or relates with the needs of your career goals.

Field Experience Goals:

Goal 1: <e.g. Gain knowledge of a funded educational project and project leadership.>
Goal 2: <e.g. Participate in iMAS academy, a project under GEAR UP and other partners, and conduct research.>

Field Experience Outcomes:

Goal 1: <State anticipated outcome related to the goal 1>

Goal 2: <State anticipated outcome related to goal 2>

Time Line:

Describe the timeline for completion of this Field Experience. Explain how you plan to meet the needs of the specific Field Experience hours.

Outline of the activities

Mention the major/primary activities that will be carried out. For example:

- Individual meeting
- Group meetings
- Planning
- Site visits
- Research
- Writing
- Debriefing
- Evaluation
- Editing and Correction
- Reporting
- Any other activity

Site Visits for preparing the Field Experience Proposal:

<table>
<thead>
<tr>
<th>First Visit:</th>
<th>Second Visit:</th>
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<td>Date:</td>
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<td>Time:</td>
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Field Experience Evaluation: The following assessments will be evaluated/completed during the Field Experience:

1. A Log of Hours and description of activities (to be evaluated by the faculty supervisor)
2. The site supervisors’ evaluation (Midterm & Final evaluations)
3. The intern’s self-evaluation of their learning experiences
4. The Professional Dispositions
5. The Research Paper (students will develop a research synthesis paper focused on the Field Experience area and will relate it with their field of research).
6. Completed Field Experience portfolio (containing the artifacts and other relevant documents related with the Field Experience).

Copies of all these assessments along with the rubrics will be provided to you as a part of your Field Experience packet.

For Office use:

Approved ____  Not Approved ____

Course Professor (Print)  Signature  Date
Graduate Programs in Education

Internship/Field Experience Log Sheet (Hours and Tasks)

Student:

Location of Internship/Field Experience:

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Hours</th>
<th>Tasks/Activities</th>
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SECTION – 5

Ed. D. PROGRAM: FINAL RESEARCH CAPSTONE ALTERNATIVES

Ed. D. program at Delaware State University offers the following three capstone options for the final capstone experience:

1. Case Study Analysis
2. Project Study
3. Dissertation

1. CASE STUDY ANALYSIS

Components:

Chapter 1. Introduction
Select a problem that will be the focus of the analysis in the case study and state the purpose of the case study. Usually, this chapter contains: Background of the Problem; Statement of the Problem; Research Questions; Significance of the Study; Theoretical Perspective/Framework; Definition of the Terms; Limitations of the Study; Delimitations; and Summary.

Chapter 2. Literature Review
Review of related literature that will provide theoretical base (grounded theory) or conceptual framework to the study (Dependent/Independent Variables, Instrumentation and Logical Progression)

Chapter 3. Methodology
Description of the three selected case studies. Examining the methodologies of the selected case studies, and how the data available in the three selected case studies will be used for the purpose of analysis/investigation. Significance of each case study.

Chapter 4. Comparative Analysis
Undertaking comparative analysis, identifying common themes, specifying the differences and similarities between the three selected case studies and synthesizing the outcomes in relation to the three case studies. Drawing the findings on the basis of analysis.

Chapter 5. Conclusions
Proposing solutions that address the focus problem raised in the case study and linking the solution to the sound research to draw conclusions.
2. PROJECT STUDY

Components: Abstract: It will:

- Describe the overall study problem being addressed and indicate why it is important (e.g. who would benefit if the problem is solved)
- Identify the rationale for the problem and the project
- Identify the theoretical foundations
- Summarize the key research design/guiding question
- Describe the overall research design, methods and specific data analytic procedures

For the final project document, Abstract, Candidates will:

- Identify the key results and recommendations
- Provide main conclusions and implications of the project for the positive social change and applications to the local problem

Chapter – 1: Introduction: Provide an overview of the Doctoral Project Study and of the contents of this section.

- **Description of the problem:** What is the local problem that prompted the study? Describe the details of how the problem unfolds both in the local context and the larger population or education situation.
- **Rationale for choosing the problem**
- **Evidence of the problem at the local level:** This subsection discusses what school, district, community, state, nation, and/or international data indicate about this issue.
- **Evidence of the problem from the professional literature:** What does the research literature say about this issue? Clearly demonstrate that the problem exists in a larger context.
- **Definitions of special terms:** Any special terms associated with the problem are defined and cited here.
- **Significance of the project:** This subsection discusses the significance of the problem – why it is important to the local context and to the larger educational context.
- **Guiding/research question:** What is the guiding or research question that will help to determine what the project will be? This would include briefly summarizing past research on the topic specifying the local problem, a gap in past research if applicable and the type of research needed to address the local problem.

Chapter – 2: Review of Related Literature

- **Review of literature with theoretical base/conceptual framework:** This section discusses the theoretical base/conceptual framework related to the problem in a manner that justifies the investigation of this problem as a worthwhile scholarly endeavor.
- **Critical review that documents the broader problem associated with the local problem:** It includes a critical review that documents the broader problem associated with the local problem addressed in the study and is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts.
- **Synthesis that contains a summary of key points of this section.**

Chapter – 3: The Methodology

- **Introduction:** Provide a map for the reader, an overview of this section.
- **Research design and approach:** For this section, the details will be different depending on whether a quantitative, qualitative or mixed methods design will be utilized. For all designs, discuss ethical treatment of human participants. Provide appropriate references to support choices of methodology and design.
- **Description of data collection process and data analysis - how data will be analyzed**

If the project is actually an evaluation, the following need to be included in your methodology: (a) description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative), (b) justification for using this type of evaluation, (c) the overall goal(s) for a goal-
based evaluation or the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation), (d) the overall evaluation goals, and (e) the limitations of the evaluation.

NOTE: Data, if any, may not be collected until the proposal presentation and the IRB Approval/Exemption.

Chapter – 4: The Project Solution and Implementation
- Provide a map for the reader, an overview of this chapter.
- Description of type of evaluation and stakeholders.
- Discussion of needed resources, barriers; proposal for implementation with roles and responsibilities
- Project evaluation process: How will you know what works and what does not? After completing the project how would you follow up or determine the next steps?

Chapter - 5: Reflections, conclusions, recommendations and implications
- Reflections: How does this project address the needs of learners in your local community? What will its importance be to Candidates, families, instructors, administrators and community partners? How might your work be important in the larger context?
- Conclusions: Provide conclusions of the study
- Project strengths: What are the project’s strengths in addressing the problem?
- Recommendations for remediation of limitations: What are the project’s limitations in addressing the problem? What recommendations can you make for the remediation of the limitations? How can you address the problem differently? What alternatives might be considered in addressing this type of problem?
- Leadership and change: What did you learn about leadership and change?
- Analysis of self as scholar and practitioner: What did you learn about yourself as a scholar and practitioner?
- The project’s potential impact on social change: The discussion includes an overall reflection on the importance of the work and what was learned. What is the project’s potential impact on social change at the local level and beyond?
- Applications and directions for future research: Reflect on the importance of the work and what was learned. What are the project’s implications for future research? What applications can be made to the educational field? Reflect on the directions for future research.
- Implications: Discuss the implications for possible project directions based on the analysis and the findings of the study.

References: Follow APA style for citations.
3. DISSERTATION

Chapter 1: Introduction.

The introduction chapter of the thesis/dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it. The introduction chapter of a dissertation should include:

- A statement of the problem,
- A brief overview of the study,
- A discussion about the significance of your study, and
- A description of the various dissertation chapters.

Most introductions include the statement of the problem, objectives, hypotheses, and assumptions/limitations of the study.

Chapter 2: Review of the Literature.

The important thing is to understand that your literature review should not simply be a summarized description of the works that others have published. It should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches, linked at all times to your own purpose and rationale. The literature review is an assessment of a body of research that addresses a research question. The purpose of the literature review is to identify what is already known about an area of study. It may also identify questions a body of research does not answer or make a case for why further study of research questions is important.

Chapter 3: Methodology.

This section is commonly referred to as the Research Design or Methodology. This section provides a detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

Chapter 4: Data and Results/Research Findings.

General conclusions, explanation of findings, recommendations for further study.

Chapter 5: Conclusions and Future Recommendations.

Summary, conclusion, discussions, suggestions for future research.
CAPSTONE POLICIES AND PROCEDURES

Each doctoral student is required to complete a final capstone (Case Study, Project Study or Dissertation) in partial fulfillment of their graduate degree. They must constitute their Advisory Committee by the end of their third semester into the program. A dissertation committee shall consist of five (5) members at the rank of Assistant Professor or above; one of which shall be external to the University. A doctoral student completing a case/project study may have (4) members at the rank of assistant professor or above; one of which shall be external to the University. The responsibility of this committee is to guide and support the research of the student to completion. As such, the selection of committee members is one of the most important decisions a student will make during their graduate matriculation and therefore should only be made after much deliberation with the primary advisor. Once selected, the committee is subject to the review and approval of the Department Chairperson or designee. This information is captured on the Delaware State University Appointment of an Advisory Committee for the Doctoral Degree form and should be submitted to the School of Graduate Studies as a part of the student’s file adhering to the timelines as described.

Capstone Defense

The oral defense, also known as the oral examination, shall be scheduled in adherence with the University's calendar and as noted at the School of Graduate Studies and Research’s web-site: www.desu.edu/grad. Every doctoral student is required to submit the final document to the committee for review at least one week (7 days) prior to the scheduled defense. The chair of the committee, however, should schedule periodic committee meetings to gauge the student’s progress. It is also strongly recommended that the committee require periodic submissions of the document as it is developed and provide timely feedback. Thus, allowing the student adequate time to defend his/her research, make corrections following the defense, receive feedback and approval from committee members and the Dean of Graduate Studies and Research as well as submission of the final document to the library for binding; all of which are graduation requirements.

Registration for Dissertation Research Credit

While the style manual selected for the capstone is designated by the Department in which the program resides, page layouts and margin requirements as described by the Graduate School must be adhered to. Students must register for capstone research credit while conducting the required research and when ready to devote focused time to the writing and completion of their research document. It is strongly recommended that the committee chair develop a timeline in consultation with the student and committee members in order to assist the student in meeting the required milestones for a successful outcome. Students must remain registered for thesis/dissertation credit (3 credit hours while “active” work on their research documents continues or until the Thesis/Dissertation is approved by the Advisory Committee and School of Graduate Studies. Any student utilizing university resources while working on their Thesis/Dissertation including faculty assistance or university facilities are required to enroll for the thesis/dissertation course. A lapse of three semesters of continuous enrollment will require reapplication to the School of Graduate Studies and Research.

Dissertation Grades

A grade of Q is submitted for the student while a dissertation research is in progress and proceeding satisfactorily. If the dissertation is not proceeding satisfactorily, a U grade is submitted. If a U grade is submitted, the committee should monitor the student’s progress very closely. If a second U grade is received, the committee should meet with the student regarding progress and submit a memorandum to the Graduate School summarizing the outcomes of the meeting:

(1) Date and time the committee convened?
Can the project be revised or changed in scope?

Was there a recommendation to change committee members?

Was the student dismissed from the program due to lack of progress?

Was the decision of the committee unanimous?

**ProQuest Process and Specifications**

Upon completion of the oral defense, the Committee Chair should forward the defense outcomes to the School of Graduate Studies by the posted deadline. Additionally, the outcomes should precede submission of the final Thesis/Dissertation for approval. The final Thesis/Dissertation should be submitted to the School of Graduate Studies and Research following approval of the Advisory Committee by the posted deadline. This document should include all changes and/or updates resulting from the oral examination along with the appropriate approvals on the Thesis/Dissertation Approval Page. These corrections should be given to the student in writing preferably at the defense but no later than 5 business days following the defense. The finished document must be submitted on-line to ProQuest at www.Etdadmin.com/desu. Prior to submission, all students will be required to view the ProQuest Submission Tutorial. The distribution of bound copies will be as follows at the expense of the student:

- One bound original (8.5’ x 11.0") to the University Library;
- Personal copy(ies) at your discretion

The committee chair will submit the appropriate letter grade (A, B, C, D, F) following approval of the final document by the Dean, School of Graduate Studies and Research and submission to ProQuest. This grade will replace (the maximum allowed) previously received Thesis/Dissertation Q grades for the degree.

Copies of the Thesis/Dissertation must be reviewed according to the regulations outlined by the School of Graduate Studies. The Thesis/Dissertation binding process is required and will be provided by ProQuest after you have completed the following steps:

1. All formatting corrections have been made and approved by the ProQuest Administrator for the School of Graduate Studies and Research.
2. All forms and documents including the Defense Outcomes form, the Revisions for Thesis/Dissertation and Signature Approval pages have been submitted and signed by the Dean, School of Graduate Studies and Research.
3. The required number of bound copies of your Thesis/Dissertation has been paid on-line via ProQuest.

**PLEASE NOTE:**

**THE CAPSTONE WRITING FORMAT AND OTHER REQUIREMENTS HAVE BEEN MENTIONED IN THE GRADUATE SCHOOL’S THESIS AND DISSERTATION HANDBOOK AVAILABLE AT:**
# DELAWARE STATE UNIVERSITY
## EDUCATION GRADUATE PROGRAMS

List of Faculty willing to be Member of Advisory Committee & their Research Interests

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests/Areas of Research</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joseph Falodun</td>
<td>Curriculum Development, Literacy Development, Language Acquisition &amp; Cultural Diversity</td>
<td><a href="mailto:jfalodun@desu.edu">jfalodun@desu.edu</a> 302-857-6578</td>
</tr>
<tr>
<td>Dr. C. Aleong</td>
<td>Organization and Strategic Management in Higher Education Leadership; Educational Philosophy and Leadership</td>
<td><a href="mailto:caleong@desu.edu">caleong@desu.edu</a> 302-857-7690</td>
</tr>
<tr>
<td>Dr. Elaine Marker</td>
<td>• Reading/Literacy: teacher/literacy specialist preparation • Instructional Technology • Inquiry Practices, Literacy across curriculum • Social Constructivist Learning • Goal Setting • Common Core: implications for diverse/underserved population.</td>
<td><a href="mailto:emarker@desu.edu">emarker@desu.edu</a> 302-857-7176</td>
</tr>
<tr>
<td>Dr. N. K. Rathee</td>
<td>Educational Leadership Development; Diversity Issues in Hr. Ed. and K-12; Ethics &amp; Accountability in Leadership; Emotional &amp; Cultural Intelligence in Educational Leadership; Women Empowerment &amp; Leadership; Curricular Innovations - Yoga &amp; Mindfulness</td>
<td><a href="mailto:nrathee@desu.edu">nrathee@desu.edu</a> 302-857-7170</td>
</tr>
<tr>
<td>Dr. Richard Phillips</td>
<td>Educational Technology and leadership, postsecondary education programs and transition programs.</td>
<td><a href="mailto:rphillips@desu.edu">rphillips@desu.edu</a> 302-857-7569</td>
</tr>
<tr>
<td>Dr. Faith Newton</td>
<td>Brain Based Research, Middle Level Education, Special Education - Other Health Impaired.</td>
<td><a href="mailto:fnewton@desu.edu">fnewton@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Keun Kin</td>
<td>Early Childhood Education &amp; Father Studies</td>
<td><a href="mailto:keunkim@desu.edu">keunkim@desu.edu</a> 302-857-6744</td>
</tr>
<tr>
<td>Dr. SaeYeol Yoon</td>
<td>(1) Scientific Literary (2) Argumentation in learning and teaching science (3) Informal Science Learning &amp; STEM</td>
<td><a href="mailto:syoon@desu.edu">syoon@desu.edu</a> 302-857-6726</td>
</tr>
<tr>
<td>Dr. Yvette Pierre</td>
<td>Multicultural Education/Educational Equity Student Achievement/Retention Teacher Education/Pedagogical Practices Urban Education Reform</td>
<td><a href="mailto:ypierre@desu.edu">ypierre@desu.edu</a> 302-857-7570</td>
</tr>
<tr>
<td>Dr. Donald Kern</td>
<td>(1) Mathematics scaffolding in physics (2) ADHD and EF skills deficits as related to math acquisition &amp; science learning, (3) mathematics methods in science education</td>
<td><a href="mailto:dkern@desu.edu">dkern@desu.edu</a></td>
</tr>
</tbody>
</table>
OFFICE OF EDUCATION GRADUATE PROGRAMS

APPOINTED ADVISOR FORM

This form is required for all graduate students. Each student will be assigned an Advisor. It is the student’s responsibility to complete this form, retrieve the appropriate signatures, and return to the Education Graduate Programs Office.

Date: ________________

Student Name: ____________________________  D#: ____________________

Phone: ____________________  Student Email: ____________________________

Advisor: ____________________________  Email: ____________________________

I have read this form and by signing it, I agree that the faculty member listed above will function as my advisor until the appointment of my Advisory Committee Chair.

Student Signature  Date

Advisors Acceptance

I agree that I will function as the Advisor of the student mentioned above until the appointment of his/her Advisory Committee Chair.

Advisor’s Name  Signature  Date

Approval

Program Director  Signature  Date

Department Chair  Signature  Date

Note: If the student wants to change the Advisor, a Change of Advisor form must be submitted as soon as possible.

*For Internal Office Use Only.
EDUCATION GRADUATE PROGRAMS
Advisor-Advisee Interaction Form*

Student’s Name __________________________________________ Date ________________

D #: __________________________

Program:    Ed. D. __________________________ M. Ed. __________________________

Academic Advisor: __________________________________________ From: _________ to _________

Research Advisor/Advisory Committee chair: __________________________ From: _____________

Please note: Meetings between an Advisee and the Advisor are required at least twice in an Academic Year

<table>
<thead>
<tr>
<th>Date of meeting</th>
<th>Purpose of the meeting (To be filled by the Student)</th>
<th>Outcomes of the Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>• Issue/Problem resolved: Yes / No</td>
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<tr>
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<td>• Another meeting Required: Yes / No</td>
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<td></td>
<td></td>
<td>Briefly state the outcome of this meeting:</td>
</tr>
</tbody>
</table>

Additional Comments, if any:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Academic Advisor / Committee Chair (Print)    Signature    Date:
DELAWARE STATE UNIVERSITY
GRADUATE STUDIES AND RESEARCH
PLAN OF STUDY*

Student Name: ____________________  Student ID #: D __________  Date of Enrollment: __________  Date of Revision: __________

Program Name (Concentration) and Degree: ____________________

Is this a Success Plan for the Satisfactory Academic Progress Appeal?  Yes**  or  No

<table>
<thead>
<tr>
<th>Required Courses Total Hours Required =</th>
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</thead>
<tbody>
<tr>
<td>Course Number and Course Title</td>
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</table>

<table>
<thead>
<tr>
<th>Elective Courses Total Hours Required =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Course Title</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
</tbody>
</table>

+Transfer Credit - Please list graduate courses that you wish considered for transfer towards your graduate degree

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>College or University</th>
<th>Grade Earned</th>
<th>DSU Comparable Course Number and Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional Admission Requirements</td>
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<tr>
<td>Candidacy Requirements</td>
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<td>Capstone Requirements</td>
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<td>Additional Proficiencies/Comments</td>
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</table>

*The Plan of Study should be discussed as a part of the initial orientation/advising process and filed with the Office of Graduate Studies and Research no later than the end of the first semester following the student’s initial enrollment. The student should maintain a copy for his/her files and a copy should be maintained in the Department/Program Office.

**SAP) An Academic Success Plan has been given because of academic probation or reinstatement due to unsatisfactory academic performance. This contract along with the attached letter from the Dean, School of Graduate, Adult and Extended Studies must be followed and monitored by student and Program Director to achieve academic success and full compliance of the terms. The student should maintain a copy for his/her files and a copy should be maintained in the Department/Program Office.

+An official transcript must accompany all transfer of credit requests. Master’s students may receive approval for transfer of up to 9 graduate credits earned from an accredited college or institution if the grade earned is B or better, credits have not been used to meet any degree requirements and if courses have been completed within the approved timeline to earn a graduate degree. Doctoral students should receive approval of previously earned graduate credit at the time of admission.

<table>
<thead>
<tr>
<th>Student (Print)</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Program Director (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chairperson or Designee (Print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Dean, School of Graduate, Adult and Extended Studies (Print) or Designee</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

77

APPENDIX – C
DELaware state university
School of Graduate Studies and Research

Application for Change from Provisional To Unconditional Admission

TO: Dean, School of Graduate Studies and Research

FROM: ________________________________ D # ________________________________

DATE: ____________________ STUDENT’S EMAIL: ________________________________

I was admitted provisionally to the ________________________________ Program Name for Semester ______ Year ______.

Having met the following conditions, I now request that my provisional status be changed to unconditional:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade</th>
<th>Credit Hours</th>
<th>Semester Completed</th>
<th>Office Use Only</th>
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Other conditions:

GPA* _______ GMAT Score* _______ GRE Score* _______ MAT Score* _______

*Attach a copy of the necessary documentation to this form. The originals must be submitted to the Office of Admissions.

Student’s Signature __________________________ Date:

Program Director ___________________________ Date:

Dean, School of Graduate Studies and Research or Designee ___________________________ Date:

Cc: Office of Financial Aid
Registrar’s Office
DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

THE APPOINTMENT OF AN ADVISORY COMMITTEE FOR GRADUATE DEGREE

Name: ____________________________  Date: ____________________________

Student’s Name (please type)  ____________________________

Admission Term and Year: ____________________________

Major and Degree Program: ____________________________

Concentration: ____________________________

Capstone: Thesis ______  Dissertation ______  Other ______

NOTE: The program director (or designated advisor) is responsible for fostering the committee appointment process. This committee should be formulated no later than the 2nd semester of enrollment for all master’s programs, the 3rd semester for all students enrolled in the Educational Leadership Ed.D. Program and the 5th semester for all students enrolled in a Doctor of Philosophy Program. The program director (or designee) will schedule an initial meeting with the student during the first month of enrollment to develop a plan of study at which time the process for establishment of an advisory committee will be discussed. A meeting will be called in which all committee members will assemble to discuss the responsibilities of the committee, the student’s capstone project, and frequency (and mode) of meeting. All committee signatures will be gathered at this meeting; a copy will be submitted to The School of Graduate Studies and Research Office, one remain in the student’s file, and one copy retained in the Department Office. The Program Director will monitor student progress via this committee once established. All committees must be chaired by a regular rank faculty member in the student’s home department. Non-thesis capstone activities shall be monitored by a committee consisting of a minimum of three committee members. Thesis committees shall consist of a minimum of four committee members (one of which is external to the department) and dissertation committees shall consist of five members (one of which is external to the department).

The members of the student’s advisory committee as indicated below were designated during a conference with the student on ____________________________.

Data  Program Director

Faculty signatures affixed below constitute acceptance of the advisory committee assignment. The chair of the advisory committee or the graduate director is responsible for reviewing the student’s program and ensuring that it fulfills program requirements.

<table>
<thead>
<tr>
<th>Committee Name (Please Type or Print)</th>
<th>Phone number/Email</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair, Advisory Committee/Affiliation</td>
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<td>Committee Member/Affiliation</td>
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<td>Committee Member/Affiliation</td>
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<td>External Committee Member/Affiliation</td>
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<tr>
<td>Department Chair (or designee)</td>
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<td>College Dean (or designee)</td>
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</table>

Approved/Not Approved

Dean, School of Graduate Studies and Research (or Designee)  ____________________________

Data
Office of Education Graduate Programs

PROPOSAL PRESENTATION EVALUATION FORM*

Submission Date: ___________________________   Proposal Defense Date: ___________________________

Student’s Name: ___________________________   D#: ___________________________

Degree: ______________________________________

Capstone Title: ______________________________________

Proposal Defense Alternatives (check one):

__ (a) Accept the proposal without any changes or revisions as noted by the signature of all the committee members on the approval page immediately following the proposal defense;

__ (b) Accept the proposal subject to the student making the recommended changes as noted by the signature of all the committee members on the approval page immediately following the proposal with the exception of the committee chairperson. The chair of the committee will be responsible for reviewing the revised proposal to ensure that the recommended changes were made; signing the approval page upon completion;

__ (c) Revision of the proposal is recommended; withholding all signatures until the revised proposal has been reviewed and approved by all the committee members;

__ (d) Revision of the proposal is recommended along with a second meeting of the committee where the student will review the proposal and complete the proposal.

The Committee chairperson will communicate the decision to the student. With exception of alternative (a), the chair of the committee will attach a summary of the expectations and/or processes required for completion of all revisions/corrections as well as the expected timeline for completion.

Approval:

<table>
<thead>
<tr>
<th>Capstone/Dissertation Chair (Print)</th>
<th>(Signature)</th>
<th>Date</th>
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<tr>
<th>Committee Member (Print)</th>
<th>(Signature)</th>
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<th>Committee Member (Print)</th>
<th>(Signature)</th>
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</table>

<table>
<thead>
<tr>
<th>External Committee Member (Print)</th>
<th>(Signature)</th>
<th>Date</th>
</tr>
</thead>
</table>

*For Program’s internal use only
APPENDIX - G

DELAWARE STATE UNIVERSITY SCHOOL
OF GRADUATE STUDIES AND RESEARCH

APPLICATION FOR ADVANCEMENT TO CANDIDACY
FOR A MASTER’S DEGREE

Student Name: ___________________________ D # __________________

Mailing Address: ____________________________

Degree Program and Concentration (if applicable): ____________________________

University Email: ___________________________ Expected Degree Conferral Date: ________

Pre-Candidacy Requirements:

Revisions to Plan of Study*:

Capstone/Culminating Activity:
Comprehensive Exam Thesis/Research Paper Project/Presentation Other

Applicant Signature: __________________________________________________________

Date: __________

Your signature below signifies that the applicant is in good standing academically, has met all pre-candidacy requirements including removal of incomplete grades and passage of qualifier examination/requirements as noted above, and that the thesis/paper/project topic has been approved by the applicant’s Committee. Additionally, the research undertaken by the applicant adheres to all University regulations and policies. Any revisions to the Plan of Study should be noted on the Plan of Study form and submitted with this document.* Prescribed time limit is five years for receipt of a graduate degree.

Committee Chairperson (Print) (Signature) Date

Department Chairperson or Designee (Print) (Signature) Date

Academic Dean or Designee (Print) (Signature) Date

Dean, School of Graduate Studies and Research or Designee Date

Thesis/Research Paper Plan: Attach a 5 to 10 page planning document containing the following information:

Project Plan*: Attach a 3-5 page planning document containing the following information:

a. Background and Significance of the Project*
b. Hypothesis or Problem Statement
c. Specific aims or a summary of theories proposed for this study
d. A detailed description of research methodology or approach*
e. Provide a copy of your survey instrument (if applicable) and data collection plan** **
f. A time line for completion*
g. References*

**IRB Approval should be acquired prior to submission of this application. If your research plan requires IRB Approval, then please provide a copy of the approval page with this document.
DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

APPLICATION FOR ADVANCEMENT TO CANDIDACY
FOR A DOCTORAL DEGREE

Student Name: ___________________________ D # ______________________

Mailing Address: __________________________________________________

Degree Program and Concentration (if applicable): __________________________

University Email: ______________________ Expected Degree Conferral Date:________

Program Revisions:

Pre-Candidacy Requirement(s):
Comprehensive/Qualifier Exam Proposal Defense Literature Review Other

<table>
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<tr>
<th>Subject Area</th>
<th>Oral</th>
<th>Written</th>
<th>Date Completed</th>
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<tbody>
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</tbody>
</table>

Comprehensive Exam Qualifier Exam Results:

Proposal Defense Literature Review Other

Applicant Signature ___________________________ Date __________

We certify by our signatures below that the applicant is in good standing, has met all pre-candidacy requirements including removal of incomplete grades, passage of qualifier examination/requirements as noted above and that the dissertation topic has been approved by the Committee. Additionally, we certify that this research has adhered to all University regulations and policies. Any revisions of the initial plan of study should be noted on the Plan of Study form and submitted with this document. *Prescribed time limit is seven years for receipt of a doctoral degree.

Committee Chair (Print) (Signature) ___________________________ Date __________

Department Chairperson or Designee (Print) (Signature) ___________________________ Date __________

Academic Dean or Designee (Print) (Signature) ___________________________ Date __________

Dean, School of Graduate Studies and Research or Designee ___________________________ Date __________

Dissertation Plan: Attach a 5 to 10 page planning document containing the following information:

a. Background and Significance of the Project
b. Hypothesis or Problem Statement
c. Specific aims or a summary of theories proposed for this study
d. A detailed description of research methodology or approach
e. Provide a copy of your survey instrument (if applicable) and data collection plan **
f. A time line for completion
g. References

**IRB Approval should be acquired prior to submission of this application. If your research plan requires IRB Approval, then provide a copy of the approval page with this document.
APPENDIX – I

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

DEFENSE SCHEDULING FORM*

Candidate’s Name: __________________________ Today’s Date: ________________________

D# ______________________________________

Degree Program: _______________________________________________________________

Thesis/Dissertation Title: ________________________________________________________

Defense Date: ________________________________

Defense Location: ______________________________

Defense Time: ________________________________

<table>
<thead>
<tr>
<th>Candidate’s Name (Print)</th>
<th>(Signature)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chairperson (Print)</td>
<td>(Signature)</td>
<td>Date</td>
</tr>
<tr>
<td>Department Chairperson or Designee (Print)</td>
<td>(Signature)</td>
<td>Date</td>
</tr>
<tr>
<td>Dean of Graduate Studies &amp; Research or Designee</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

* This form should be submitted a minimum of 4 weeks prior to the candidate’s desired thesis/dissertation defense date. A flyer announcing the upcoming defense can be attached for advertisement purposes.*
DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

DEGREE AUDIT

Please attach a copy of your unofficial transcript with your Application for Graduation and Audit
*Transfer credit must be approved by the end of the candidate’s first semester.

Candidate Name:

Student ID Numbers:

Graduate Program and Degree and Concentration:

<table>
<thead>
<tr>
<th>Admission Dates</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Minimum Acceptable Grade</th>
<th>Semester completed / to be completed</th>
<th>Transfer Credit</th>
<th>Course Waiver</th>
<th>Substitution for Course Name and Number</th>
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</table>

Candidate Requirements and Admission Date

Additional Requirements

*Transfer credits must be approved via the Plan of Study form and accompanied by an official transcript by the end of the first semester of enrollment.

Total Core Hours Required by Program =_________
Total Elective Hours Required by Program =_________

Candidate's Signature ___________________________ Date __________

Advisor (Print) ___________________________ (Signature) __________ Date __________

Graduate Program Director (Print) ___________________________ (Signature) __________ Date __________

Dean, School of Graduate Studies and Research or Designee ___________________________ Date __________
GRADUATE APPLICATION FOR GRADUATION
DELAWARE STATE UNIVERSITY
OFFICE of RECORDS & REGISTRATION
1200 North DuPont Highway Dover, DE 19901
Tel: 302-857-6375
Fax: 302-857-6379
Email: Registrar@desu.edu

GRADUATION POLICY

- File an Application for Graduation by the date noted by the Office of Registration and Records.
- Application, degree audit, and unofficial transcript must be submitted to the School of Graduate Studies and Research for review as noted at the following link: www.desu.edu/grad.
- Applicants that do not graduate in the semester intended must re-apply for graduation with a new application and audit. All graduates are assessed a graduation fee regardless of their participation in commencement.
- Enroll and successfully complete all course, program and candidacy requirements, satisfy all financial obligations and complete an exit interview/survey.

1. Name to Appear on Diploma: _____________________________________________

2. Student ID#: ______________________________


Degree: MA____ MAT____ MBA____ MED____ MPA____ MS____ MSW____ Ph.D.____ Ed.D.____

Degree Requirements to be Completed and Year:

FALL_______  SPRING_______  SUMMER_______

5. Address to Mail Diploma:

_________________________________________________________________________

6. Phone: ___________________________  E-mail: ___________________________

Student’s Signature: ___________________________  Date: ___________________________

To Be Completed By the Department Chairperson/Program Director:

Admission Date_______  Candidacy Requirements Completed_______  Date Admitted to Candidacy_______

Total Credit Hours Transferred _______  Total Credit Hours Waived_______

Culminating Activity Select One:

☐ Comprehensive Examination  ☐ Thesis  ☐ Paper/Project/Presentation  ☐ Dissertation  ☐ Other

Other Requirements as noted: ___________________________

Department Chairperson or Designee: ___________________________  Date: ___________

_________________________________________________________________________

Dean, School of Graduate Studies and Research or Designee

Revised 10/15
# DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

## EXTENSION OF TIME REQUEST FORM

**Candidate’s Name**

**D#**

Hereby request an extension of time through ____ , 20____ to complete requirements for the __________ (degree)

**Major (and Concentration if applicable)**

**Candidacy Admission Date:**

**The following courses are outside the matriculation limit:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester and Year Completed</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Student’s Signature**

**Date**

The Advisory Committee has discussed this request and recommends / denies (circle one) its approval. To revalidate course work which has exceeded the matriculation limit, the Committee recommends the following: (Please see page two for revalidation options.)

**Chair, Advisory Committee**

**Date**

**Department Chairperson or Designee**

**Date**

(For use by the School of Graduate Studies and Research)

**Extension Approved through __________ , 20____

**Dean, School of Graduate Studies and Research or Designee**

**Date**
REVALIDATION OF CREDIT

Students with extenuating circumstances may petition their Advisory Committee for an extension of time. Students must be in good standing academically and must have successfully completed all candidacy requirements. The committee will review the candidate’s petition, render a decision and forward their recommendation to the Graduate Program Director. This decision will be reviewed by the Graduate Program Director and submitted to the Department Chairperson for approval and forwarded to the Dean, School of Graduate Studies and Research for final approval. If the recommendation for an extension is approved, the recommendation must be accompanied with a review of any coursework outside the time limit and a recommendation on how the student will bridge this gap. The matriculation limits for various degrees are as follows:

- The time limit for the use of credit towards master’s or education specialist degrees is five years from the date of enrollment in the earliest course applied towards the degree, including transferred courses.

- The time limit for completion of a doctoral program by students is seven years from the date of enrollment in the earliest course applied towards the degree, including transferred courses.

  - **Examination:** The Department or Program may elect to examine the student (orally or in writing) and report the results to the School of Graduate Studies and Research.
  - **Independent Study:** The Department or Program may elect to design an independent study if no course currently exists by which the student may update course content.
  - **Repeat the Course:** The student may repeat expired course work if the content has changed significantly since previous enrollment.
  - **Additional Hours:** The Department or Program may assign additional hours of course work to ensure currency of knowledge in rapidly changing content areas.
  - **No Additional Work Assigned:** The Department or Program has evaluated the curriculum and acknowledges that no significant curricula or program change has occurred since the student’s first date of enrollment and therefore no additional work is assigned.
Office of Education Graduate Form

Ed. D. Capstone Declaration Form *

Student’s name: ___________________________ D#: __________________

Address: ____________________________________________________________________________________

City: __________________ State: _______________ Zip: __________

Telephone: Home ___________________ Cell __________________

Email: _______________________________________________________________________________________

Name of your Advisor/Chairperson: ________________________________

Date of Admission to Graduate Program: _______________________________

Credit Hours Completed: _____ Expected Date/Semester of Graduation _________

Declaration of Capstone Option (Please circle one of the following three options):

(a) Dissertation

(b) Case Study Analysis

(c) The Project Study

___________________________________________________________________________________________

Please do not write below this line

Application Recommended _______ Not Recommended ________________

Signature of Advisor/Program Coordinator ___________________ Date __________

Application Approved ________ Not Approved ________________

Director, Graduate Programs ___________________ Date __________

*For internal use only
DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH
REPORT OF GRADUATE CAPSTONE OUTCOMES

Submission Date: ________________  Presentation Date: ________________
Candidate’s Name: ___________________________  D#: ___________________________
Degree and Major (Concentration): ___________________________
Department and College: ___________________________
Paper/Project Title: ___________________________

Non-Thesis Outcome Alternatives (check one):

(a) ____ Accept the capstone document without any changes or revisions as noted by signature of all approval members immediately following the presentation or paper/project submission;

(b) ____ Accept the capstone document subject to the candidate making the recommended changes as noted by signature of the Professor of record and Program Director on the approval page immediately following the submission of said project or presentation. The Professor of record will be responsible for reviewing the revised document to ensure that the recommended changes were made;

(c) ____ Revision of the capstone document is recommended; withholding all signatures until the revised document has been reviewed and approved by the Professor of record and Program Director;

(d) ____ Revision of the document is recommended along with a second meeting where the student will review the document and complete the paper/project/presentation;

(e) ____ The document or presentation is determined to be unsatisfactory resulting in the student’s failure of the capstone.

The Professor of record will communicate the decision to the candidate. With the exception of alternative (a), the Professor of record will attach a summary of expectations and/or processes required for completion of all revisions/corrections as well as the expected timeline for completion. In the case of alternative (e), the Professor of record will attach a summary of the circumstances by which the student failed the capstone.

Approval:

____________________________________________  ________________________________________
Professor of Record (Print)  (Signature)

____________________________________________  ________________________________________
Program Director (Print)  (Signature)

____________________________________________  ________________________________________
Department Chairperson or Designee (Print)  (Signature)

____________________________________________  ________________________________________
College Dean or Designee (Print)  (Signature)

Dean, School of Graduate Studies and Research or Designee
DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

REPORT OF DOCTORAL CAPSTONE OUTCOMES

Submission Date: ________________  Presentation Date: ________________

Candidate’s Name: ___________________________  D#: ___________________________

Degree and Major (Concentration): ___________________________

Department and College: ___________________________

Paper/Project Title: ___________________________

Non-Thesis Outcome Alternatives (check one):

(a) ___ Accept the capstone document without any changes or revisions as noted by signature of all approval members immediately following the presentation or paper/project submission;

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Approval:

__________________________________________________________  (Signature)

Professor of Record (Print)  

__________________________________________________________  (Signature)

Program Director (Print)  

__________________________________________________________  (Signature)

Department Chairperson or Designee (Print)  

__________________________________________________________  (Signature)

College Dean or Designee (Print)  

Dean, School of Graduate Studies and Research or Designee
To: Dr. Patrice Gilliam-Johnson, Dean, School of Graduate Studies and Research

The members of the Committee approved the Dissertation of ____________________________
Candidate’s Name
as presented on ________________________.  Date

We recommend that it be accepted in partial fulfillment of the requirements for the degree

______________________________ in ________________________________
Degree Name Major/Program Name

______________________________ Date __________________
Department Advisor

______________________________ Date __________________
Department Member

______________________________ Date __________________
Department Member

______________________________ Date __________________
Affiliation External Member

______________________________ Date __________________
Affiliation Additional Member

Approved

______________________________ Date __________________
Department Department Chairperson or Designee

______________________________ Date __________________
College Academic Dean or Designee

______________________________ Date __________________
Dean, School of Graduate Studies and Research or Designee
SECTION – 7

Information Directory

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Stephanie Brown Hardwick
Administrative Assistant/Budget Analyst

Theresa A. Smith
Administrative Secretary

School of Graduate Studies and Research

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### Adjunct Faculty:

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## Education Graduate Programs Recruitment Cell

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# Advanced Programs Advisory Committee

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</tbody>
</table>
Frequently Asked Questions

1. If I have a degree in a non-education field, will I be accepted into an education graduate program?
   Yes, however, you might be required to take undergraduate pre-requisite course(s) that provide you with the necessary foundation in professional education.

2. What happens if I take more than 9 graduate credit hours before being admitted to a program?
   Although it is the student’s decision to take any number of graduate courses that they choose, only 9 credit hours can be accepted into a master’s program.
   A maximum of nine (9) credits can be transferred into a declared program providing the credits:
   • Are transferred from an unaccredited higher education institution;
   • Were taken within five years prior to admission into the graduate program.
   Transfer credits for applicants admitted to doctoral programs with an earned master's degree from an accredited institution will be evaluated on an individual basis by the department and approved by the Dean of the respective College. Supporting documentation must be provided by the student with the request for transfer of credit. The respective Graduate Program Director and Department Chairperson, and the Dean of Graduate Studies and Research must give written approval at the time of admission for the transfer credits.

3. Can I take graduate courses at another university after I am admitted in a program?
   Only with the approval of the Chair and the Director of Graduate Programs in the Education Department can Master’s courses (not to exceed a total of 9 credit hours) for transfer be taken at another university.

4. How long can I remain in good standing with the Education graduate program?
   Good standing with the Education graduate program means that the student has maintained the acceptable graduate point average in all classes and is on schedule to complete their graduate studies within 7 years from the time of admittance to the Ed. D. program and within 5 years from the time of admittance to the Masters’ program.

5. When can I achieve the candidacy?
   A student of the Masters’ Program can achieve candidacy:
   • On completion of 15 graduate level credit hours
   • With cumulative G.P.A. of 3.0 minimum
   • No individual course completed at a grade level lower than a “C”
   • All required application materials have been completed.
   For a student of the Doctorate Program can achieve candidacy:
   • When all courses are successfully completed
   • The candidate has successfully defended his/her proposal
   • The candidate should have acquired IRB approval
   • All required application materials have been completed.

The graduate student, with the approval of the Program Coordinator and the assigned advisor, will file an application for candidacy with the Office of Graduate Programs upon meeting the above criteria.
6. What if I do not maintain a “B” average in my coursework?

Degree students who do not achieve a cumulative grade point average of 3.0 are placed on academic probation for a semester. Students who receive three course grades of “C” or lower will be dismissed from the graduate program.

7. What is meant by “capstone experience”?

The capstone experience is the culminating or exit requirement for all graduate students.

Do I need to take the Graduate Record Examination (GRE)?

All applicants to education graduate programs at DSU must take the GRE, including applicants who have previously attended graduate school. The GRE scores reported must be from tests taken within five years of your application submission date. All applicants must take the exam AND have the scores before the application deadline or the application cannot be reviewed.

8. Do I have to take the subject matter portion of the GRE?

No. We only require the general GRE and not the subject matter portion of the GRE.

9. Who are considered full-time graduate students?

Full-time graduate enrollment is defined at DSU as a minimum of six (6) credit hours. Students enrolled in less than six (6) credit hours per semester hours are considered part-time students, with those enrolled for three (3) credit hours defined as half-time students.

10. What is the Add/Drop procedure?

Courses may be added or dropped online or by using a drop/add slip during the periods prescribed in the Academic Calendar. Courses dropped during the official drop/add period will not appear on the student’s transcript.
ACADEMIC CALENDAR
FALL 2019 (2020-2021)

June 7 (Friday) ................................................................. Fall Payment Due Date
August 22 (Thursday) ................................................... Residence Halls Open for New Students Only
August 22-25 (Thursday-Sunday) ...................................... Welcome Days
August 23 (Friday) .............................................................. Faculty & Staff Institute
August 24 (Saturday) ....................................................... Residence Halls Open for Returning Students
August 26-30 (Monday-Friday) ......................................... I Love DSU Week
August 26 (Monday) ...................................................... Classes Begin @ 8:00am
August 26 (Monday) ...................................................... Late Registration Begins
August 26 (Monday) ...................................................... Accelerated Session I Classes Begin @ 8 am
September 2 (Monday) .................................................. Labor Day (University Closed)
September 4 (Wednesday) .............................................. Last Day for Adding Classes
September 4 (Wednesday) .............................................. Last Day to Change Course(s) to Audit Status
September 4 (Wednesday) .............................................. Late Registration Ends
September 5 (Thursday) ................................................... Documentation for Non-Attendance Submission Begins
September 5 (Thursday) ................................................. Effective date for $10 per drop processing fee
September 5 (Thursday) ................................................ Effective date for receiving a grade of "W" for dropped courses
September 5 (Thursday) ................................................... General Faculty Meeting
September 6 – 27 (Friday – Friday) ................................... Academic Early Alert
September 15 – 22 (Sunday-Sunday) ................................. Homecoming Week
September 17 (Tuesday) ................................................... Constitution Day
September 19 (Thursday) ................................................ Convocation
September 21 (Saturday) ................................................ Homecoming Game
September 27 (Friday) .................................................... Application & Audit for December and May Commencement Due
September 30 (Monday) ................................................ Residency Status Audit
September 30 – 4 (Monday-Friday) .................................................. Mid-Term Evaluations Administered
October 3 (Thursday) ...................................................... Last Day to Remove Incompletes
October 7 (Monday) .......................................................... Last Day to Remove Incompletes
October 14-November 1 (Monday-Friday) ......................... Academic Advisement Period
October 17 (Thursday) .................................................... Accelerated Session I Last Day of Classes
October 19 (Saturday) .................................................... Parent’s & Family Day/Fall Open House
October 21 (Monday) ..................................................... Accelerated Session II Classes Begin
October 31 (Thursday) ..................................................... Census Date
November 4 (Monday) ........................................................ Priority Pre-Registration
November 4 – December 6 (Monday-Friday) ....................... Fall Course Evaluations
November 5-27 (Tuesday-Wednesday) ............................... Pre-Registration for Winter, Spring, Summer & Fall
November 15 (Friday) ........................................................ Exit Interview for December Graduates
November 22 (Friday) ........................................................ Financial Aid 60% Completion Date
November 27 (Wednesday) ............................................. Last Day to Drop/Withdraw from the University
November 27 (Wednesday) ............................................. Residence Halls Close @ 8 pm
November 28-December 1 (Thursday-Sunday) ...................... Thanksgiving Recess
December 5 (Thursday) ..................................................... Last Day of Classes
December 6 (Friday) ........................................................... Reading Day
December 6 (Friday) ........................................................... Residency Status Final Audit
December 9-13 (Monday-Friday) ....................................... Final Examinations
December 12 (Thursday) .................................................. Accelerated Session II Last Day of Classes
December 13 (Friday) .................................................... Winter Recess Begins (Students)
December 13 (Friday) .................................................... Residence Halls Close @ 8 pm
December 13 (Friday) .................................................... Spring Payment Due Date
December 14 (Saturday) .................................................. December Commencement
December 16 (Monday) .................................................... Final Grades Due
December 16 (Monday) .................................................... Winter Classes Begin (Online)
December 17 (Tuesday) .................................................. Spring New Student Orientation
December 24-January 2 (Tuesday-Thursday) ...................... Winter Recess (University Closed)

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ACADEMIC CALENDAR
SPRING 2020 (202003)

December 13 (Friday) ................................................................. Winter/Spring Payment Due Date
January 9 (Thursday) ............................................................... Residence Halls Open for New Students Only
January 9-10 (Thursday-Friday) ........................................ Registration for New Students
January 10 (Friday) ................................................................. Winter Session Last Day of Classes
January 11 (Saturday) ............................................................. Residence Halls Open for Returning Students at Noon
January 13 (Monday) ............................................................. Classes Begin @ 8 am
January 13 (Monday) ............................................................. Accelerated Session I Classes Begin @ 8 am
January 13-17 (Monday-Friday) ........................................... Welcome Back Week
January 13 (Monday) ............................................................. Late Registration Begins
January 16 (Thursday) ............................................................. General Faculty Meeting @ 11 am
January 20 (Monday) ............................................................. Martin Luther King Jr. Day Observance (University Closed)
January 22 (Wednesday) .......................................................... Late Registration Ends
January 22 (Wednesday) .......................................................... Last Day to Change Courses to Audit Status
January 22 (Wednesday) .......................................................... Last Day for Adding Classes
January 23 (Thursday) ............................................................. Documentation for Non-Attendance Submission Begins
January 23 (Thursday) ............................................................. Effective date for $10 per drop processing fee
January 23 (Thursday) ............................................................. Effective date for receiving a grade of “W” for dropped course

January 24 – February 14 (Friday – Friday) ................................................. Academic Early Alert
February 3 – March 6 (Monday-Friday) ................................................. Academic Advisement/Pre-Registration Period
February 6 (Thursday) ............................................................. Founders Day
February 17 (Monday) ............................................................. Residency Status Audit
February 17-21 (Monday-Friday) .................................................. Mid-Term Evaluations Administered
February 20 (Thursday) ............................................................. Last Day to Remove Incompletes
February 24 (Monday) ............................................................. Mid-Term Grades Due in Chairs’ Office
March 6 (Friday) ................................................................. Accelerated Session I Last Day of Classes
March 9-13 (Monday-Friday) ......................................................... Spring Break (MEAC)
March 16 (Monday) ................................................................. Spring Break, Accelerated Session II Classes Begin
March 18 (Wednesday) ............................................................. Financial Aid 60% Completion Date
March 26 (Thursday) ............................................................. Census Date
April 4 (Saturday) ................................................................. Spring Open House
April 6-30 (Monday–Thursday) .................................................. Spring Course Evaluations
April 8 (Wednesday) ................................................................. Last Day to Drop/Withdraw from the University
April 10-13 (Friday-Monday) ........................................................ Easter Recess (University Closed)
April 15 (Wednesday) ............................................................. Exit Interview for May Graduates Due
April 17 (Friday) ................................................................. University Research Day
April 30 (Thursday) ................................................................. Last Day of Classes
April 30 (Thursday) ................................................................. Spring/Summer Payment Due Date
May 1 (Friday) ................................................................. Residency Status Final Audit
May 2 (Saturday) ................................................................. Reading Day
May 4 - May 8 (Monday-Friday) ..................................................... Final Examinations
May 8 (Friday) ................................................................. Accelerated Session II Last Day of Classes
May 8 (Friday) ................................................................. Residence Halls close @ 8 pm
May 11 (Monday) ................................................................. Final Grades Due
May 12 (Tuesday) ............................................................... Assessment Summit
May 14 (Thursday) ................................................................. General Faculty Meeting
May 16 (Saturday) ................................................................. May Commencement
June 7 (Sunday) ................................................................. Fall Payment Due Date

Last update: 6/18/2019