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

Director
Education Graduate Programs
Education Department
1200 N. DuPont Highway Dover, DE 19901
302.857.7170

Effective as of 7/26/2020
WELCOME TO EDUCATION GRADUATE PROGRAMS

A journey ... a dream that provides meaning to your professional career begins here...

OUR CORE VALUES

- Care
- Community
- Criticality
- Democracy
- Diversity
- Integrity
- Justice & Equity

MAJOR FOCUS OF OUR PROGRAMS

<table>
<thead>
<tr>
<th>MASTER’S IN EDUCATIONAL LEADERSHIP</th>
<th>DOCTORATE IN EDUCATIONAL LEADERSHIP/HIGHER EDUCATION</th>
<th>DOCTORATE IN EDUCATIONAL LEADERSHIP/K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
<td>Higher Education Leadership</td>
<td>Central Office Leadership</td>
</tr>
<tr>
<td>High-Need Schools</td>
<td>Organizational Leadership</td>
<td>High-Need School</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Multidisciplinary Foundation</td>
<td>Social Justice &amp; Equity</td>
</tr>
<tr>
<td>Change &amp; Innovation</td>
<td>Educational Transformation</td>
<td>Sustainable Change</td>
</tr>
<tr>
<td>Ethical Practices</td>
<td>Scholar-Practitioner</td>
<td>Cutting-Edge Research</td>
</tr>
<tr>
<td>Strategic Inquiry</td>
<td></td>
<td>&amp; Scholarly Practices</td>
</tr>
<tr>
<td>Sustainable Learning Systems</td>
<td></td>
<td>Transformative Vision</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to Education Graduate Programs</td>
<td>5</td>
</tr>
<tr>
<td>Our Vision &amp; Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>Message from the Department Chair</td>
<td>6</td>
</tr>
<tr>
<td>Message from the Director, Graduate Programs</td>
<td>7</td>
</tr>
<tr>
<td><strong>SECTION – 1</strong></td>
<td>8</td>
</tr>
<tr>
<td>Our Programs</td>
<td>8</td>
</tr>
<tr>
<td>M. Ed. Program</td>
<td>8</td>
</tr>
<tr>
<td>Dual-Title MA TESOL/Bilingual Education and M.Ed. in Educational Leadership</td>
<td>12</td>
</tr>
<tr>
<td>Ed. D. Program</td>
<td>14</td>
</tr>
<tr>
<td>Major Transition Points: Progression to Matriculation</td>
<td>19</td>
</tr>
<tr>
<td>Program Study Guides/Curriculum Sequence Sheets &amp; Course Categorical Structure</td>
<td>21</td>
</tr>
<tr>
<td><strong>SECTION – 2</strong></td>
<td>35</td>
</tr>
<tr>
<td>Professional Disposition Assessment Transit Points</td>
<td>35</td>
</tr>
<tr>
<td>Advanced Programs Professional Disposition Assessment Rubric</td>
<td>36</td>
</tr>
<tr>
<td><strong>SECTION – 3</strong></td>
<td>40</td>
</tr>
<tr>
<td>Comprehensive Examination – M. Ed. Program</td>
<td>40</td>
</tr>
<tr>
<td>Comprehensive Examination Application</td>
<td>42</td>
</tr>
<tr>
<td>Description of Qualifying Examination – Ed. D. Program</td>
<td>43</td>
</tr>
<tr>
<td><strong>SECTION – 4</strong></td>
<td>46</td>
</tr>
<tr>
<td>Description of Clinical Internship &amp; Field Experience</td>
<td>46</td>
</tr>
<tr>
<td><strong>SECTION – 5</strong></td>
<td>69</td>
</tr>
<tr>
<td>Final Capstone Alternatives (Dissertation/Project Study/Case Study)</td>
<td>69</td>
</tr>
<tr>
<td>Capstone Policies &amp; Procedure</td>
<td>74</td>
</tr>
<tr>
<td><strong>SECTION – 6</strong> Appendices</td>
<td>77</td>
</tr>
<tr>
<td>Appendix – A: Appointed Advisor Form</td>
<td>77</td>
</tr>
<tr>
<td>Appendix – B: Advisor-Advisee Interaction Form</td>
<td>78</td>
</tr>
<tr>
<td>Appendix – C: Plan of Study Format</td>
<td>79</td>
</tr>
<tr>
<td>Appendix – D: Provisional to Unconditional Admission Form</td>
<td>80</td>
</tr>
</tbody>
</table>
Appendix – E: Advisory Committee Form ................................................................. 81
Appendix – F: Proposal Presentation Evaluation Form ........................................ 82
Appendix – G: Candidacy Form – M. Ed. Program .............................................. 83
Appendix – H: Candidacy Form – Ed. D. Program ............................................... 84
Appendix – I: Defense Scheduling Form ............................................................. 85
Appendix – J: Graduate Degree Audit Form ....................................................... 86
Appendix – K: Graduation Application ............................................................... 87
Appendix – L: Extension of Time Request Form .................................................. 88
Appendix – M: Capstone Declaration Form ....................................................... 90
Appendix – N: Graduate Capstone Outcomes Form ......................................... 91
Appendix – O: Doctoral Capstone Outcomes Form .......................................... 92
Appendix – P: Dissertation Approval Page ....................................................... 93

SECTION – 7 ........................................................................................................... 94
Information Directory .......................................................................................... 94
Education Graduate Faculty ............................................................................... 95
Education Graduate Programs Recruitment Cell ............................................. 96
Advanced Programs Advisory Committee ...................................................... 97
Frequently Asked Questions ............................................................................ 99
Academic Calendar Fall 2020 ............................................................................ 101
Academic Calendar Spring 2021 ...................................................................... 102
WELCOME TO THE EDUCATION GRADUATE PROGRAMS

We Prepare Transformational Leaders for Equity and Social Justice Who Are:

- **Culturally responsive leaders to support diverse, inclusive, equitable, safe, and caring learning environments to promote positive school culture.**

  

  &

- **21st century Senior-level administrators, policymakers, and researchers to design solutions across K-12 high-need institutions, higher education institutions and other educational and civic organizations.**

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
MESSAGE FROM THE DIRECTOR’S DECK...

Greetings dear Graduate Students!

I am delighted to welcome you to the Education Graduate Programs at DSU. Congratulations on taking this important first step toward 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 a 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 2020-2021 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 for 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, Ph.D.
Professor of Education &
Director, Education Graduate Programs
(302) 857-7170
nrathee@desu.edu
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 NELP standards.

Delaware State University's M. Ed. Program has received National Accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for seven years. This accreditation is quality assurance that the program meets the standards set by organizations representing the academic community, professionals, and other stakeholders.

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, assistant principal and/or in administrative posts related to education, empowering you to raise 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 schoolteacher, principal, assistant principal, or Certified Central Office Personnel. Most state 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 via hybrid-synchronous format once a week (Monday through Thursday evenings) from 4:45 to 9:50 p.m.

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 ethical 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 and cultivate ethical and professional norms.
I. M. ED. ADMISSION REQUIREMENTS & DEADLINES

Application Deadlines:
- Fall enrollment – July 31
- 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 online 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.
  o 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, 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 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 the 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 list 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 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 schoolteacher, 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 abroad.

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.

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. Undergraduates admitted 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 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

The 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 institutions, higher education institutions and other educational and civic organizations. As innovative leaders, you will be able to impact the worlds of policy and practice to promote positive school climate and ensure each student’s success. By joining this program, you will be envisioning the future of 21st century educational institutions, interacting with curious minds, implementing cutting-edge research practices to develop a new vision of education for the diverse society. You will emerge as a change agent and reflective practitioner who can address diverse educational issues and lead sustainable change at district, state, and national levels. This program is deeply grounded in CAEP and NELP standards.

Delaware State University’s Ed. D. Program has received National Accreditation by the Council for the Accreditation of Educator Preparation (CAEP) for seven years. This accreditation is quality assurance that the program meets the standards set by organizations representing the academic community, professionals, and other stakeholders.

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 has been designed for working professionals to foster continuous refinement of their leadership skills to promote effective organizational and individual performance. Through a sound educational foundation and directed field experience, you will 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 take 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 of 21st century. 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 as a superintendent or assistant superintendent in a school district or as a Certified Central Office personnel but helps you meet the eligibility criteria for these positions. 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. In academic year 2020-2021, a hybrid synchronous format is being introduced across the program curriculum.
PROGRAM GOALS

This high-quality doctoral program prepares transformational, culturally responsive and equity-focused discerning educational leaders who value diversity and demonstrate deep commitment to equity and social justice. They are the role models for the community and display ethical and professional competence in their chosen fields to emerge as:

- Skilled educational leaders who can connect and apply cutting-edge research to policy and practice to serve the educational institutions to promote success and well-being of each student.
- Professionals who can effectively utilize education software tools for data collection and data analysis and adopt latest information technology to broaden their vision of learning.
- Critical thinkers who believe in the concept of lifelong learning and display personal flexibility to sustain personal and professional development.

Specific goal of K - 12 Concentration:

- This concentration will prepare the candidates as effective scholar practitioners who can 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 that benefit the academic growth and development of all students to ensure their success.

Specific goal of Higher Education Concentration:

- With a grounding in the conceptual underpinnings of the practice of higher education, this concentration will prepare the candidates to emerge as ethical and socially responsive professionals who can connect theory and research to successfully operate within the diverse, social, political, educational and organizational contexts of their institutions and the community.

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:

<table>
<thead>
<tr>
<th>DOMAINS OF LEARNING &amp; DEVELOPMENT</th>
<th>ED. D. IN K – 12</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
### 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 Professional standards](https://www.cas standards.org) to ensure that our candidates are able to:

<table>
<thead>
<tr>
<th>DOMAINS OF LEARNING &amp; DEVELOPMENT</th>
<th></th>
</tr>
</thead>
<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 – July 31
- 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 online 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.
  - 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 lead to any licensure but will help them fulfill the requirements of the 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 each 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.

INTERNSHIP PROFESSIONAL PORTFOLIO

In consultation with their academic advisor, the candidates will also be required to submit their Internship 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 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 - New Student Orientation
• 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: This DocuSign document will be initiated by the office of Director, Education Programs, and then signed by the concerned student prior to its submission to the Department Chair and the Dean, School of Graduate, Adult and Extended Studies, for its approval by the completion of 9 credit hours.
• 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 submitted 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 hours.
• Ed. D. students constitute their Advisory Committee by the completion of 19 credit hours.

TRANSITION POINT # 4: Achieving Candidacy
• All graduate students must submit the Application for Candidacy (a DocuSign form) to the School of Graduate, Adult and Extended Studies:
  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)
  • Successful presentation of the research proposal & IRB approval/exemption

TRANSITION POINT # 5: Internship/Field Experience
• M. Ed. Program after the completion of 24 credit hours
• Ed. D. Program after the completion of 43 credit hours
• 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.
  Ed. D. in Hr. Ed.: 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 hours.

TRANSITION POINT # 7: Application for Graduation and Degree Audit

A candidate:
- Must have completed all the courses and capstone requirements.
- Must submit the online DocuSign 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 2020
- M. Ed. – TESOL 2020
- Ed. D. Cohort 2020
- Ed. D. Cohort 2019
- Ed. D. Cohort 2018
- Ed. D. Cohort 2017
## Master of Education (M. Ed.) in Educational Leadership Program

**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>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EDUC 605</td>
<td>Curriculum Organization and Design</td>
<td>3</td>
<td>EDUC 680</td>
<td>Leadership with a Vision for Changing School Culture in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>(Core Course)</td>
<td></td>
<td></td>
<td>*EDUC 614</td>
<td>Human Relations in Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Human Growth and Development</td>
<td>3</td>
<td>(Core Course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 681</td>
<td>Human Relations in Diverse Populations</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>
<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>
<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 1: Summer-I

<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 683</td>
<td>Using Technology to Enhance Student Learning and Organizational Management ** Comprehensive Exam</td>
<td>3</td>
<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

### Year 1: Summer-II

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
</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>
</table>
| **CORE COURSES = 4**<br>(12 Cr. Hrs.) | EDUC 605: Curriculum Organization and Design  
EDUC 614: Human Growth and Development  
EDUC 625: Introduction to Statistics and Research Methods/Action Research  
EDUC 681: Human Relations in Diverse Populations |
| **FOUNDATIONAL COURSES = 6**<br>(18 Cr. Hrs.) | EDUC 686: Supervision and Leadership in Elementary and Secondary Schools  
EDUC 684: Legal Issues, Ethical Conduct, and Social Justice in Today's Schools  
EDUC 680: Leadership with a Vision for Changing School Culture in a Changing Society  
EDUC 682: Assessment of Instruction  
EDUC 683: Using Technology to Enhance Student Learning and Organizational Management.  
EDUC 685: Supporting a School Vision Through Effective Business and Finance Practices |
| **INTERNSHIP = 1**<br>(6 Cr. Hrs.) | EDUC 690: Applied Educational Internship |
## 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)

### 2020

#### Year 1

<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 600</td>
<td>Leadership with a Vision for Changing School Culture in a Changing Society</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>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

#### Year 1: Summer

<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 686</td>
<td>Supervision and Leadership in Elementary &amp; Secondary Schools</td>
<td>3</td>
<td>EDUC 684</td>
<td>Legal Issues, Ethical Conduct, and Social Justice in Today’s Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

#### Year 2

<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 614</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
<td>ENGL 512</td>
<td>Seminar on Theories and Practice of Second Language Learning and Testing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 518</td>
<td>Methods of Teaching English as a Second Language</td>
<td>3</td>
<td>ENGL 511</td>
<td>Teaching Literacy for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

#### Year 2: Summer

<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 510</td>
<td>Structure of Modern English</td>
<td>3</td>
<td>EDUC 683</td>
<td>Using Technology to Enhance Student Learning and Organizational Management *Apply for Comprehensive Exam</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

#### Year 3

<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 625</td>
<td>Introduction to Statistics and Research Methods/Action Research</td>
<td>3</td>
<td>EDUC 690</td>
<td>Applied Educational Leadership Internship (120 hrs.)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 682</td>
<td>Assessment of Instruction: Supervision and Evaluation * Comprehensive Exam</td>
<td>3</td>
<td>EDUC 690</td>
<td>Applied Educational Leadership Internship (120 hrs.)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Total Credits for the Program = 48**

Revised Fall 2020
# DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN K – 12 (for 2020 Cohort)

## DELAWARE STATE UNIVERSITY

### DOCTOR OF EDUCATION (ED. D.) in EDUCATIONAL LEADERSHIP IN K – 12

#### Year 1: Fall 2020

<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 7

#### Year 1: Spring 2021

<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 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 6

#### Year 1: Summer-I 2021

<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 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 3

#### Year 1: Summer-II 2021

<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 833</td>
<td>Applied Assessment and Data Analytics *Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 3

#### Year 2: Fall 2021

<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 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 6

#### Year 2: Spring 2022

<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 804</td>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 6

#### Year 2: Summer 2022

<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 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 3

#### Year 3: Fall 2022

<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 *Apply for IRB &amp; Candidacy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection (Progression of Capstone Research)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 6

#### Year 3: Summer 2023

<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 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 3

#### Year 3: Spring 2023

<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 840</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 3

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

**Total Credits for the Program = 55**

---

**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**

---

Revised: Fall 2020
## 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 = 6 (16 Cr. Hrs.)</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 = 5 (15 Cr. Hrs.)</strong></td>
<td>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><strong>Total Concentration Credits</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.
# DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION

**DELAWARE STATE UNIVERSITY**

**DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION**

---

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
</table>

### Year 1: Fall 2019

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

### Year 1: Spring 2020

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Year 1: Summer I 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Year 1: Summer II 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<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 (Initiation of Prospectus Development)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Year 2: Fall 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</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>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Year 2: Spring 2021

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Year 2: Summer 2021

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Year 3: Fall 2021

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Year 3: Spring 2022

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 836</td>
<td>Administrative Field Experience (120 hrs.)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

### Year 3: Summer 2022

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</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>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Year 4: Fall 2022

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</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>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**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 and at least 3 core courses.**

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

---

Revised: Fall 2020
## DOCTORATE IN EDUCATION PROGRAM

**EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION**

### Course Categorical Structure

<table>
<thead>
<tr>
<th>Classification</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses = 6</strong></td>
<td><strong>Foundational Core Courses:</strong> EDUC 831: Foundation of Doctoral Studies (1 Credit Hour)</td>
</tr>
<tr>
<td><strong>(16 Cr. Hrs.)</strong></td>
<td>EDU 808: Organizational Strategic Planning &amp; Program Analysis</td>
</tr>
<tr>
<td></td>
<td><strong>Research Core Courses:</strong> EDUC 805: Research Design and Quantitative Research Methods</td>
</tr>
<tr>
<td></td>
<td>EDUC 888: Qualitative &amp; Mixed Research Methods in Education</td>
</tr>
<tr>
<td></td>
<td><strong>Applied Research Core Courses</strong> EDUC 833: Applied Assessment and Data Analytics</td>
</tr>
<tr>
<td></td>
<td>EDUC 835: Use of Technology in Action Research and Data Driven Decision Making</td>
</tr>
<tr>
<td><strong>Foundational Courses = 7</strong></td>
<td><strong>EDUC 802:</strong> Leadership in Higher Education: Theory and Practice</td>
</tr>
<tr>
<td><strong>(21 Cr. Hrs.)</strong></td>
<td>EDUC 803: Human Resource Management</td>
</tr>
<tr>
<td></td>
<td>EDUC 814: Public Policy and Higher Education</td>
</tr>
<tr>
<td></td>
<td>EDUC 816: Ethics and Law in Higher Education</td>
</tr>
<tr>
<td></td>
<td>EDUC 832: Contemporary Issues in Higher Edu</td>
</tr>
<tr>
<td></td>
<td>EDUC 834: Strategic Financial Management</td>
</tr>
<tr>
<td></td>
<td>EDUC 837: Organizational Dynamics</td>
</tr>
<tr>
<td><strong>Field Experience Course = 1</strong></td>
<td><strong>EDUC 836:</strong> Administrative Field Experience</td>
</tr>
<tr>
<td><strong>(3 Cr. Hrs.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Research Courses = 5</strong></td>
<td><strong>EDUC 840:</strong> Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
</tr>
<tr>
<td><strong>(15 Cr. Hrs.)</strong></td>
<td>EDUC 841: Research Seminar II: Proposal Writing and Defense</td>
</tr>
<tr>
<td></td>
<td>EDUC 842: Research Seminar III: Data Collection</td>
</tr>
<tr>
<td></td>
<td>EDUC 843: Research Seminar IV: Capstone Writing</td>
</tr>
<tr>
<td></td>
<td>EDUC 844: Research Seminar V: Capstone Defense</td>
</tr>
<tr>
<td><strong>Total Concentration Credits</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.
## DELAWARE STATE UNIVERSITY
### DOCTOR OF EDUCATION (Ed. D.) in EDUCATIONAL LEADERSHIP IN K-12, 2019

#### Year 1: Fall 2020
<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
<td>3</td>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 1: Spring 2021

<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 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 1: Summer-I 2021

<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 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 1: Summer-II 2021

<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 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2: Fall 2021

<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 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
<td>3</td>
<td>EDUC 804</td>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(Initiation of Prospectus Development)</em></td>
<td></td>
<td></td>
<td><em>(Apply for taking the Qualifying Exam)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2: Spring 2022

<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 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
<td>3</td>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2: Summer 2022

<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>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Apply for IRB &amp; Candidacy</em></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3: Fall 2022

<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 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>Final Capstone</td>
<td>Capstone Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3: Summer 2023

<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 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>Final Capstone</td>
<td>Capstone Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*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

Total Credits for the Program = 55

Revised: Fall 2019
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Year 1: Fall 2019

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 7

### Year 1: Spring 2020

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 6

### Year 1: Summer-I 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 3

### Year 1: Summer-II 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*Constitution of the Advisory Committee &amp; Capstone Option Declaration by the students</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 3

### Year 2: Fall 2020

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</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>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 6

### Year 2: Spring 2021

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(Apply for taking the Qualifying Exam)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 3

### Year 2: Summer 2021

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 3

### Year 3: Fall 2021

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td></td>
<td>*Apply for IRB &amp; candidacy</td>
<td></td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 6

### Year 3: Spring 2022

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 809</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Final Capstone</td>
<td></td>
</tr>
<tr>
<td>EDUC 844</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 3

**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 and at least 3 core courses.**

- Students must enroll in the Sustaining Course (EDUC 829) if capstone requirement is not satisfied by the end of the culminating semester.
# DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN K – 12

**DELAWARE STATE UNIVERSITY**

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

**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 (Core Course)</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805 (Core Course)</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 Educational Leader</td>
<td>3</td>
<td>EDUC 888 (Core Course)</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: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 7

**Year 1: Spring**

<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></td>
<td></td>
<td></td>
<td>EDUC 833 (Core Course)</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 6

**Year 1: Summer-I**

<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 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 3

**Year 1: Summer-II**

<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 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 3

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

**Total Credits** 3

**Year 2: Summer**

<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></td>
<td></td>
<td></td>
<td>EDUC 812</td>
<td>Internship: Applied Educational Administration (120 hrs.)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 813</td>
<td>Internship: Applied Educational Administration (120 hrs.)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 6

**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 *Apply for IRB &amp; Candidacy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 6

**Year 3: Spring**

<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></td>
<td></td>
<td></td>
<td>Final Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU 844</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 3

**Year 3: Summer**

<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 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 3

**Year 4: 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></td>
<td></td>
<td></td>
<td>Final Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDU 844</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 3

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

**Total Credits for the Program = 55
### DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION

**DELAWARE STATE UNIVERSITY**  
**DOCTOR OF EDUCATION (Ed. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION**

**Student Name:**  
**Student ID:**

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 1: Spring</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>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>7</td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Summer-I</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 1: Summer-II</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Fall</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 2: Spring</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 814</td>
<td>Public Policy and Higher Education</td>
<td>3</td>
<td>EDUC 834</td>
<td>Strategic Financial Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 816</td>
<td>Ethics and Law in Higher Education</td>
<td>3</td>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Summer</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 2: Summer</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
<td>3</td>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Fall</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 3: Spring</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 836</td>
<td>Administrative Field Experience (120 hrs.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
<td>3</td>
<td>EDUC 837</td>
<td>Organizational Dynamics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Summer</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Year 4: Fall</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td>Final Capstone EDUC 844</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits for the Program = 55**
## CURRICULUM SEQUENCE SHEET Ed. D. in K-12 – Cohort 2017

**DELTAWARE STATE UNIVERSITY**  
**DOCTOR OF EDUCATION (ED. D.)**  
**EDUCATIONAL LEADERSHIP IN K – 12**

### 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 (Core Course)</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805 (Core Course)</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 Educational Leader</td>
<td>3</td>
<td>EDUC 888 (Core Course)</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: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 7**

### Year 1: Spring

<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 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
<td>3</td>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</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>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
<td>EDUC 833 (Core Course)</td>
<td>Applied Assessment and Data Analytics</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>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
<td>3</td>
<td>EDUC 833 (Core Course)</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</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>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td>EDUC 835 (Core Course)</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 6**

### Year 2: 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 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
<td>3</td>
<td>EDUC 804</td>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
<td>3</td>
<td>EDUC 808 (Core Course)</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 6**

### Year 2: Summer

<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 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation</td>
<td>3</td>
<td>EDUC 808 (Core Course)</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 3**

### 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>
<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>
</tr>
</tbody>
</table>

**Total Credits: 6**

### Year 3: Spring

<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 844</td>
<td>Research Seminar V: Capstone Defense</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 3**

### Year 4: 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 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits for the Program = 55**
<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 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
<td>EDUC 888</td>
<td>Action Research and Qualitative Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 1: Summer-I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management * Capstone option declaration</td>
<td>3</td>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 2: Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 814</td>
<td>Public Policy and Higher Education</td>
<td>3</td>
<td>EDUC 834</td>
<td>Strategic Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 816</td>
<td>Ethics and Law in Higher Education</td>
<td>3</td>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 2: Summer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus **Qualifying Exam</td>
<td>3</td>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 3: Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense</td>
<td>3</td>
<td>EDUC 836</td>
<td>Administrative Field Experience (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 837</td>
<td>Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Year 3: Summer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</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>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits for the Program = 55</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION – 2

Professional Disposition Assessment Transition Points

<table>
<thead>
<tr>
<th>Ed. D. Program</th>
<th>M. Ed. Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>K-12 &amp; Hr. Ed. EDUC 831 &amp; 800</td>
<td>EDUC 605</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>K-12 EDUC 807</td>
<td>EDUC 680</td>
</tr>
<tr>
<td>Hr. Ed. EDUC</td>
<td>(Pre - Data) EDUC 690 (Post - Data)</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>K-12 EDUC 812 (Pre - Data)</td>
<td></td>
</tr>
<tr>
<td>Hr. Ed. EDUC 836</td>
<td></td>
</tr>
<tr>
<td>EDUC 813 (Post - Data)</td>
<td></td>
</tr>
<tr>
<td>EDUC 844</td>
<td>EDUC 844</td>
</tr>
</tbody>
</table>
What are Professional Dispositions?

The habits of professional action and moral commitments 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professionalism and Vision</td>
<td>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. (NELP 1.1; 1.2; 2.1; 5.2; 6.1; 7.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Embraces positive attitudes and a commitment to quality education for all and develop a shared vision of learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develops strategic plan to evaluate and continuously improve program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Builds positive working relationships with all in the profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participates in professional organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Approaches professional tasks energetically</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Models positive skills of leadership including shared vision, collaborative goal setting, and strategic planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is respectful of all stakeholders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates collaboration in each aspect of leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behaves as a contributing team member of the professional community</td>
<td></td>
</tr>
</tbody>
</table>

| 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, 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. (NELP 3.2; 3.3; 4.3; 4.4) |             |
|                                     | • 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                                               |             |
|                                     | • 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                                                                                                               |             |
| 3. Diversity and Cultural Responsiveness | • Demonstrates equitable treatment and respect for all individuals  
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 (NELP 3.3; 4.3) |
|----------------------------------------|-------------------------------------------------------------------------------------------------|
| 4. Responsible Application of Technology | • Makes effort to adapt to new technology when required  
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. (NELP 3.2; 4.1; 4.4) |
| 5. Service to Community | • Demonstrates a willingness to learn about diverse communities and groups  
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 understands and values the role and importance of parents, staff, community members and other professionals in the learning process for students (NELP 5.1; 5.2; 6.2) |
| 6. Effective Operation and Management | • Is engaged in understanding school contexts and cultures  
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. (NELP 6.1; 6.2) |
| 7. Integrity, Fairness and Social Justice | • Shares concerns of marginalized population of school community  
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 (NELP 2.1; 2.2; 2.3) |
| 8. **Advocacy for Equity, Justice, and Inclusiveness** | • Shares concerns of marginalized population of school community  
• Critically and reflexively analyses the critical issues of access and equity in school systems  
• Analyses the needs of special need, marginalized, minority members of the school community  
• Demonstrates a commitment to equity to safeguard the values of democracy in school.  
• Advocates respectful treatment and equitable services to all in the school.  
• Provides equal opportunities for all learners  
• Treats all stakeholders in an equitable manner  
• 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(NELP 3.1; 3.2; 3.3)</strong></td>
<td><strong>(NELP 3.1; 3.2)</strong></td>
</tr>
</tbody>
</table>

| 9. **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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate cultivates and promotes a safe, caring and supportive learning environment for students, staff, and community members that demonstrates a high degree of concern and welfare for all.</strong> (NELP 3.1; 3.2)</td>
<td><strong>(NELP 3.1; 3.2)</strong></td>
</tr>
</tbody>
</table>

| 10. **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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate demonstrates effective communication disposition modeling different communication strategies on inter-personal, inter-cultural and organizational communication contexts. Candidate use technology and varieties of tools, approaches, and media for communication that meets the needs of the party the candidate is communicating.</strong> (NELP 5.2; 5.3)</td>
<td><strong>(NELP 5.2; 5.3)</strong></td>
</tr>
</tbody>
</table>

| 11. **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.  
• Contributes to a supportive learning culture and environment |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate demonstrates deep values, belief and advocacy for instruction based on research of best practices. The candidate models instructional strategies and sets expectations for the content rigor to positively focus on improving instruction, use of technology and determines appropriate interventions to develop leadership capacity to promote teaching and learning.</strong> (NELP 4.1; 4.2; 4.4; 6.3)</td>
<td><strong>(NELP 4.1; 4.2; 4.4; 6.3)</strong></td>
</tr>
</tbody>
</table>

| 12. **Ethical and Reflective Practice** | • Always advocates for and models fair, ethical and reflective behavior or practice.  
• Respects the ethical and moral values of the school and community |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate models ethical practice by respecting ethical and moral values of school/district community and is aware of</strong></td>
<td><strong>(NELP 7.1)</strong></td>
</tr>
</tbody>
</table>
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.  
(NELP 2.1; 2.2; 2.3)

<table>
<thead>
<tr>
<th>Transformational Leadership</th>
</tr>
</thead>
</table>
| 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.  
(NELP 3.2; 5.3; 7.3) |

| • 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 |
| --- | --- | --- | --- | --- | --- |
| • 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)

Introduction
A comprehensive exam is designed for the students to show their competency within the program and ensure that they are prepared to move to the next level. This exam is a major milestone in the graduate students’ course of study because it challenges the students to learn a very great deal about the field they are studying. It requires the students to demonstrate both a breadth of knowledge in the field as a whole and a depth of knowledge about a specific area of interest.

Purpose
This examination is one of the capstones of the program and is intended to test the candidate’s comprehensive knowledge of the subjects of study. It offers the candidates an opportunity to display creativity, organizational skill, ability to synthesize, and factual knowledge in the subject area focused on educational leadership. This exam has been designed to allow the students to demonstrate new learning, and showcase their emerging skill sets of the writing.

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 thirty three (33) 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/Summer.

Any candidate who has a documented need for testing accommodations should contact the Office of Student Accessibility Services (SAS), William C. Jason Library, Room 204, at the time of application so that appropriate documentation is on file and services can be arranged. The SAS may be reached at 302-857-6898. (Further information can be found at: https://www.desu.edu/academics/student-success/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 Director, Education Graduate Programs, will schedule a workshop for the students (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. The Director, Education Graduate Programs, will also provide orientation regarding this exam, if required.

Structure of Comprehensive Examination
1. The examination will follow the online take-home format. It will be offered to the students on a pre-decided Friday and the students’ responses will be due on the coming Monday via Blackboard.
2. Each student will be assigned a test administration code prior to the examination to be used in place of student’s name for the purpose of providing confidentiality throughout the evaluation process.
3. The questions of this exam will be from the four Core Course (i.e. EDUC 605, EDUC 614, EDUC 625 and EDUC 681).

4. The question paper will contain 4 questions and the students will be required to attempt only two questions. One of the questions in the exam will be mandatory. For the second question, the students will have an option to attempt any one question out of the remaining 3 questions.

5. All the questions will be in the essay format and the questions will be asked in such a way to grant the students an opportunity to synthesize the ideas learnt from the courses.

6. The students can work together but there cannot be a group submission and no copy work will be allowed. All students’ responses will be checked for plagiarism.

**Evaluation of the Comprehensive Examination**

1. The submitted responses will be graded by the respective course professor and another professor as determined by the Program Director. These professors will be looking for depth of response as compared with a scoring rubric. An average of the scores will determine the final score of each student. The professor 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) to successfully complete this Capstone requirement.

3. Within two weeks of the examination, the course professors/examiners and the coordinator of the Comprehensive Examination will forward the exam results to the Director, Education Graduate Programs. This report will provide in writing the specific scoring results for each 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 is still unable to pass the exam, he or she will be required to schedule a meeting with the Director, Education Graduate Programs, and the academic advisor to review the options available. The candidate will be provided only one opportunity to re-take the exam.

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

Expected Semester/Date of Graduation: ___________________________________________________

Comprehensive Examination: Is designed to provide students an opportunity to demonstrate mastery of advanced knowledge and skills in content area by responding to a battery of essay questions. Students are eligible to take the Comprehensive Examination after admission to candidacy, the completion of 33 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 # 204 see: https://www.desu.edu/academics/student-success/services/student-accessibility-services to present documentation.

(Do not write below this line)

Application Approved: ___________________________ Application Denied: ______________________

________________________________________________________________________

________________________________________________________________________
Qualifying Examination
(For Ed. D. Program)

What is the Qualifying Exam?
The Qualifying Examination 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.

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/Eligibility
• Students applying for the Qualifying Exam must have completed a minimum of 33 credit hours and at least 3 core courses with a minimum G.P.A. of 3.0.

Description of the Qualifying Examination
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.
• This exam is comprised of two sections: (1) Core Question and (2) Research Question.
  1. **Core Question**: Students will be asked to describe and discuss their leadership knowledge, and skills, reflecting on their program specific subjects in the Ed. D. program. Students will select one of three core questions to assess their breadth in the discipline and depth in areas of interest.
  2. **Research Question**: Students will be asked to write a research proposal reflecting their research knowledge and understanding of leadership concepts. They will select one of two research questions to assess their ability to plan and design a research project.

The courses for Core Question:
For K-12
• EDUC 801: Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues
• EDUC 830: Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation; and
• EDUC 833: Applied Assessment and Data Analytics

For Higher Education
• EDUC 832 (Contemporary Issues in Higher Education)
• EDUC 803 (Human Resource Management)
• EDUC 833 (Applied Assessment and Data Analytics)

The courses for Research Question:
For Both K-12 & Higher Education
• EDUC 805* (Research Design and Quantitative Research Methods);
• EDUC 888* (Action Research and Qualitative Research Methods in Education); and
• EDUC 840 (Research Seminar I: Prospectus Completion & Proposal Preparation)
The faculty who had taught the above courses will be requested to submit the potential questions for developing the question bank for the exam. 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.

General Requirements
- 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. However, any exception must be approved by the Director, Education Graduate Programs, prior to taking the exam.
- 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.
- It shall be the responsibility of the student to familiarize themselves with the exam structure and the evaluation rubric.
- 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 the 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 and their academic advisers.

Examination Information
- The examination is a closed book type online exam to be offered via Blackboard.
- The students will be required to submit their answers to the exam questions on Blackboard. 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 exam will be made available to the students on the Blackboard and the students will be required to submit their responses with 7 hours for each question.
- 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 exam day and/or the time schedule with prior information to the students taking the exam.
• 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.

**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 an indicative of doctoral status. Evaluators will expect the students to cite references according to the 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 of Section-1 will be scored on the Qualifying Exam Core Question Rubric and the research question 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 to successfully complete this mandatory requirement.

Strict 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 retake the exam within this time frame, his/her admission status will be adversely affected.

The Director, Education Graduate Programs, will notify the exam results to the students’ in writing within one month from the date of the exam. They can also receive, upon request, a summary of graders’ comments or review their graded responses 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 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 implemented.
SECTION – 4
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 candidates:

- 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.

NATURE OF THE INTERNSHIP (For K-12 concentration):

- This 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 Interns 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 activities. 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.

NATURE OF THE FIELD EXPERIENCE (For Higher Education concentration):

- The Interns 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.

THE INTERNSHIP/FIELD EXPERIENCE PROCESS AT A GLANCE

Preliminary Phase:

- The Office of Education Graduate Programs will send out the Internship/Field Experience applications to the candidates 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 both in the office of Education Graduate Programs.

• It is 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 entire 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 the 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 of Internship/Field Experience.

(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) Internship/Field experience Portfolio:

The Portfolio

At the end of the 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 Intern developed 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).

Internship Experience Review Phase (For Program Use):

• 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 workplace, specific activities will be planned in consultation with the site supervisors that can be completed by the candidates at their workplace. 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, and their placement by the Education Department Clinical & Field Experiences and the Education Graduate Programs, and the approval of their ‘Internship Proposal’ 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. Interns will be required to complete the revised internship experience once approved. Interns will be informed of the changes well in advance.
Clinical Internship Experience for M. Ed. students  
(Detailed information has been provided in the Internship Manual)

Description of the Administrative 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 out the Internship applications to the candidates 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 these in the office of Education Graduate Programs.
- It is 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 entire 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 the 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 the 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 developed 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.

Internship Experience Review Phase (For the Office Use):

- 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 workplace, specific activities will be planned in consultation with the site supervisors that can be completed by them at their workplace. 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 ‘Internship Proposal’ 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. Candidates will be required to complete the revised internship experience once approved. They will be informed about the changes well in advance.
Internship Expectations for K-12 Candidates
(Both for Ed. D. & M. Ed. Programs)

For the candidates, internship is intended to provide learning experiences that enable them to practice their skills in an educational setting. Thus, through internship experiences, the candidates 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.

Candidates 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 the log for internship hours and tasks.
4. Complete all internship assignments as desired by the course instructor.
5. Abide by the rules established by the school/district/agency.
6. Act as a professional in all interactions with the school/district staff and coworkers.
7. Take initiative for using the field placement to enhance the learning opportunities.
8. Take responsibility for obtaining information pertaining to the school's/district's/agency's structure, function, procedures, chain of command, funding sources and charter.
9. Follow the academic calendar to ensure smooth integration between fieldwork activities and school/district requirements.
10. Practice and model ethical and professional behavior at all times.
11. Serve as an educational leader for all children and promote their continuous development.
12. Create an Internship Portfolio.
Field Experience Expectations for Higher Education Candidates

For the candidates, field experience is intended to provide learning experiences that enable them to practice their skills in an educational setting. Thus, through field experiences, the candidates 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.

Candidates are expected to:

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

**Term:**  
- Fall ______  
- Spring _______  
- Summer ______

**Mandatory Requirements:**
To be approved for Internship, students are required to meet the following mandatory requirements & 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

**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.

**For Office Use:**

<table>
<thead>
<tr>
<th>Director, Clinical &amp; Field Experiences:</th>
<th>□ Approved</th>
<th>□ Not Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director, Education Graduate Programs:</th>
<th>Approved</th>
<th>Not Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair, Education Department:</th>
<th>□ Approved</th>
<th>□ Not approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

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.
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____________

Term:  Fall _______  Spring _______  Summer _______

Documents required:
Please submit the following documents along with this form:
  - Completed Field Experience 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 Ed. D. in K-12 Interns

Submit the 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 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 start the internship experience.
• 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.

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 Ed. D. in Higher Ed. Interns

Submit the 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 start the field experience. 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 syllabus 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) ______________________ (Signature) ________ (Date) ________________

Approved ____________________________ Not Approved ____________________________

______________________________________________________________________________

Director, Education Graduate Programs (Print) ______________________ (Signature) ________ (Date) ________________
M. Ed. in Educational Leadership
Application for Internship
Submit the 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 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 Building-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 start the internship experience. 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 – Building 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 __________

__________________________________________  (Signature)  (Date)
Director, Clinical & Field Experiences (Print)

Approved __________  Not Approved __________

__________________________________________  (Signature)  (Date)
Director, Education Graduate Programs (Print)
Office of Education Graduate Programs  
Internship/Field Experience Placement Form

(please circle one)

Name: ___________________________________________  Date: ____________

First  Last
Local address: __________________________________________
Street  City

Permanent (Home) address:

Street  City

Emergency Contact Information: ____________________________  Phone#: ____________

Placement Preference:

1st Choice

School /Institution/Organization  City  State  Mentor/Supervisor (Name & Designation)
Mentor/Supervisor: Contact # ___________________ ; Email_____________________________

2nd Choice

School /Institution/Organization  City  State  Mentor/Supervisor (Name & Designation)
Mentor/Supervisor: Contact # ___________________ ; Email_____________________________

3rd Choice

School /Institution/Organization  City  State  Mentor/Supervisor (Name & Designation)
Mentor/Supervisor: Contact # ___________________ ; Email_____________________________

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 hours for Internship and 120 hours 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: ____________
Delaware State University

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 Internship course professor with copies to the Director, Education Graduate Programs, and the Director, Clinical & Field Experiences, 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>

Timeline:
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

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 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>

Timeline:

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:

First Visit:  
Second Visit:

Date:  
Date:  
Time:  
Time:

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours Worked in a week: __________

I verify that the hours listed above are accurate.

Intern’s Signature__________________________________________ Date________

Site Supervisor’s Signature______________________________ Date________
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; Theoretic 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.

Candidates have various options for qualitative studies to carry out. Graduate students consulting with their chair/Dissertation Committee generally consider one of them. It is important that candidates do a very in-depth study of the research approach and design they are using. They should present their grasp of the chosen method/approach consulting with their chair/committee.

- Meta-Synthesis
- Phenomenology
- Grounded Theory
- Narrative Research
- Case Study Research
- Ethnography

Meta-synthesis

Qualitative meta-synthesis a broad term that encompasses many types of investigations wherein qualitative research findings are analyzed across primary research studies. The term meta-synthesis is a gold standard research study that brings the results of many related qualitative studies together to bring a new understanding of the topic. Researchers may specify different designs of meta-synthesis (e.g., meta-ethnography, theory generating/grounded theory, thematic synthesis, meta-narrative, critical-interpretive, or other emerging design) or they call it a meta-synthesis in a generic way. In general, the research process includes five steps; setting the focus of the study, locating research studies to synthesize, appraising the articles, systematic coding and analysis of data, and presentation of comprehensive thematic findings and new knowledge. The number of minimum research articles to be included may vary according to the subject area, and delimitation set by the researcher. Commonly published meta-synthesis contains 15 or more qualitative research articles included. Since data comes from the published reports, the ethical risk is minimal. The primary ethical question remains following the robust and rigorous process by the researcher. IRB will be exempt.

Phenomenology

Phenomenology is one of the major approaches to a qualitative study. The primary source of data in this study comes from phenomenological interviews (e.g., "what" and "how" they have experienced). The researcher aims to describe the collective meaning for several individuals of their lived experiences of a concept or a phenomenon. The researcher collects data from many (5-25, more than 10 is typical) individuals. These interviews are open-ended and research participants provide the essence of the experience. Researchers ask probing questions but should be extra careful not
influencing the participants thinking. So, the researcher applies "bracketing." There are two main approaches to phenomenology: hermeneutic phenomenology (van Manen, 1990, 2014) and transcendental (Moustakas, 1994). Hence, a phenomenological dissertation is a systemic and descriptive research paper that discusses the essence of the experience for individuals incorporating "what" they have experienced and "how" they experienced it. The "essence" is the culminating aspect of a phenomenological study.

Chapter 4: Data and Results/Research Findings.

Results, Interpretation of results, Discussion, and research findings

Chapter 5: Conclusions and Future Recommendations.

Summary, General conclusion, Explanation of findings, Implications of the study, recommendations, and 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 to be submitted to the School of Graduate, Adult and Extended 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, Adult and Extended Studies’ website: sgaes.desu.edu. 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, Adult and Extended Studies as well as submission of the final document at ProQuest; 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, Adult and Extended 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, Adult and Extended Studies.

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?
(2) Can the project be revised or changed in scope?
(3) Was there a recommendation to change committee members?
(4) Was the student dismissed from the program due to lack of progress?
(5) Was the decision of the committee unanimous?
ProQuest Process and Specifications

Upon completion of the oral defense, the Committee Chair should submit the DocuSign of the Doctoral Capstone Outcomes to the School of Graduate, Adult and Extended 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, Adult and Extended Studies via ProQuest following approval of the Advisory Committee by the posted deadline. This document should include all changes and/or updates resulting from the oral examination. 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 Committee Chair will then submit the DocuSign Dissertation Approval Page for the appropriate approvals. 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 the student’s discretion

The Committee Chair will submit the appropriate letter grade (A, B, C, D, F) following approval of the final document by the Advisory Committee. 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, Adult and Extended 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, Adult and Extended Studies.

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, Adult and Extended Studies.

3. The required number of bound copies of your thesis/dissertation has been paid online 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:
<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. 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; Women Empowerment &amp; Leadership; Curricular Innovations</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>
</tbody>
</table>
| Dr. Chetanath Gautam   | 1. Educational Leadership & Administration  
                         2. Curriculum Leadership  
                         3. Qualitative Research  
                         4. Program Evaluation and Mixed Method Studies                                                   | cgautam@desu.edu 302-857-6959 |
| Dr. SaeYeol Yoon       | 1. Scientific Literary  
                         2. Argumentation in learning and teaching science  
                         3. Informal Science Learning & STEM                                                               | syoon@desu.edu 302-857-6726 |
| Dr. Yvette Pierre      | Multicultural Education/Educational Equity  
                         Student Achievement/Retention  
                         Teacher Education/Pedagogical Practices  
                         Urban Education Reform                                                                    | ypierre@desu.edu 302-857-7570 |
| Dr. Keun Kin           | Early Childhood Education & Father Studies                                                            | keunkim@desu.edu 302-857-6744 |
OFFICE OF EDUCATION GRADUATE PROGRAMS
APPOINTED ADVISOR FORM*

This form is required for all graduate students. Each student will be assigned an Academic Advisor at the time of admission into the program. 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*

<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>
<td></td>
<td>• Issue/Problem resolved: Yes / No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Another meeting Required: Yes / No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Briefly state the outcome of this meeting:</td>
</tr>
</tbody>
</table>

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

Additional Comments, if any:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Academic Advisor / Committee Chair (Print)  Signature  Date:

*For Internal Office Use Only*
### DELAWARE STATE UNIVERSITY
**GRADUATE STUDIES AND RESEARCH PLAN OF STUDY***

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID #: D</th>
<th>Date of Enrollment:</th>
<th>Date of Revision:</th>
</tr>
</thead>
</table>

**Program Name (Concentration) and Degree:**

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

### Required Courses Total Hours Required =

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elective Courses Total Hours Required =

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Provisional Admission Requirements

### Candidacy Requirements

### Capstone Requirements

### Additional Proficiencies/Comments

*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>
</tr>
</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>
</tbody>
</table>

**Dean, School of Graduate, Adult and Extended Studies (Print) or Designee**

---

79
DELWARE 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: 

Student’s Name (please type or print) D #

DATE: ___________ STUDENT’S EMAIL: ____________________________

I was admitted provisionally to the ___________________________ 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

80
DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

THE APPOINTMENT OF AN ADVISORY COMMITTEE FOR GRADUATE DEGREE

Name: ____________________________  ____________________________
Student’s Name (please type)  Date

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 E.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 processes 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 and to The School of Graduate Studies and Research Office, one retained by the student, 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 ranked faculty member in the student’s home department. Non-thesis capstone activities shall be monitored by a committee consisting of a minimum of 3 committee members, thesis committees shall consist of a minimum of 4 committee members (one of which is external to the department) and dissertation committees shall consist of 3 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 ____________________________

Date  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.

Committee Names: (Please Type or Print)  Committee Signatures:

<table>
<thead>
<tr>
<th>Chair, Advisory Committee/Affiliation</th>
<th>Phone number/Email</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Member/Affiliation</td>
<td>Phone number/Email</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member/Affiliation</td>
<td>Phone number/Email</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Committee Member/Affiliation</td>
<td>Phone number/Email</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>External Committee Member/Affiliation</td>
<td>Phone number/Email</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Department Chair (or designee)  Date

College Dean (or designee)  Date

Approved/Not Approved

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

Capstone/Dissertation Chair (Print) __________________________ (Signature) __________________________ Date

Committee Member (Print) __________________________ (Signature) __________________________ Date

Committee Member (Print) __________________________ (Signature) __________________________ Date

Committee Member (Print) __________________________ (Signature) __________________________ Date

Committee Member (Print) __________________________ (Signature) __________________________ Date

External Committee Member (Print) __________________________ (Signature) __________________________ Date

*For Program’s internal use only
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>
<thead>
<tr>
<th>Subject Area</th>
<th>Oral</th>
<th>Written</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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 timeline 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.
DELWARE 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: ____________________________

Candidate’s Name (Print)  (Signature)  Date

Committee Chairperson (Print)  (Signature)  Date

Department Chairperson or Designee (Print)  (Signature)  Date

Dean of Graduate Studies & Research or Designee  Date

* 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 Number: D

Graduate Program and Degree and Concentration:

| Admission Date: | | | | |
|----------------|----------------|----------------|----------------|
| Course Prefix, Number, and Title | Credit Hours | Grade | Minimum Acceptable Grade | Semester completed / to be completed | Transfer Credit* | Course Waiver | Substitution for Course Name and Number |
| | | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: ____

________________________________________ Date: ________

Dean, School of Graduate Studies and Research or Designee

Revised 10/15
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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 ____________

Extension Rejected:

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 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, Adult and Extended Studies, 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 toward master’s or education specialist degrees is five years from the date of enrollment in the earliest course applied toward 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, Adult and Extended Studies.
  - **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 coursework if the content has changed significantly since previous enrollment.
  - **Additional Hours**: The Department or Program may assign additional hours of coursework 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 Academic Advisor: _______________________________________________________

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 Academic Advisor ___________________________ Date _________________________

Application Approved ___________ Not Approved _______________________________

Director, Graduate Programs ___________________________ Date ________________________

*For internal use only
DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE, ADULT
AND EXTENDED STUDIES
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:

___________________________________________  (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, Adult and Extended Studies or Designee
DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE, ADULT AND EXTENDED STUDIES
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.

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

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] in [Major/Program Name].

[Department] [Date] [Advisor]

[Department] [Date] [Member]

[Department] [Date] [Member]

[Affiliation] [Date] [External Member]

[Affiliation] [Date] [Additional Member]

Approved

[Department] [Date] [Department Chairperson or Designee]

[College] [Date] [Academic Dean or Designee]

[Dean, School of Graduate, Adult and Extended Studies] [Date]
College of Humanities, Education and Social Sciences
Dr. Francine Edwards, Dean
Phone: (302)-857-6570
Email: fedwards@desu.edu
Dr. Akwasi Osei, Associate Dean
Phone: (302)-857-6622
Email: aosei@desu.edu
Stephanie Brown Hardwick
Administrative Assistant/Budget Analyst
Theresa A. Smith
Administrative Secretary

School of Graduate, Adult and Extended Studies
Dr. Patrice G. Johnson, Dean,
School of Graduate, Adult and Extended Studies
Phone: (302) 857-6200
Email: pgjohnson@desu.edu
Ms. Terry Jeffries
Assistant Dean
School of Graduate, Adult and Extended Studies
Ms. Cheryl Still
Director of Graduate Student Support Services
School of Graduate, Adult and Extended Studies
Email: cstill@desu.edu

Department of Education
Dr. Shelley Rouser
Chair, Department of Education
Phone: (302)-857-6720
Alexsix Williams
Administrative Secretary
Email: awilliams@desu.edu

Office of Education Graduate Programs
Dr. Nirmaljit K Rathee, Director
Education Graduate Programs
Phone: (302)-857-7170
Email: nrathee@desu.edu
Danielle S. Hicks
Administrative Secretary
Email: dshicks@desu.edu

Office of Clinical & Field Experiences
Dr. Crystal Timmons
Director, Clinical & Field Experiences
Phone: (302) 857-6727
Email: ctimmons@desu.edu
Susan Kelly
Senior Secretary
Email: skelly@desu.edu
Ms. Sabrina Bailey
Technology Analyst/Lecturer
Email: sdballey@desu.edu
### Education Graduate Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joseph Falodun</td>
<td>Associate Professor</td>
<td>(302)-857-6578</td>
<td><a href="mailto:jfalodun@desu.edu">jfalodun@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Richard Phillips</td>
<td>Associate Professor</td>
<td>(302)-857-7569</td>
<td><a href="mailto:rphillips@desu.edu">rphillips@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Chetanath Gautam</td>
<td>Assistant Professor</td>
<td>(302) 857-6959</td>
<td><a href="mailto:cgautam@desu.edu">cgautam@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Keun K. Kim</td>
<td>Associate Professor</td>
<td>302-857-6744</td>
<td><a href="mailto:keunkin@desu.edu">keunkin@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Sae Yeol Yoon</td>
<td>Assistant Professor</td>
<td>(302)-857-6726</td>
<td><a href="mailto:syoon@desu.edu">syoon@desu.edu</a></td>
</tr>
<tr>
<td>Dr. N. K. Rathee</td>
<td>Professor of Education</td>
<td>(302) 857-7170</td>
<td><a href="mailto:rrathe@desu.edu">rrathe@desu.edu</a></td>
</tr>
</tbody>
</table>

### Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Vita Pickrum</td>
<td>Vice President, Division of Institutional</td>
<td><a href="mailto:vpickrum@desu.edu">vpickrum@desu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Advancement, DSU</td>
<td></td>
</tr>
<tr>
<td>Dr. Kemal Atkins</td>
<td>Vice President for Student Affairs &amp;</td>
<td><a href="mailto:kemal.atkins@keene.edu">kemal.atkins@keene.edu</a></td>
</tr>
<tr>
<td></td>
<td>Enrollment Management</td>
<td></td>
</tr>
<tr>
<td>Dr. Terrance Newton</td>
<td>Principal, Warner Elementary Wilmington,</td>
<td><a href="mailto:terrance.newton@redclay.k12.de.us">terrance.newton@redclay.k12.de.us</a></td>
</tr>
<tr>
<td></td>
<td>DE</td>
<td></td>
</tr>
<tr>
<td>Dr. David Carter,</td>
<td>Assistant Principal, Lake Forest High</td>
<td><a href="mailto:djcarter@lf.k12.de.us">djcarter@lf.k12.de.us</a></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Dr. Dr. Daniel Awodiya</td>
<td>Associate Professor</td>
<td><a href="mailto:dawodiya@desu.edu">dawodiya@desu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Mass Communication, DSU</td>
<td></td>
</tr>
<tr>
<td>Dr. Michele Campbell Ennis</td>
<td>Director, Finance, Wicomico County, MD</td>
<td><a href="mailto:mennis@wicomicocounty.org">mennis@wicomicocounty.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Kalia Reymonds</td>
<td>Executive Director of Teaching and Learning</td>
<td><a href="mailto:kalia.reynolds@appo.k12.de.us">kalia.reynolds@appo.k12.de.us</a></td>
</tr>
<tr>
<td></td>
<td>Appoquinimink School District</td>
<td></td>
</tr>
<tr>
<td>Dr. Brenda Wynder</td>
<td>Superintendent</td>
<td><a href="mailto:brenda.wynder@lf.k12.de.us">brenda.wynder@lf.k12.de.us</a></td>
</tr>
<tr>
<td></td>
<td>Lake Forest School District</td>
<td></td>
</tr>
<tr>
<td>Dr. Phyllis Collins</td>
<td>Director, Assistant Professor, Integrated</td>
<td><a href="mailto:collins@desu.edu">collins@desu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Studies Program</td>
<td></td>
</tr>
<tr>
<td>Dr. Patricia Carlson</td>
<td>Professional Educator &amp; Administrator</td>
<td><a href="mailto:patcarlson85@comcast.net">patcarlson85@comcast.net</a></td>
</tr>
</tbody>
</table>


# Education Graduate Programs Recruitment Cell

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tracey J. Hunter Hayes</td>
<td><a href="mailto:thunyhayes@desu.edu">thunyhayes@desu.edu</a></td>
</tr>
<tr>
<td><strong>Networking Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Mr. Theodore Boyer</td>
<td><a href="mailto:theodore.boyer@redclay.k12.de.us">theodore.boyer@redclay.k12.de.us</a></td>
</tr>
<tr>
<td><strong>Community Coordinator</strong></td>
<td></td>
</tr>
<tr>
<td>Ms. Lori Dickerson</td>
<td><a href="mailto:lori.dickerson@christina.k12.de.us">lori.dickerson@christina.k12.de.us</a></td>
</tr>
<tr>
<td><strong>Vice President of the Cell</strong></td>
<td></td>
</tr>
<tr>
<td>Ms. Pamela Johnson</td>
<td><a href="mailto:pamela.johnson@christina.k12.de.us">pamela.johnson@christina.k12.de.us</a></td>
</tr>
<tr>
<td>Ms. Pamela Johnson</td>
<td></td>
</tr>
<tr>
<td>Dr. David Carter</td>
<td><a href="mailto:david.carter@lf.k12.de.us">david.carter@lf.k12.de.us</a></td>
</tr>
<tr>
<td>Dr. Charles Guilford</td>
<td><a href="mailto:drgulford2@gmail.com">drgulford2@gmail.com</a></td>
</tr>
<tr>
<td>Dr. Veronica Becton</td>
<td><a href="mailto:veronicabecton@yahoo.com">veronicabecton@yahoo.com</a></td>
</tr>
<tr>
<td>Dr. Tanna Jackson</td>
<td><a href="mailto:tannacjackson@gmail.com">tannacjackson@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Michael Mccline</td>
<td><a href="mailto:mmccline3@gmail.com">mmccline3@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Ted Noble</td>
<td><a href="mailto:tnole@desu.edu">tnole@desu.edu</a></td>
</tr>
<tr>
<td>Mr. Mi Wang</td>
<td><a href="mailto:miuz.wang@gmail.com">miuz.wang@gmail.com</a></td>
</tr>
<tr>
<td>Ms. LiLi Lin</td>
<td><a href="mailto:liliin888@gmail.com">liliin888@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Brandon Toole</td>
<td><a href="mailto:brandon.toole@gmail.com">brandon.toole@gmail.com</a></td>
</tr>
<tr>
<td>Ms. Jessie Cathey</td>
<td><a href="mailto:jessiescathey@gmail.com">jessiescathey@gmail.com</a></td>
</tr>
<tr>
<td>Mr. Kyle Sheppard</td>
<td><a href="mailto:ksheppard@desu.edu">ksheppard@desu.edu</a></td>
</tr>
<tr>
<td>Mr. Ron Berry</td>
<td><a href="mailto:ron.berry@capital.k12.de.us">ron.berry@capital.k12.de.us</a></td>
</tr>
<tr>
<td>Mr. Justin Alexander</td>
<td><a href="mailto:jalexander16@students.desu.edu">jalexander16@students.desu.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title/Position</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Dr. Wafa Hosien</td>
<td>Advanced Programs Advisory Committee</td>
</tr>
<tr>
<td>Dr. David Carter</td>
<td>Assistant Principal, Lake Forest High School</td>
</tr>
<tr>
<td>Dr. Michael Saylor</td>
<td>Education Associate, School Leadership</td>
</tr>
<tr>
<td>Dr. Kemal Atkins</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Dr. Hox Hoxhaj</td>
<td>Thomas McKean High School</td>
</tr>
<tr>
<td>Dr. Ron Berry</td>
<td>Dean Discipline, Central Middle School, Dover</td>
</tr>
<tr>
<td>Dr. Eric Pugh</td>
<td>Guidance Counselor, Highland Elementary School,</td>
</tr>
<tr>
<td>Dr. Veronica Becton</td>
<td>Supervisor, Special Education, Smyrna School District</td>
</tr>
<tr>
<td>Dr. Brandy Garlic</td>
<td>Associate Dean for Inclusion and Community Standards</td>
</tr>
<tr>
<td>Dr. Akwasi Osei</td>
<td>Associate Dean, College of Humanities, Education</td>
</tr>
<tr>
<td>Dr. Billie Friedland</td>
<td>Ex-Chair &amp; Associate Professor, Education</td>
</tr>
<tr>
<td>Dr. Tannacjackson</td>
<td>Director of Student Services</td>
</tr>
<tr>
<td>Dr. Tanna Jackson</td>
<td>Supervisor of Special Education at The Children's Guild, Washington D.C.</td>
</tr>
<tr>
<td>Dr. Patrice G. Johnson</td>
<td>Dean of Graduate, Adult and Continuing Studies</td>
</tr>
<tr>
<td>Dr. Terry Jeffries</td>
<td>Executive Director Distance Learning and Technology</td>
</tr>
<tr>
<td>Dr. Shelley Rouser</td>
<td>Dr. Joseph Falodun</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Department Chair and Associate Professor</td>
<td>Associate Professor,</td>
</tr>
<tr>
<td>Education Department</td>
<td>Education Department</td>
</tr>
<tr>
<td><a href="mailto:srouser@desu.edu">srouser@desu.edu</a></td>
<td><a href="mailto:jfalodun@desu.edu">jfalodun@desu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. James Chrisman</th>
<th>Dr. Chetanath Gautam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant, CAEP</td>
<td>Assistant Professor, Education Department</td>
</tr>
<tr>
<td><a href="mailto:jchrisman@desu.edu">jchrisman@desu.edu</a></td>
<td><a href="mailto:cgaatam@desu.edu">cgaatam@desu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Nirmaljit Rathee</th>
<th>Ms. Sabrina Bailey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor of Education &amp;</td>
<td>Technology Analyst</td>
</tr>
<tr>
<td>Director Education Graduate Programs</td>
<td>Education Department</td>
</tr>
<tr>
<td><a href="mailto:nrathee@desu.edu">nrathee@desu.edu</a></td>
<td><a href="mailto:sbailey@desu.edu">sbailey@desu.edu</a></td>
</tr>
</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 accredited 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, Adult and Extended Studies 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.
Fall 2020 Academic Calendar

May 1 (Friday) ........................................... International Applicants: Deadline for Receipt of Complete Graduate Applications for Fall 2020. Please review all requirements via spages.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via spages.desu.edu/about/graduate-program-directory as some have earlier deadlines.

June 30 (Tuesday) ........................................... Domestic Applicants: Deadline for Receipt of Complete Graduate Applications for Fall 2020. Please review all requirements via spages.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via spages.desu.edu/about/graduate-program-directory as some have earlier deadlines.

July 17 (Friday) ........................................... Fall 2020 Billing Due Date
July 31 (Friday) ........................................... Graduate Orientation — Dover
All first-time graduate students are expected to participate in this activity. Details will be posted at the Graduate Studies website: spages.desu.edu.

August 6 (Thursday) ........................................... Graduate Orientation — Wilmington
All first-time graduate students are expected to participate in this activity. Details will be posted at the Graduate Studies website: spages.desu.edu.

August 17-22 (Monday-Saturday) ....................... Residence Halls Open for All Students

August 20-23 (Thursday-Sunday) ....................... Welcome Days

August 21 (Friday) ........................................... Faculty & Staff Institute (Virtual)

August 23-29 (Saturday-Sunday) ....................... I Love DSU Week

August 25 (Tuesday) ........................................... Classes Begin at 8 a.m.

August 25 (Tuesday) ........................................... Accelerated Session I Classes Begin at 8 a.m.

August 25 (Tuesday) ........................................... Late Registration Begins

September 2 (Wednesday) ................................ Last Day for Adding Classes

September 2 (Wednesday) ......................... Last Day to Change Course(s) to Audit Status

September 2 (Wednesday) ................................ Late Registration Ends

September 3 (Thursday) ................................ Effective Date for $10 Per Drop Processing Fee

September 3 (Thursday) ................................ Effective Date for Receiving a Grade of "W" for Dropped Courses

September 3 (Thursday) ................................ General Faculty Meeting (Virtual)

September 3-7 (Thursday-Monday) ................... Documentation for Non-Attendance Period

September 4 (Friday) ....................................... Last Day for Submission of Committee Forms to Graduate Studies and Research for Approval

Students should submit committee forms no later than the end of the 2nd semester of full-time enrollment; U.D. students should meet this milestone by the end of the 3rd semester of full-time enrollment; Ph.D. students, by the 5th semester of full-time enrollment.

September 4-18 (Friday-Friday) ....................... Academic Early Alert

September 7 (Monday) ...................................... Labor Day (University Closed)

September 10 (Thursday) ................................ Last Day to Drop Accelerated I Course

September 17 (Thursday) ................................ Constitution Day

September 17 (Thursday) ................................ Convocation

September 18 (Friday) ....................................... Applications & Audits for December Commencement due to Graduate Studies for review and approval prior to submission to the Registrar's Office by September 25

September 28-October 2 (Monday-Friday) .......... Midterm Evaluations Administered

September 30 (Wednesday) ................................ Residency Status Audit

October 1 (Thursday) ..................................... Last Day to Remove Incompletes

October 5 (Monday) ....................................... Mid-Term Grades Due in Chairs' Offices

October 5-30 (Monday-Friday) ......................... Academic Advisement Period

October 9 (Friday) ....................................... Last Day to Schedule a Thesis or Dissertation Defense with Graduate Studies and Research for December 2020 Graduation

October 9 (Friday) ....................................... Last Day for Submission of Candidacy Forms along with supporting documentation to Graduate Studies and Research for approval.

Students must be in academic good standing in order to meet this milestone. Students must complete the requisite number of course requirements (as noted in the Plan of Study) with minimum GPA of 3.0 (some programs may have more stringent requirements) along with identified activities designated to meet the culminating activity. Graduate students must meet candidacy requirements (as determined in your Program of Study) no later than one semester prior to graduation. Doctoral students must meet candidacy requirements no later than two semesters prior to graduation (or sooner if noted in your program of study).

October 16 (Friday) ....................................... Accelerated Session I Last Day of Classes

October 19 (Monday) ..................................... Accelerated Session II Classes Begin

October 25-October 26 (Sunday-Friday) ............... Fall Course Evaluations

October 26 (Monday) ..................................... SAP Appeal Due Date for Spring 2020

October 28-29 (Wednesday and Thursday) ........... Priority Pre-Registration

October 29 (Thursday) ..................................... Census Date

October 30 (Friday) ....................................... Financial Aid 60% Completion Date

October 30 (Friday) ....................................... Last Day to Complete the Thesis or Dissertation Defense for December 2020 Graduation

October 30-November 25 (Friday-Wednesday) ........ Pre-Registration for Spring and Summer

November 3 (Tuesday) .................................... Election Day (University Closed)

November 6 (Friday) ..................................... Last Day to Drop Accelerated II Course

November 6 (Friday) ..................................... Last Day for December 2020 Graduates to File thesis or dissertation outcome reports to Graduate Studies and Research

November 13 (Friday) .................................... Last Day to Submit Final Copies of the Thesis or the Dissertation via ProQuest with Graduate Studies and Research for Review/Approval


Questions regarding general formatting of theses/dissertations may be forwarded to gradstudies@desu.edu for review. Outcomes reports must have been submitted by the noted deadline for review and approval of all submissions.

November 13 (Friday) .................................... Last Day to Submit the Thesis/Dissertation Approval Page to Graduate Studies and Research

November 15 (Sunday) ................................... Exit Interview for December Graduates

November 25 (Wednesday) ............................. Last Day to Drop/Withdraw from the University

November 25 (Wednesday) ............................. Residence Halls Close at 5 p.m. for Fall 2020

November 26-29 (Thursday-Sunday) ................... Thanksgiving recess


******Virtual Interaction for all courses for the remainder of the semester*******

December 3 (Thursday) ................................... Last Day of Classes

December 4 (Friday) ....................................... Reading Day

December 4 (Friday) ....................................... Residency Status Final Audit

December 7-11 (Monday-Friday) ....................... Final Examinations

December 11 (Friday) ..................................... Accelerated Session II Last Day of Classes

December 11 (Friday) ..................................... Winter Recess Begins (Students)

December 11 (Friday) ..................................... Spring/Winter Billing Due Date

December 14 (Monday) ................................... Non-thesis Outcomes Reports Due to Graduate Studies for December 2020 graduation

December 14 (Monday) ................................... Final Grades Due

December 24-January 3 (Thursday-Sunday) ........... Winter Recess (University Closed)
Spring 2021 Academic Calendar

November 2 (Monday) International Applicants: Deadline for Receipt of Complete Graduate Applications for Spring 2021. Please review all requirements via sages.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sages.desu.edu/admissions/graduate-program-directory as some have earlier deadlines.

November 16 (Monday) Domestic Applicants: Deadline for Receipt of Complete Graduate Applications for Spring 2021. Please review all requirements via sages.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sages.desu.edu/admissions/graduate-program-directory as some have earlier deadlines.

December 11 (Friday) Winter/Spring Billing Due Date
January 7 (Thursday) Residence Halls Open for New Students Only
January 7-8 (Thursday-Friday) New Student Registration
January 9 (Saturday at noon) Residence Halls Open for Returning Students
January 11 (Monday) Classes Begin at 8 a.m.
January 11 (Monday) Accelerated Session I Classes Begin at 8 a.m.
January 11 (Monday) Late Registration Begins
January 11-15 (Monday-Friday) I Love DSU Week
January 14 (Thursday) General Faculty Meeting
January 15 (Friday) Plans of Study Due for Fall 2020 Enrollees
January 15 (Friday) Deadline for Submission of Committee Forms to Graduate Studies and Research for Approval

Thesis students should establish committees no later than the end of the 2nd semester of full-time enrollment; EdD students should meet this milestone by the end of the 3rd semester of full-time enrollment; Ph.D. students, by the 5th semester of full-time enrollment.

January 18 (Monday) Martin Luther King Jr. Observance (University Closed)
January 20 (Wednesday) Last Day to Add Classes
January 20 (Wednesday) Last Day to Change Course(s) to Audit Status

January 21-25 (Thursday-Monday) Documentation for Non-Attendance Period
January 21 (Thursday) Effective Date for $10 Per Drop Processing Fee
January 23 (Thursday) Effective Date for Receiving a Grade of "W" for Dropped Courses

January 22 (Friday) Last Day to Drop Accelerated Session I Course
January 22 (Friday) Applications & Audits for May Commencement due to Graduate Studies for review and approval for submission to the Registrar's Office by February 5

January 25-February 12 (Monday-Friday) Academic Early Alert
February 11 (Thursday) Founders Day
February 15 (Monday) Midterm Evaluations Administered
February 16 (Thursday) Last Day to Remove Incompletes
February 22 (Monday) Mid-Term Grades Due in Chairs' Offices
February 22-March 6 (Monday-Friday) Academic Advisement Period
February 22-March 6 (Monday-Friday) Spring Course Evaluations
March 5 (Friday) Accelerated Session I Last Day of Classes
March 5 (Friday) Residence Halls Close at 5 p.m.
March 8-12 (Monday-Friday) Spring Break (MEAC)
March 12 (Friday) Financial Aid 60% Completion Date
March 15 (Monday) Accelerated Session II Classes Begin
March 16 (Tuesday) Deadline for Submission of Candidacy Forms along with supporting documentation to Graduate Studies and Research for approval. Students must be in academic good standing in order to meet this milestone. Students must complete the requisite number of course requirements (as noted in the Plan of Study) with minimum GPA of 3.0 (some programs may have more stringent requirements) and submit all documents on file and articles designated to meet the culminating activity. Graduate students must meet candidacy requirements (as determined in your Program of Study) no later than one semester prior to graduation. Doctoral students must meet candidacy requirements no later than two semesters prior to graduation (or sooner if noted in your program of study).
March 19 (Friday) Last Day to Schedule a Thesis or Dissertation Defense
March 25 (Thursday) Census Date
March 26 (Friday) Last Day to Drop Accelerated II Course
March 29-30 (Monday and Tuesday) Priority Pre-Registration
March 31-April 9 (Wednesday-Thursday) Pre-registration for Fall 2021
April 1 (Thursday) Last Day to Complete the Thesis or Dissertation Defense for May 2021 Graduation
April 2-5 (Friday-Monday) Easter Recess (University Closed)
April 6 (Thursday) Exit Interview for May Graduates Due
April 8 (Thursday) Last Day for May 2021 Graduates to File Thesis or Dissertation Outcome Reports to Graduate Studies and Research
April 15 (Thursday) Last Day to Submit Final Copies of the Thesis or the Dissertation via ProQuest with Graduate Studies and Research for Review/Approval
Please review the Thesis/Dissertation Handbook: sages.desu.edu/admissions/current-students. Questions regarding general formatting of thesis/dissertations may be forwarded to gradstudies@desu.edu for review. Outcomes reports must be submitted by the noted deadline for review and approval of all submissions.
April 15 (Thursday) Last Day to Submit the Thesis/Dissertation Approval Page to Graduate Studies and Research
April 16 (Friday) Annual Delaware State University Research Day
April 21 (Wednesday) Last Day to Drop/Withdraw from the University
April 23-25 (Friday-Sunday) Homecoming Weekend
April 29 (Thursday) Last Day of Classes
April 29 (Thursday) Last Day of Work Study
April 30 (Friday) Reading Day

April 30 (Friday) Residency Status Final Audit
May 3-May 7 (Monday-Friday) Final Examinations
May 4 (Tuesday) Assessment Summit
May 6 (Thursday) General Faculty Meeting
May 7 (Friday) Accelerated Session II Last Day of Classes
May 7 (Friday) Residence Halls Close at 5 p.m.
May 7 (Friday) Summer Payment Due Date
May 8 (Saturday) Commencement
May 10 (Monday) Non-thesis Outcomes Reports Due to Graduate Studies for May 2021 Graduation
May 10 (Monday) Final Grades Due
May 28 (Friday) SAP Appeals Due for Fall 2021
July 5 (Monday) Fall Payment Due Date