

Delaware State University

It All **MATTERS.**

Education Graduate Programs Information Handbook

Academic Year 2021 – 2022



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

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

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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.*

Our Vision & Mission Statement

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 instructional 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. Graduates are prepared to facilitate service, leadership and learning in all environments: urban, suburban, rural, undeveloped, and underserved.

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,

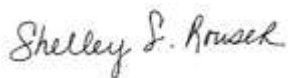
I would like to extend my personal congratulations to you on your acceptance into the Education Graduate Programs at Delaware State University. Our vision is to prepare graduates who are skilled to facilitate service, leadership and learning in all environments: urban, suburban, rural, undeveloped, and 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 towards earning your graduate degree! These are exciting times at the University, when we are renewing our commitment to education and celebrating excellence in academics, research, and advisement. Our goal is to help students pursue their own individual dreams and realize their potential as critical thinkers of 21st century who strive to become skillful, reflective, and culturally responsive educational leaders. At DSU Education Graduate Programs, we develop transformational leaders who practice equity, advocate social justice, value diversity, and demonstrate a deep commitment to diversity issues to serve as role models for the community.

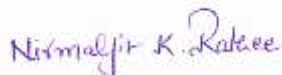
At Education Graduate Programs you will get an opportunity to interact with and learn from the faculty who are renowned experts in their respective fields. Their teaching combines both theory and practical application to provide you with the latest trends in education and equip you with skill set that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

We are pleased to provide you with a copy of our 2021-2022 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

SECTION – 1

OUR PROGRAMS

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

Preparing Leaders for Equity & Transformation with specific focus of closing the gaps in equity, opportunity and access for the marginalized children and their families around the world.

This program aims to prepare transformational school leaders through new understandings of 21st century leadership models and frameworks that support diverse, inclusive, equitable, safe, and caring learning environments to promote positive school culture. The 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 culturally competent to translate authentic research on school leadership into quality practice to serve in high need schools. This program adheres to the CAEP and NELP standards.



DISTINGUISHING FEATURES

The 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, students will find a unique balance between rigorous research, serious academic studies, collegiality, and personal development. Students will be prepared to make data-driven decisions to serve authentically and lead with integrity. Students will hone their personal leadership style, create a new career path, and learn to meet the challenges in any situation. Our program will provide students with 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. Our 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>

This program offers courses in an accelerated format (eight-week sessions) as per the following two schedules:

- Once a week (Monday through Thursday) from 5:00 to 10:00 pm, OR
- Two days a week (Mondays & Thursdays) from 5:30 to 8:00 pm.

We offer the following two instruction delivery options:

- face-to-face/hybrid
- online synchronous/asynchronous

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 meet the challenges of school leadership. The additional goals are to prepare leaders who can:

- Articulate a new vision for public schools at the building levels, demonstrate technological awareness and competence, and create a positive school culture that promotes student learning and development to ensure each student's success in all environments including urban, suburban, rural, undeveloped, and underserved.
- Display competency in digital literacy, critical thinking, and problem-solving skills to help the students thrive in today's world.
- Engage diverse stakeholders and community in data collection, strategic planning, evaluation, and apply robust research to critical problems of practice and implementation processes that benefit the academic environment of the school.
- Demonstrate a deep commitment to diversity issues by recognizing and respecting a variety of ideas, values, and cultures to impact student learning.

STUDENT LEARNING OUTCOMES

Delaware State University commits itself to supporting students' 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 thought in the arenas of educational literacy, communication, systematic and empirical research inquiries, socio-cultural perspective, professional development, and transformational leadership. This program includes a six-credit internship, through which students will have an opportunity to apply experience and develop their leadership competencies in a real-life education setting.

DSU Graduates will be able to:

- Develop, design, and implement a school mission, and vision that reflects a core set of values and priorities that include data use, technology, diversity, and digital citizenship.
- Develop a framework for examining the matters of significance in education in order to clarify personal viewpoints and develop a successful model of a school to support the future success and well-being of each student.
- Promote professional collaborations and demonstrate ethical and professional competence in their chosen disciplines to promote student learning through the innovative curriculum and responsive use of technology.
- Understand the special and complex educational needs of students in individualized and diverse ways and advocate for inclusive, equitable and culturally responsive instructional behavior support practices.
- Develop and implement management, communication, assessment, technology, and operation systems in a school; use data ethically and develop a multi-year school resourcing plan
- Design a comprehensive plan for providing school community members with a healthy and positive school environment.
- Collaboratively engage with diverse communities and develop relationships with other constituent groups around shared goals to benefit school programs, student learning, and promote equitable educational resources and opportunities.
- Demonstrate the knowledge and application of information sources, data collection and data analysis strategies, and related technologies to achieve professional success.

- Demonstrate authentic leadership qualities by being involved in the real administrative roles and collaborate with stakeholders on the instructional, organizational, strategic, and contextual decision-making process to ensure the success and well-being of each student and adult in their school.

M. ED. ADMISSION REQUIREMENTS & DEADLINES

Application Deadlines:

Rolling Admissions

- Priority given to applications received by June 30 for fall admission, and October 30 for spring admission.
- Enrollment is contingent upon receipt of all required documents no later than two weeks prior to the enrollment period for U.S. applicants
- **International Admission Deadlines: Fall enrollment – May 1; Spring enrollment: Oct. 1**

Applicants who wish to seek admission in the M. Ed. program must meet the following requirements:

- An earned baccalaureate degree in education or an allied field with a minimum undergraduate cumulative GPA of 3.00.
- Completed online application for admission.
- Non-refundable 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 percentiles (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 40 percentiles (+ - 1). Or the on-campus writing sample (i.e., an on campus writing sample). in lieu of the GRE/GMAT scores.
- A current professional resume.
- Three (3) letters of recommendation (two academic/ professional recommendations and one character recommendation) - via the online application process.
- A statement of Purpose/Intent that needs to be content specific, focused on educational leadership. The candidate must specifically explain why he or she wants to be admitted in the M. Ed. in Educational Leadership program. Specifications: 1-2 pages, APA format, grammatical error free.
- Applicant must hold a valid Delaware Initial, Continuing, or Advanced License; or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, OR a such or similar licensure from another state.
 - The applicants not holding the licensure may also be admitted 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

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

We train and prepare Transformational Leaders for Equity, Diversity & Social Justice to eradicate systemic and systematic barriers to progress the world's most vulnerable children and their families.

This doctoral program aims to prepare culturally responsive, transformational senior-level administrative leaders, policymakers, and researchers who can design solutions across K-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 a 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 a 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.



The 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, students will emerge as viable candidates for leadership positions throughout the country. At Delaware State University, students will find a unique balance between rigorous research, serious academic studies, partnership, collegiality, and personal development. Students will be prepared to take data-driven decisions to serve authentically, and lead with integrity, and hone their 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 students 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. Courses span eight weeks, and the classes are normally held in the first, third and sixth weekends of an eight-week session. Normally, a two-week break is provided between the courses so that the students can prepare for the next course. Sessions are held on Friday evenings from 5- 9 p.m., Saturdays from 9 a.m.- 4 p.m. and Sundays from 10 a.m.- 3 p.m. Currently, the classes are being held via virtual synchronous- asynchronous hybrid format due to COVID-19.

International Cohorts: The classes for the Jamaica and China cohorts will follow a blended delivery format i.e., a mixture of synchronous and asynchronous teaching. The classes of China cohort will meet Mondays through Fridays from 7:40 pm to 9:40 pm. The classes of Jamaica cohort will meet on Thursdays (6:00 to 9:00 pm) and on Sundays (10:00 am to 4:00 pm).

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, social justice and can transform the educational system to impact student learning. The candidates are the role models for the community and display ethical and professional competence in their chosen fields to emerge as:

- Critical thinkers who can effectively utilize education software tools for data collection and analysis and adopting latest information technology to broaden their vision of learning.
- Inquisitive reflective practitioners who believe in the concept of lifelong learning and display personal flexibility to sustain personal and professional development.
- 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.
- Competent leaders who are prepared to facilitate service, leadership and learning in all environments including urban, suburban, rural, undeveloped, and underserved.

The purpose of our Ed. D. program is to providing high quality learning experience for academic competence of candidates; fostering intellectual creativity through robust research & analytical inquiry; and hands-on high impact applied learning experiences to the critical problems of practice.

Specific goal of K - 12 Concentration:

This concentration will prepare the candidates as effective administrators and equity practitioners who can articulate a vision for public schools, interact with curious minds, implement cutting-edge research practices and technology to develop a new vision of education for the diverse society. They will emerge as effective instructional leaders with expertise in policy development, teaching innovations, curriculum development and can foresee the future of 21st century educational institutions. They will collaborate with diverse stakeholders for strategic planning, implementing, and evaluating processes to foster supportive and inclusive district culture that benefit the academic growth and ensure each student's success.

Specific goal of Higher Education Concentration:

With a grounding in the conceptual underpinnings of the practice of higher education, this concentration will equip the candidates with knowledge base & skillsets conducive for the effective organizational administration, policy development, strategic innovations, and social justice advocacy as related to post-secondary institutions. The candidates will 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 Domains of Learning & Development of the **NELP standards** to ensure that our candidates can demonstrate the capacity to:

Mission, Vision, and Improvement	<ul style="list-style-type: none"> Develop, design, and implement a district mission, and vision that reflects a core set of values and priorities that include data use, technology, diversity, social justice, and digital citizenship.
Ethics and Professional Norms	<ul style="list-style-type: none"> Model ethical behavior in the personal conduct and relationship to cultivate ethical behavior and enact professional norms.
Equity, Inclusiveness, and Cultural Responsiveness	<ul style="list-style-type: none"> Develop and maintain a supportive, equitable, culturally responsive, inclusive district culture and advocate for equitable access to educational resources and opportunities for student success
Learning and Instruction	<ul style="list-style-type: none"> Evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data analysis, assessment, and instructional leadership.
Community and External Leadership	<ul style="list-style-type: none"> 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.
Data Driven Operations & Management	<ul style="list-style-type: none"> Evaluate and manage data informed district systems for equitable operations, resources, technology, and human capital management. Apply research to analyze and synthesize district level student learning and operational data by utilizing cutting edge technology to conduct strategic inquiry and robust research to critical problems of practice to lead the district improvement
Policy, Governance, and Advocacy	<ul style="list-style-type: none"> Cultivate meaningful relationships, lead collaborative decision making and advocate for institution and district needs in broader policy conversations.
Critical Inquiry and scholarly aptitude	<ul style="list-style-type: none"> Demonstrate critical and reflective thinking, effective reasoning, and creativity to conduct strategic inquiry and the application of data driven decision making through analytical review and scholarly writings to lead the institutional improvement.
Internship: Practical Competence	<ul style="list-style-type: none"> Demonstrate authentic leadership qualities by being involved in the real administrative roles and collaborate with the stakeholders in the organizational, strategic, and contextual decision-making processes to ensure the success and well-being of each student and adult in the institution.

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 *expanded* Domains of Learning & Development of the **CAS Professional standards (Council for the Advancement of Standards)** to ensure that our candidates are able to:

Mission & vision	<ul style="list-style-type: none"> Develop, design, and implement a higher education institution's mission, and vision that reflects a core set of values, priorities and strategic goals that include data collection, technology use, diversity, and digital citizenship.
Ethics, Law & Policy	<ul style="list-style-type: none"> Demonstrate the ability of realistic self-appraisal, intra-personal growth, capacity to advocate for ethical decisions and cultivate professional dispositions for institutional growth.
Access, equity, diversity & inclusion	<ul style="list-style-type: none"> Cultivate and maintain a supportive, equitable, culturally responsive, and inclusive institutional culture.
Student Learning, development & success	<ul style="list-style-type: none"> Evaluate, design, cultivate, and implement coherent system of data collection, assessment, evaluation and integrate authentic practices to achieve institutional strategic goals.
Communication & Collaborations; Program & Services	<ul style="list-style-type: none"> Collaborate with diverse community partners to develop and implement a comprehensive system of responsibility, accountability and decision making for increasing campus diversity, improving campus climate, advancing the knowledge base for creating and sustaining a culturally diverse institution.
Human Resource	<ul style="list-style-type: none"> Develop, monitor, evaluate, and manage data-informed and equitable institutional systems for operations, resources, technology, and human capital management.
Leadership. management and supervision	<ul style="list-style-type: none"> Cultivate meaningful relationships, lead collaborative decision making in governance and represent institutional needs in broader policy conversations.
Critical Inquiry and scholarly aptitude	<ul style="list-style-type: none"> Demonstrate critical and reflective thinking, effective reasoning, and creativity to conduct strategic inquiry and the application of data-driven decisions through analytical review and scholarly writings to lead the institutional improvement.
Technology	<ul style="list-style-type: none"> Apply research to analyze and synthesize student learning and operational data by utilizing cutting edge technology to conduct strategic inquiry and robust research to critical problems of practice to lead the institutional improvement
Field Experience: Practical Competence	<ul style="list-style-type: none"> Demonstrate authentic leadership qualities by being involved in the real administrative roles and collaborate with the stakeholders in the organizational, strategic, and contextual decision-making processes to ensure the success and well-being of each student and adult in the institution.

ED. D. ADMISSION REQUIREMENTS & DEADLINES

Rolling Admissions:

- Priority is given to applications received by June 30 for fall admission, and October 30 for spring admission.

- Enrollment is contingent upon receipt of all required documents no later than two weeks prior to the enrollment period for U.S. applicants

International Admission Deadlines:

- **Fall enrollment – May 1**

All applicants are required to submit the following for the consideration of an unconditional admission:

- An earned master's degree with a minimum cumulative grade point average of 3.00.
- An on-line application for admission.
- Application fee of \$50.00 made payable to Delaware State University
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 400 (+ - 10). OR writing an essay (i.e., an 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 admitted into the program but on a clear understanding that the doctoral degree will not lead to any licensure but will make them eligible for it 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.

Note: Transition to changed/modified curriculum will be implemented for 2020 & 2021 cohort w.e.f. Fall 2021.

QUALIFYING EXAMINATION

All 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. The schedule of this exam is included in the cohort plan of the program provided to all 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 admission.
 - Offer of admission is sent to the candidate by the School of 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 Plan of Study (POS) – a scheme of the course of study.
- Plan of Study: This [DocuSign](#) document will be initiated by the office of Director, Education Program 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 first semester.
- If any change takes place in a student's Plan of Study, he or she must inform the Director, Education Graduate Programs, and a revised Plan of Study can be submitted to the Graduate School.

TRANSITION POINT # 3: Constitution of the Advisory Committee

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

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 as stated below:
 - M. Ed. Program:**
 - Successful completion of 15 credit hours
 - Minimum Cumulative G.P.A. of 3.0, with 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 & receipt of the IRB approval/exemption

TRANSITION POINT # 5: Internship/Field Experience

- M. Ed. Program:**
 - After the completion of 24 credit hrs.
- Ed. D. Program:**
 - After the completion of 43 credit hrs.

- Internship/Field Experience Orientation will be provided by: (i) university internship supervisor and (ii) the Director, Education Graduate Programs
- Advisement for students by: (i) Course professor/university internship supervisor, (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. For the students of Ed. D. in Hr. Ed.: Completion of 120 hours of field experience in higher education settings

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. with no course completed at a grade level lower than "C"
- Students submit the *Comprehensive Examination Application* in Year-Two Fall, and (ii) must pass the exam by Year-Two Summer-I

- Internship

- Submission and presentation of the internship portfolio after the completion of 30 credit hours.

Ed. D. Program:

- The candidate has successfully passed the Qualifying examination
- The candidate has successfully completed the internship experience
- Successful defense of final capstone (case study analysis/project study/dissertation) after the completion of 52 credit hrs.

TRANSITION POINT # 7: Application for Graduation and Degree Audit

A candidate:

- Must have completed all the courses and capstone requirements.
- Must 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

- **M. Ed. Cohort 2021**
- **M. Ed. – TESOL 2021**
- **Ed. D. Cohort 2021**
- **Ed. D. Cohort 2020**
- **Ed. D. Cohort 2019**
- **Ed. D. Cohort 2018**
- **M. ED. – CARIBBEAN COHORT 2021**
- **J-64 Curriculum Sequence Sheet 2020-21**
- **J-65 Curriculum Sequence Sheet 2020-21**
- **J-66 Curriculum Sequence Sheet 2020-21**
- **J-67 Curriculum Sequence Sheet 2020-21**

Master of Education (M. Ed.) in Educational Leadership Program (Revised 2021)

Master of Education (M. Ed.) in Educational Leadership			<div>Delaware State University</div>		
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
*EDUC 605 (Core Course)	Contemporary Curriculum Designs and Implementation Practices	3	EDUC 680	Leadership with a Vision for Changing School Culture in a Diverse Society	3
*EDUC 614 (Core Course)	Human Growth and Development Implications: Designing Learning System for meeting the needs of diverse students.	3	*EDUC 681 (Core Course)	Engaging Communities: Human Relations in Diverse Populations	3
Total Credits		6	Total Credits		6
Year 1: Summer-I				Year 1: Summer-II	
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 686	Supervision of Instruction and Leadership in Elementary & Secondary Schools	3	EDUC 684	Leading Inclusive Schools: Legal Issues, Ethical Conduct, and Social Justice in Today’s Schools	3
Total Credits		3	Total Credits		3
	Year 2: Fall			Year 2: Spring	
Course	Course Name	Cr	Course	Course Name	Cr.
*EDUC 625 (Core Course)	Interpreting and applying Educational Research	3	EDUC 690 (Capstone)	Applied Educational Leadership Internship (240 hrs.) (Portfolio Presentation)	6
EDUC 682	Assessment of Instruction: Data Driven practices of assessment and evaluation in schools (with Action Research Project) (Apply for Comprehensive Exam)	3			
Total Credits		6			
	Year 2: Summer-I			Year 2: Summer-II	
Course	Course Name	Cr	Course	Course Name	Cr.
EDUC 683	Cyber Security for Educational Leaders: Implementing Technology to Enhance Student Learning and Organizational Management ** Comprehensive Exam	3	EDUC 685	Supporting A School Vision for Creating Safe and Nurturing Learning Environment Through Effective Resource & Fiscal Management	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 36		

DELAWARE STATE UNIVERSITY 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) 2021					
YEAR - 1					
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
ENGL 504	Second Language Acquisition	3	EDUC 680	Leadership with a Vision for Changing School Culture in a Diverse Society	3
EDUC 605	Contemporary Curriculum Designs and Implementation Practices	3	EDUC 681	Engaging Communities: Human Relations in Diverse Populations	3
Total Credits		6	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 686	Supervision of Instruction and Leadership in Elementary & Secondary Schools	3	EDUC 684	Leading Inclusive Schools: Legal Issues, Ethical Conduct, and Social Justice in Today's Schools	3
Total Credits		3	Total Credits		3
YEAR – 2					
Year 2: Fall			Year 2: Spring		
Course	Course Name		Course	Course Name	Cr.
EDUC 614	Human Growth and Development Implications: Designing Learning System for meeting the needs of diverse students	3	ENGL 512	Seminar on Theories and Practice of Second Language Learning and Testing	3
ENGL 518	Methods of Teaching English as a Second Language	3	ENGL 511	Teaching Literacy for English Language Learners	3
Total Credits		6	Total Credits		6
Year 2: Summer-I			Year 2: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 683	Using Technology to Enhance Student Learning and Organizational Management	3	ENGL 510	Structure of Modern English *Apply for Comprehensive Exam	3
Total Credits		3	Total Credits		3
YEAR – 3					
Year 3: Fall			Year 3: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 625	Interpreting and applying Educational Research	3	EDUC 690	Applied Educational Leadership Internship (120 hrs.)	3
EDUC 682	Assessment of Instruction: Data Driven practices of assessment and evaluation in schools * Comprehensive Exam	3	EDUC 690	Applied Educational Leadership Internship (120 hrs.)	3
Total Credits		6	Total Credits		6
			Total Credits for the Program = 48		

M. Ed. in EDUCATIONAL LEADERSHIP

Course Categorical Structure

CLASSIFICATION	COURSES
CORE COURSES = 4 (12 Cr. Hrs.)	EDUC 605: Contemporary Curriculum Designs and Implementation Practices EDUC 614: Human Growth and Development Implications: Designing Learning System for meeting the needs of diverse students EDUC 625: Interpreting and applying Educational Research EDUC 681: Engaging Communities: Human Relations in Diverse Populations
FOUNDATIONAL COURSES = 6 (18 Cr. Hrs.)	EDUC 686: Supervision of Instruction and Leadership in Elementary & Secondary Schools EDUC 684: Leading Inclusive Schools: Legal Issues, Ethical Conduct, and Social Justice in Today's Schools EDUC 680: Leadership with a Vision for Changing School Culture in a Diverse Society EDUC 682: Assessment of Instruction: Data Driven practices of assessment and evaluation in schools EDUC 683: Cyber Security for Educational Leaders: Implementing Technology to Enhance Student Learning and Organizational Management EDUC 685: Supporting A School Vision for Creating Safe and Nurturing Learning Environment Through Effective Resource & Fiscal Management
INTERNSHIP = 1 (6 Cr. Hrs.)	EDUC 690: Applied Educational Internship

Note: The international M. Ed. students will also complete all the curricula mentioned above, however, due to the time difference, their class meeting timings will be as provided below:

Mondays/Thursdays: 6:00 pm to 11:00 pm.

Curriculum Sheet for Ed. D. in K– 12 (2021-22)

- Approved w.e.f. Fall 2021

DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (K – 12 Concentration)			Delaware State University		
Year 1: Fall 2021			Year 1: Spring 2022		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 800	The Superintendent as a Scholar-Practitioner Educational Leader	3			
EDUC 801	Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues	3	EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3
Total Credits		7	Total Credits		6
Year 1: Summer-I 2022			Year 1: Summer-II 2022		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 830	Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation	3	EDUC 833 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics *Constitution of Advisory Committee & Capstone Option Declaration by the students	3
Total Credits		3	Total Credits		3
Year 2: Fall 2022			Year 2: Spring 2023		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 807	Leading Change at a Time of Increasing Demands, Pressures, and Societal Change	3	EDUC 804	Effective Administration: Management of People, Finance, Facilities, and the Resources	3
EDUC 826	Legal, Ethical and Moral Foundations of Educational Leadership	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer 2023			Year 2: Summer 2023		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 808	Organizational Management Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall 2023			Year 3: Spring 2024		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for IRB & Candidacy	3	EDUC 812	Internship: Applied Educational Administration (120 hrs)	3
EDUC 842	Research Seminar III: Data Collection (Progression of Capstone Research)	3	EDUC 813	Internship: Applied Educational Administration (120 hrs)	3
Total Credits		6	Total Credits		6
Year 3: Summer 2024			Year 4: Fall 2024		
Course	Course Name	Cr.	Course	Course Name:	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Research Capstone Defense (Dissertation/Project Study/Case Study Analysis)	3
Total Credits		3	Total Credits		3
Total Credits for the Program = 55					

- 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 2021

DOCTORATE IN EDUCATION PROGRAM
EDUCATIONAL LEADERSHIP IN K-12
Course Categorical Structure

Classification	Courses
Core Courses = 5 (13 Cr. Hrs.)	Fundamental Core Courses: EDUC 831: Foundation of Doctoral Studies (1 Credit Hour) Research Core Courses: EDUC 805: Research Design and Quantitative Research Methods EDUC 888: Demystifying Qualitative Research Methods in Education Applied Research Core Courses EDUC 833: Applied Assessment and Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics EDUC 835: Use of Technology in Research and Data Driven Decision Making
Foundational Courses = 7 (21 Cr. Hrs.)	EDUC 800: The Superintendent as a Scholar-Practitioner Educational Leader EDUC 801: Social Justice, Equity, & Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues EDUC 804: Effective Administration: Management of People, Finance, Facilities, and the Resources EDUC 807: Leading Change at a Time of Increasing Demands, Pressures, and Societal Change EDUC 808: Organizational Management Strategic Planning & Program Analysis EDUC 830: Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation EDUC 826: Legal, Ethical and Moral Foundations of Educational Leadership
Internship Courses = 2 (6 Cr. Hrs.)	EDUC 812: Internship: Applied Educational Administration EDUC 813: Internship: Applied Educational Administration
Capstone Research Courses = 5 (15 Cr. Hrs.)	EDUC 840: Research Seminar I: Developing Prospectus EDUC 841: Research Seminar II: Proposal Writing and Defense EDUC 842: Research Seminar III: Data Collection EDUC 843: Research Seminar IV: Capstone Writing EDUC 844: Research seminar V: Research Capstone Defense
	Total Concentration Credits 55

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.

Curriculum Sheet for Ed. D. in Hr. Ed. (2021-22)
(Approved w.e.f. Fall 2021)

DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (HR. EDUCATION Concentration)					
Student Name:			Student ID:		
Year 1: Fall 2021			Year 1: Spring 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I 2022			Year 1: Summer-II 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Capital and Resource Management/Personnel Administration	3	EDUC 833 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics <i>*Constitution of Advisory Committee & Capstone Option Declaration by the students</i>	3
Total Credits		3	Total Credits		3
Year 2: Fall 2022			Year 2: Spring 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 814	Public Policy and Higher Education	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer 2023			Year 2: Summer 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective	3
Total Credits		3	Total Credits		3
Year 3: Fall 2023			Year 3: Spring 2024		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense <i>*Apply for IRB & candidacy</i>	3	EDUC 837	Organizational Dynamics, and Risk Management Strategies	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 836	Administrative Field Experience (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer 2024			Year 4: Fall 2024		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Research Capstone Defense Dissertation/Project Study/Case Study Analysis)	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 55		

Revised: Fall 2021

DOCTORATE IN EDUCATION PROGRAM
EDUCATIONAL LEADERSHIP IN Hr. Ed.
Course Categorical Structure

Classification	Courses
Core Courses = 6 (16 Cr. Hrs.)	Foundational Core Courses: EDUC 831: Foundation of Doctoral Studies (1 Credit Hour) EDUC 824: Globalization and Internationalization of Higher Education – Leadership Perspective Research Core Courses: EDUC 805: Research Design and Quantitative Research Methods EDUC 888: Demystifying Qualitative Research Methods in Education Applied Research Core Courses EDUC 833: Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics EDUC 835: Use of Technology in Research and Data Driven Decision Making
Foundational Courses = 7 (21 Cr. Hrs.)	EDUC 802: Leadership in Higher Education: Theory and Practice EDUC 803: Human Capital and Resource Management/Personnel Administration EDUC 814: Public Policy and Higher Education EDUC 816: Ethics and Law in Higher Education EDUC 832: Contemporary Issues in Higher Edu EDUC 834: Strategic Financial Management EDUC 837: Organizational Dynamics, and Risk Management Strategies
Field Experience Course = 1 (3 Cr. Hrs.)	EDUC 836: Administrative Field Experience
Capstone Research Courses = 5 (15 Cr. Hrs.)	EDUC 840: Research Seminar I: Developing Prospectus EDUC 841: Research Seminar II: Proposal Writing and Defense EDUC 842: Research Seminar III: Data Collection EDUC 843: Research Seminar IV: Capstone Writing EDUC 844: Research seminar V: Research Capstone Defense
Total Concentration Credits 55	

Students must enroll in a Sustaining course (EDUC 829) if capstone requirement is not satisfied.

Note: The students of the Jamaica and NENU Cohorts will also complete the curricula mentioned above, however, due to the time difference, their class meeting timings will be as provided below:


Jamaica Cohorts:

- Thursdays – 6:30 pm to 8:30 pm
- Sundays - 10:00 am to 4:00 pm

NENU Cohorts:

- All Weekdays - 7:40 pm to 9:40 pm

REVISED 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			Year 1: Spring 2021		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 800	The Superintendent as a Scholar-Practitioner Educational Leader	3			
EDUC 801	Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues	3	EDUC 888 (Core Course)	Qualitative & Mixed Research Methods in Education	3
Total Credits		7	Total Credits		6
Year 1: Summer-I 2021			Year 1: Summer-II 2021		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 830	Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation	3	EDUC 833 (Core Course)	Applied Assessment and Data Analytics *Constitution of Advisory Committee & Capstone Option Declaration by the students	3
Total Credits		3	Total Credits		3
TRANSITION TO THE REVISED CURRICULUM FROM FALL 2021					
Year 2: Fall 2021			Year 2: Spring 2022		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 807	Leading Change at a Time of Increasing Demands, Pressures, and Societal Change	3	EDUC 804	Effective Administration: Management of People, Finance, Facilities, and the Resources	3
EDUC 826	Legal, Ethical and Moral Foundations of Educational Leadership	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer 2022			Year 2: Summer 2022		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 808 (Core Course)	Organizational Management Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall 2022			Year 3: Spring 2023		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for IRB & Candidacy	3	EDUC 812	Internship: Applied Educational Administration (120 hrs.)	3
EDUC 842	Research Seminar III: Data Collection (Progression of Capstone Research)	3	EDUC 813	Internship: Applied Educational Administration (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer 2023			Year 4: Fall 2023		
Course	Course Name	Cr.	Course	Course Name:	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Capstone Defense	3
Total Credits		3	Total Credits		3
*Senior Capstone description: Dissertation/Project Study/Case Study Analysis			Total Credits for the Program = 55		

*Students are required to complete these mandatory requirements

Revised: Fall 2020

**** 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 DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN HR. ED. (for 2020 Cohort)

DELAWARE STATE UNIVERSITY DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION			<div>DelawareState University</div>		
Year 1: Fall			Year 1: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 <i>(Core Course)</i>	Foundations of Doctoral Studies	1	EDUC 805 <i>(Core Course)</i>	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 <i>(Core Course)</i>	Qualitative & Mixed Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Resource Management	3	EDUC 833 <i>(Core Course)</i>	Applied Assessment and Data Analytics <i>*Constitution of the Advisory Committee & Capstone Option Declaration by the students</i>	3
Total Credits		3	Total Credits		3
TRANSITION TO THE REVISED CURRICULUM FROM FALL 2021					
Year 2: Fall			Year 2: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 814	Public Policy and Higher Education	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education	3	EDUC 835 <i>(Core Course)</i>	Use of Technology in Research and Data Driven Decision Making <i>(Initiation of Prospectus Development)</i> (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer			Year 2: Summer		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense <i>*Apply for IRB & candidacy</i>	3	EDUC 837	Organizational Dynamics & Risk Management Strategies	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 836	Administrative Field Experience (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Research Capstone Defense	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 55		

***Students are required to complete these mandatory requirements**

Revised: Fall 2020

**** 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

DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN K – 12 (for 2019 Cohort)

DELAWARE STATE UNIVERSITY			Delaware State University		
DOCTOR OF EDUCATION (ED. D.) in EDUCATIONAL LEADERSHIP IN K 12, 2019					
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 800	The Superintendent as a Scholar-Practitioner Educational Leader	3			
EDUC 801	Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues	3	EDUC 888 (Core Course)	Qualitative & Mixed Research Methods in Education	3
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 830	Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation	3	EDUC 833 (Core Course)	Applied Assessment and Data Analytics *Constitution of Advisory Committee & Capstone Option Declaration by the students	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 807	Educational Leader as a Change Agent: Leading District Community Partnership	3	EDUC 804	Effective Administration: Management of People, Finance, Facilities, and the Resources	3
EDUC 826	Legal, Ethical and Moral Foundations of Educational Leadership	3	EDUC 835 (Core Course)	Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer-I			Year 2: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 840	Research Seminar I: Prospectus Completion & Proposal Preparation **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 808 (Core Course)	Organizational Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for IRB & Candidacy	3	EDUC 812	Internship: Applied Educational Administration (120 hrs.)	3
EDUC 842	Research Seminar III: Data Collection (Progression of Capstone Research)	3	EDUC 813	Internship: Applied Educational Administration (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		
Course	Course Name	Cr.	Course	Course Name:	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Capstone Defense	3

Total Credits	3	Total Credits	3
*Senior Capstone description: Dissertation/Project Study/Case Study Analysis		Total Credits for the Program = 55	


*Students are required to complete these mandatory requirements

Revised: Fall 2019

** 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

DOCTOR OF EDUCATION (Ed. D.) EDUCATIONAL LEADERSHIP IN HR. ED. (for 2019 Cohort)

DELAWARE STATE UNIVERSITY DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION 2019					
Student Name:			Student ID:		
Year 1: Fall			Year 1: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 (Core Course)	Qualitative & Mixed Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Resource Management	3	EDUC 833 (Core Course)	Applied Assessment and Data Analytics <i>*Constitution of the Advisory Committee & Capstone Option Declaration by the students</i>	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 814	Public Policy and Higher Education	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education	3	EDUC 835 (Core Course)	Use of Technology in Action Research and Data Driven Decision Making (Initiation of <i>Prospectus</i> Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer-I			Year 2: Summer-II		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Prospectus Completion & Proposal Preparation **Qualifying Exam - after the completion of 34 credit hours (including EDUC 840) and at least 3 core courses	3	EDUC 808 (Core Course)	Organizational Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense <i>*Apply for IRB & candidacy</i>	3	EDUC 837	Organizational Dynamics (Field Activity)	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 836	Administrative Field Experience (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Capstone Defense	3

Total Credits	3	Total Credits	3
		Total Credits for the Program = 55	


*Students are required to complete these mandatory requirements

Revised: Fall 2019

** 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 (for 2018 Cohort)

DELAWARE STATE UNIVERSITY					
DOCTOR OF EDUCATION (ED. D.) in EDUCATIONAL LEADERSHIP IN K – 12					
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 800	The Superintendent as a Scholar-Practitioner Educational Leader	3	EDUC 888 (Core Course)	Qualitative & Mixed Research Methods in Education	3
EDUC 801	Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 830	Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation	3	EDUC 833 (Core Course)	Applied Assessment and Data Analytics *Constitution of Advisory Committee & Capstone Option Declaration by the students	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 807	Educational Leader as a Change Agent: Leading District Community Partnership	3	EDUC 804	Effective Administration: Management of People, Finance, Facilities, and the Resources	3
EDUC 826	Legal, Ethical and Moral Foundations of Educational Leadership	3	EDUC 835 (Core Course)	Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)	3
Total Credits		6	Total Credits		6
Year 2: Summer			Year 2: Summer		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 840	Research Seminar I: Prospectus Completion & Proposal Preparation **Qualifying Exam - after the completion of 31 credit hours and at least 3 core courses	3	EDUC 808 (Core Course)	Organizational Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for IRB & Candidacy	3	EDUC 812	Internship: Applied Educational Administration (120 hrs.)	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 813	Internship: Applied Educational Administration (120 hrs.)	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		

Course	Course Name	Cr.	Course	Course Name:	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Capstone Defense	3
Total Credits		3	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 HR. ED. (for 2018 Cohort)

DELAWARE STATE UNIVERSITY DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION					
Student Name:			Student ID:		
Year 1: Fall			Year 1: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 <i>(Core Course)</i>	Foundations of Doctoral Studies	1	EDUC 805 <i>(Core Course)</i>	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 <i>(Core Course)</i>	Qualitative & Mixed Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Resource Management	3	EDUC 833 <i>(Core Course)</i>	Applied Assessment and Data Analytics <i>*Constitution of the Advisory Committee & Capstone Option Declaration by the students</i>	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 814	Public Policy and Higher Education	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education	3	EDUC 835 <i>(Core Course)</i>	Use of Technology in Action Research and Data Driven Decision Making <i>(Initiation of Prospectus Development)</i>	3
Total Credits		6	Total Credits		6
Year 2: Summer			Year 2: Summer		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Prospectus Completion & Proposal Preparation <i>**Qualifying Exam - after the completion of 31 credit hours and at least 3 core courses</i>	3	EDUC 808 <i>(Core Course)</i>	Organizational Strategic Planning & Program Analysis	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 841	Research Seminar II: Proposal Writing and Defense <i>*Apply for IRB & candidacy</i>	3	EDUC 836	Administrative Field Experience <i>(120 hrs.)</i>	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 837	Organizational Dynamics	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		


Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	Final Capstone EDUC 844	Research Seminar V: Capstone Defense	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 55		

DELAWARE STATE UNIVERSITY EDUCATION GRADUATE PROGRAMS

CURRICULUM SEQUENCE SHEET - M. ED. – CARIBBEAN COHORT 2021				
Semester	EDUC	Course	Class Meeting days	Cr
Spring-II 2021 (8 weeks)	680	Leadership with Vision for Changing School Culture in a Changing Society	Mondays & Thursdays - 5:30 to 8:00 pm	3
Spring-II 2021 (8 Weeks)	681	Engaging Communities: Human Relations in Diverse Populations	Mondays & Thursdays - 5:30 to 8:00 pm	3
Summer – I 2021 (8 Weeks)	686	Supervision of Instruction and Leadership in Elementary & Secondary Schools	Mondays & Thursdays - 5:30 to 8:00 pm	3
Summer-II 2021 (8 Weeks)	684	Leading Inclusive Schools: Legal Issues, Ethical Conduct, and Social Justice in Today's Schools	Mondays & Thursdays - 5:30 to 8:00 pm	3
FALL-I 2021 (8 weeks)	605	Contemporary Curriculum Designs and Implementation Practices	Mondays: Aug. 30, Sept.13, 20, 27, Oct. 4, 11, 18, 19 - 6:00 to 11:00 pm	3
	625	Interpreting and applying Educational Research	Thursday: Sept. 2, 16, 30, Oct. 14, 28, Nov. 11, Dec. 2, 16 - 6:00 to 11:00 pm	3
FALL-II 2021 (8 weeks)	614	Human Growth and Development Implications	Mondays: Oct. 25, Nov. 1, 8, 15, 22, 29, Dec. 6, 13 - 6:00 to 11:00 pm	3
	682	Assessment of Instruction: Data Driven practices of assessment and evaluation in schools (Apply for Comprehensive Exam)	Thursdays: Oct. 28, Nov. 4, 11, 18, Dec. 2, 9, 16, 17 (in lieu of Nov. 25) - 6:00 to 11:00 pm	3
Spring-I 2022 (8 weeks)	690	Applied Educational Leadership Internship (120 hours)	Field Activities Start Jan. 10 & End March 14	6
Spring-II 2022 (8 weeks)	690	Applied Educational Leadership Internship (120 hours)	Field Activities Start March 14 & End May 6	
Summer – I 2022 (8 weeks)	683	Cyber Security for Educational Leaders: Implementing Technology to Enhance Student Learning and Organizational Management (Comprehensive Exam)	Mondays: May 9, 16, 23, 30, June 6, 13, 20, 27 - 5:30 to 8:00 pm Thursdays: May 12, 19, 26, June 2, 9, 16, 23, 30 - 5:30 to 8:00 pm	3
Summer-II 2022	685	Supporting A School Vision: Creating Safe and Nurturing Learning Environment	Mondays: July 11, 18, 25 Aug. 1, 8, 15, 22, 29 - 5:30 to 8:00 pm	3

(8 weeks)		Through Effective Resource & Fiscal Management	Thursdays: July 7, 14, 21, 28, Aug. 4, 11, 18, 25 5:30 to 8:00 pm	
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J-64 Curriculum Sequence Sheet 2020-21

DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (HR. EDUCATION Concentration)					
Student Name:			Student ID:		
Year 1: Fall 2020			Year 1: Spring 2021		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I 2021			Year 1: Summer-II 2021		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Capital and Resource Management/Personnel Administration	3	EDUC 832 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics (EDUC 802 completed in Summer 2021)	3
Total Credits		3	Total Credits		3
Year 2: Fall 2021			Year 2: Spring 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 814	Public Policy and Higher Education Thursdays: Sept. 23, 30, Oct. 7, 14, 21 Sundays: Sept. 19, 26, Oct. 3, 10, 17 *Constitution of Advisory Committee & Capstone Option Declaration by the students	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education Thursdays: Oct. 28, Nov. 4, 11, 18, Dec. 2 Sundays: Oct. 31, Nov. 7, 14, Dec. 5, 12	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		6	Total Credits		6
Year 2: Summer 2022			Year 2: Summer 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after the completion of 34 cr. Hrs.	3	EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective	3
Total Credits		3	Total Credits		3
Year 3: Fall 2022			Year 3: Spring 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.

EDUC 841	Research Seminar II: Proposal Writing andDefense <i>*Apply for IRB & candidacy</i>	3	EDUC 837	Organizational Dynamics, and RiskManagement Strategies	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 836	Administrative Field Experience (<i>120 hrs.</i>)	3
Total Credits		6	Total Credits		6
Year 3: Summer 2023			Year 4: Fall 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	EDUC 844	Research Seminar V: Research Capstone Defense Dissertation/Project Study/Case Study Analysis)	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 55		


J65 - Curriculum Sequence Sheet 2021-22 (Approved w.e.f. Fall 2021)

DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (HR. EDUCATION Concentration)					
YEAR 1: SPRING 2021			YEAR 1: SUMMER 2021		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3	EDUC 803	Human Capital and Resource Management/Personnel Administration	3
EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3	EDUC 833 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics	3
			EDUC 802	Leadership in Higher Education: Theory and Practice	3
Total Credits		6	Total Credits		9
YEAR 1: FALL 2021			YEAR 2: SPRING 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831	Foundations of Doctoral Studies	1	EDUC 834	Strategic Financial Management	3
EDUC 814	Public Policy and Higher Education Thursdays: Sept. 23, 30, Oct. 7, 14, 21 Sundays: Sept. 19, 26, Oct. 3, 10, 17	3			
EDUC 832	Contemporary Issues in Higher Edu.	3			
EDUC 816	Ethics and Law in Higher Education *Constitution of Advisory Committee & Capstone Option Declaration by the students	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		10	Total Credits		6
YEAR 2: SUMMER 2022			YEAR 2: FALL 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus	3	EDUC 841	Research Seminar II: Proposal Writing and Defense <i>*Apply for IRB & candidacy</i>	3
EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective	3	EDUC 842	Research Seminar III: Data Collection	3
Total Credits		6	Total Credits		6
YEAR 2: SPRING 2023			YEAR 3: SUMMER 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 836	Administrative Field Experience (120 hrs.)	3	EDUC 843	Research Seminar IV: Capstone Writing	3
EDUC 837	Organizational Dynamics, and Risk Management Strategies	3	Final Capstone EDUC 844	Research Seminar V: Research Capstone Defense Dissertation/Project Study/Case Study Analysis)	3

Total Credits	6	Total Credits	6
		Total Credits for the Program = 55	

J66

 - Curriculum Sequence Sheet 2021-22 (Approved w.e.f. Fall 2021)

DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (HR. EDUCATION Concentration)					
Summer-I 2021			Summer-II 2021		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Capital and Resource Management/Personnel Administration	3	EDUC 802	Leadership in Higher Education: Theory and Practice	3
Total Credits		3	Total Credits		3
Fall 2021			Spring 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 814	Public Policy and Higher Education	3	EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu.	3			
EDUC 816	Ethics and Law in Higher Education	3			
Total Credits		10	Total Credits		6
Summer-I 2022			Summer-II 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 833 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics *Constitution of Advisory Committee & Capstone Option Declaration by the students	3	EDUC 834	Strategic Financial Management	3
Total Credits		3	Total Credits		3
Fall 2022			Spring 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3	EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective	3
EDUC 840	Research Seminar I: Developing Prospectus	3	EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for IRB & candidacy	3
Total Credits		6	Total Credits		6
Summer-I 2023			Summer-II 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 842	Research Seminar III: Data Collection	3	EDUC 837	Organizational Dynamics, and Risk Management Strategies	3
Total Credits		3	Total Credits		3
Fall 2023			Spring 2024		

Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 836	Administrative Field Experience (120 hrs.)	3	Final Capstone EDUC 844	Research Seminar V: Research Capstone Defense Dissertation/Project Study/Case Study Analysis)	3
EDUC 843	Research Seminar IV: Capstone Writing	3			
Total Credits		6	Total Credits 3		
			Total Credits for the Program = 55		

J-67 Curriculum Sequence Sheet 2021-22

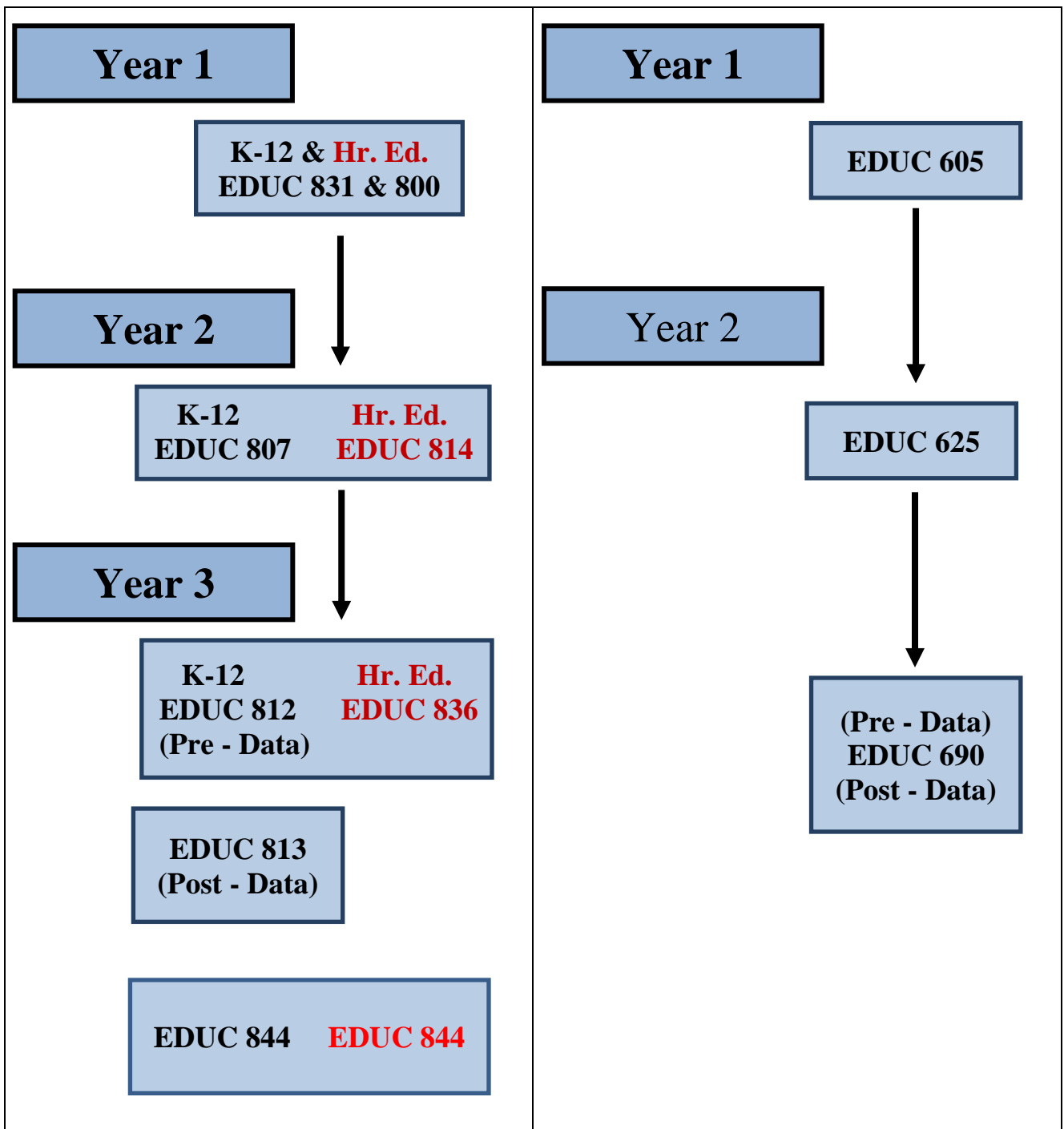
DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP (HR. EDUCATION Concentration)			Delaware State University		
Student Name:			Student ID:		
Year 1: Fall 2021			Year 1: Spring 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 831 (Core Course)	Foundations of Doctoral Studies Sept. 2, 5, 9, 12	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 814	Public Policy and Higher Education Thursdays: Sept. 23, 30, Oct. 7, 14, 21 Sundays: Sept. 19, 26, Oct. 3, 10, 17	3	EDUC 888 (Core Course)	Demystifying Qualitative Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu. Class Meeting Days: Thursdays: Oct. 28, Nov. 4, 11, 18, Dec. 9 Sundays: Oct. 31, Nov. 7, 14, 21, 5, 12	3			
EDUC 802 Winter Session	Leadership in Higher Education: Theory and Practice (For the students who are yet to complete this course)	3			
Total Credits		10	Total Credits		6
Year 1: Summer-I 2022			Year 1: Summer-II 2022		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 803	Human Capital and Resource Management/Personnel Administration	3	EDUC 833 (Core Course)	Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics	3
Total Credits		3	Total Credits		3
Year 2: Fall 2022			Year 2: Spring 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 824	Globalization and Internationalization of Higher Education – Leadership Perspective		EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education Thursdays: Oct. 28, Nov. 4, 11, 18, Dec. 2 Sundays: Oct. 31, Nov. 7, 14, Dec. 5, 12	3	EDUC 835 (Core Course)	Use of Technology in Research and Data Driven Decision Making (Initiation of Prospectus Development) (Apply for taking the Qualifying Exam)	3
Total Credits		3	Total Credits		6
Year 2: Summer 2023			Year 2: Summer 2023		
Course #	Course Name	Cr.	Course #	Course Name	Cr.
EDUC 840	Research Seminar I: Developing Prospectus **Qualifying Exam - after completing of 34 cr. hrs.	3	EDUC 837	Organizational Dynamics, and Risk Management Strategies	3
Total Credits		3	Total Credits		3
Year 3: Fall 2023			Year 3: Spring 2024		
Course #	Course Name	Cr.	Course #	Course Name	Cr.

EDUC 841	Research Seminar II: Proposal Writing andDefense *Apply for IRB & candidacy	3	EDUC 836	Administrative Field Experience (120 hrs.)	3
EDUC 842	Research Seminar III: Data Collection	3	EDUC 843	Research Seminar IV: Capstone Writing	3
Total Credits		6	Total Credits		6
	Year 3: Summer 2024				
Course #	Course Name	Cr.			
Final Capstone EDUC 844	Research Seminar V: Research CapstoneDefense Dissertation/Project Study/Case Study Analysis)	3			
Total Credits		3			
			Total Credits for the Program = 55		

SECTION – 2

Professional Disposition Assessment Transition Points

Ed. D. Program	M. Ed. Program
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Delaware State University
Education Graduate Program

Advanced Program Professional Disposition Rubric

What are Professional Dispositions?

The habits of professional action and moral commitments that underlie a leader's performance. A leader's dispositions reflect his or her values, beliefs, and professional attitudes and ethics, which are demonstrated through both verbal and non-verbal behaviors toward students, families, colleagues, and communities. These behaviors affect student learning, motivation, and development as well as the leader's own professional growth. Like commitments, dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, equity, and social justice. Professional dispositions are measured, based on observable behaviors in educational settings. Fairness and the belief that all learners can achieve at high levels are two dispositions as core of the educational leadership preparation programs. Professional education units can identify, define, and operationalize additional professional dispositions based on their mission and conceptual framework (*NELP - National Policy Board for Educational Administration; CAS - Council for the Advancement of Standards in Higher Education; and are grounded with 1590 Delaware Administrator Standards*).

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

Dispositions	Indicators	Descriptors			
		Exceeds 4	Proficient 3	Developing 2	Needs Improvement 1
1. Professionalism and Vision 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; CAS 1)	<ul style="list-style-type: none"> Embraces positive attitudes and a commitment to quality education for all and develop a shared vision of learning. Develops strategic plan to evaluate and continuously improve program. Builds positive working relationships with all in the profession Participates in professional organizations Approaches professional tasks energetically Models positive skills of leadership including shared vision, collaborative goal setting, and strategic planning. Is respectful of all stakeholders Demonstrates collaboration in each aspect of leadership. Behaves as a contributing team member of the professional community 				
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 engage	<ul style="list-style-type: none"> 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 				

<p>students, teachers, and staff successfully and actively in the learning process.</p> <p>(NELP 3.2; 3.3; 4.3; 4.4; CAS 3)</p>	<ul style="list-style-type: none"> • Values learner's motivation 				
<p>3. Diversity and Cultural Responsiveness</p> <p>Candidate demonstrates sensitivity and respect to a variety of ideas, values, cultures, and people. Candidates also acknowledges the varied characteristics of all learners and the need for instructional materials, which are developmentally appropriate and understand the importance of accountability for academic and social success of students</p> <p>(NELP 3.3; 4.3; CAS 5)</p>	<ul style="list-style-type: none"> • Demonstrates equitable treatment and respect for all individuals • Adjusts and revises plans to meet needs of students from different cultural background • Is open to consideration of alternative ideas • Treats others with diverse values, languages, cultures, and traditions with dignity and respect. • Demonstrates respect for the diverse knowledge and talents of all learners and stakeholders 				
<p>4. Responsible Application of Technology</p> <p>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.</p> <p>(NELP 3.2; 4.1; 4.4; CAS 11)</p>	<ul style="list-style-type: none"> • Makes effort to adapt to new technology when required • Provides different and alternate approaches to learning • Stays updated with current educational technology innovations in assessment, evaluations, and research • Uses technology to communicate effectively with students, parents, and peers 				
<p>5. Service to Community</p> <p>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</p> <p>(NELP 5.1; 5.2; 6.2; CAS 2, 8)</p>	<ul style="list-style-type: none"> • Demonstrates a willingness to learn about diverse communities and groups • Models as a volunteer in community-oriented projects where possible • Respects the opinions and contribution of others • Actively participates in collaborative assignments, projects, or activities • Designs/supports instructional collaborative activities and assignments. • Fosters a positive school climate by assessing, planning, and communicating with the school community. • Treats community as an important resource for learning. • Demonstrates understanding of, and respect and appreciation for diverse communities of learners and stakeholders. 				
<p>6. Effective Operation and Management</p> <p>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.</p>	<ul style="list-style-type: none"> • Is engaged in understanding school contexts and cultures • Is committed to research and practice to gain new knowledge of educational leadership • Seeks the most current thought and modes of practice in the field of education • Maintains an open mind and growth mindset in all times. • Demonstrates willingness to shared and distributed leadership through appropriate delegation, planning and evaluation. • Models as a change agent by taking initiatives for new programs/projects to enhance quality instructions and safe learning environment. 				

(NELP 6.1; 6.2; CAS 2, 6, 10, 12)					
7. Integrity, Fairness and Social Justice Candidate demonstrates a value-based transparent reflexive approach while dealing with others, models a high level of integrity and ethical behavior. The candidate always utilizes ethical principles by incorporating integrity, fairness, and social justice, in class, in the field and in personal and professional relationships (NELP 2.1; 2.2; 2.3; CAS 9)		<ul style="list-style-type: none"> • Shares concerns of marginalized population of school community • Stays updated with all legal requirements of the educational leadership profession • Demonstrates academic and professional integrity in all situations • Uses professional language to address students, peers, and instructors • Abides by the strictest standards of confidentiality with student records, parent communication, and collegial personal information. 			
8. Advocacy for Equity, Justice, and Inclusiveness Candidate demonstrates use of reflexive and critical approach in understanding the needs of diverse, marginalized, or special need members of the school community and shows a desire for advocating for equitable services and respectful treatment to this population of stakeholders. By doing so the candidate displays commitment to democratic values and social justice to ensure learning for all. (NELP 3.1; 3.2; 3.3; CAS 5)		<ul style="list-style-type: none"> • 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 			
9. Care for Welfare and Safety 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. (NELP 3.1; 3.2; CAS 5)		<ul style="list-style-type: none"> • 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 			
10. Effective Communication Candidate demonstrates effective communication disposition modeling different communication strategies on inter-personal, inter-cultural and organizational communication contexts. Candidate uses technology and varieties of tools, approaches, and media for communication that meets the needs of the party the candidate is communicating. (NELP 5.2; 5.3; CAS 8)		<ul style="list-style-type: none"> • 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 			
11. Instructional Leadership		<ul style="list-style-type: none"> • Serves as an instructional leader of the 			

<p>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. (NELP 4.1; 4.2; 4.4; 6.3; CAS 3, 4)</p>	<p>building/district staff</p> <ul style="list-style-type: none"> • 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 				
<p>12. Ethical and Reflective Practice Candidate models ethical practice by respecting ethical and moral values of school/district community and is aware of moral and legal consequences. She/he models a culture of reflection and critical self-reflection demonstrated through compassion and empathy, openness to new ideas. Candidate's high value ethical relationships building and the highest commitment on fairness is observable on each of the practices. (NELP 2.1; 2.2; 2.3; CAS 9)</p>	<ul style="list-style-type: none"> • Always advocates for and models fair, ethical and reflective behavior, or practice. • Respects the ethical and moral values of the school and community • Understands moral and legal implications of practices • Demonstrates compassion and empathy for all stakeholders • Shows openness to new ideas and believes in continuous improvement • Establishes ethical relationships with all stakeholders 				
<p>13. Transformational Leadership Candidate anticipates and evaluates emerging contextual trends, issues and factors that impact students, families, caregivers and communities, and acts as their spokesperson to influence policies, programs, and decisions to safeguard their interests. Candidate adopts best equitable strategic initiatives that promote learning opportunities for all and student success. (NELP 3.2; 5.3; 7.3; CAS 6, 9)</p>	<ul style="list-style-type: none"> • 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 how well they have integrated the knowledge gathered through the course content covered so far. It is an opportunity for them 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.
4. The students must take and pass the Comprehensive Examination by the end of Year 2 Summer-II. The date of the Exam will be finalized by the Director, Education Graduate Programs.

Any candidate who has a documented need for testing accommodations should contact the Office of University College Student Accessibility Services (SAS), Jason Library room # 204 at the time of application so 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/university-college/uc-services/student-accessibility-services>).

Comprehensive Examination Preparation

1. **Workshop**
Studying for the comprehensive examination can be unnerving. Prior to the scheduled date for the comprehensive examination, the Director, Education Graduate Program **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. Director, Education Graduate Programs will also provide orientation for 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** thereafter 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 providing confidentiality throughout the evaluation process.
3. The questions of this exam will be drawn 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. Responses of all the students will be checked for plagiarism.](#)

Evaluation of the Comprehensive Examination

1. The responses submitted by the students will be graded by the respective course professor and another professor as assigned by the Education Graduate Programs Director. These professors will look for depth of response as compared with the scoring rubric. An average of the scores will determine the final score of each student. The professors will be assigned confidential test administration codes 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 not able 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.*

Important Note: *This is a sample Form. For filling it out, you will be provided a link of the DocuSign Form*

Delaware State University

Education Department
Education Graduate Programs, EH 112
1200 N. DuPont Highway
Dover, DE 19901
302-857-7170

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 achieving the 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 the scholarly writing. The rationale for this exam is to gauge students' readiness for the 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 comprises two sections: (1) Core Question and (2) Research Question.
 1. **Core Question:** Reflecting on their concentration specific subjects in the Ed. D. program, the students will be asked to describe and demonstrate their leadership knowledge, and skills. 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 outline 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 in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics

For Hr. Ed.

- EDUC 832: Leadership in Higher Education: Theory and Practice
- EDUC 803: Human Capital and Resource Management/Personnel Administration
- EDUC 833: Applied Assessment in Educational Research: Quantitative, Qualitative, and Mixed Method Data Analytics

The courses for Research Question:

For Both K-12 & Hr. Ed.

- EDUC 805: Research Design and Quantitative Research Methods.
- EDUC 888: Demystifying Qualitative Research Methods in Education; and
- EDUC 840: Research Seminar I: Developing Prospectus

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 Qualifying examination.
2. Plan for offering the exam to the eligible students, oversee its administration, and plan 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 qualifying exam will be made available to the students from one week. Within these days, the students can start, stop, and return to the Exam at any time on any day, however, the total duration a student can spend on answering the exam should not exceed 24 hours in total. It's not a continuous 24 hours' exam, the students can have multiple breaks.
- The students will be required to submit their answers to the exam questions on the 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 appropriate arrangements can be made for the student to take the exam.
- 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 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 Qualifying Exam Code provided by the Office of Education Graduate Programs.

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/length of the response.

The Director, Education Graduate Programs will select 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 (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 contact 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) for each question to successfully complete this mandatory requirement.

Strict anonymity will be maintained throughout the grading process. Two examiners will assess each question and their scores will be averaged to determine the final score. 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 performance:

- 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 from the Office of Education Graduate Programs.

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

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

***IMPORTANT NOTE:** Since some curricular changes are under review of the Graduate Committee, these may impact the structure of the Qualifying Exam. You will be informed well in advance as and when these changes will be 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 Hr. Ed. 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 the 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**
- (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, they will plan specific activities 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, 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.

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).

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.

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 the completed application to the Director, Education Graduate Programs before the deadline.
2. Complete 240 clock hours of internship experience.
3. Maintain the log for internship hours and the tasks completed.
4. Complete all internship assignments as desired by the course instructor
5. Abide by the rules established by the school/district/agency of placement.
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, as may be required for the internship activities.
9. Follow the academic calendar of the placement site 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 Internship Portfolio.

Field Experience Expectations for Hr. Ed. Candidates

For the Hr. Ed. candidates, the field experience is intended to provide learning experiences that may enable them to practice their skills in an educational setting. Thus, through the 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 of the institution.
- 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 suggest 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 the Field Experience Application prior to its 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 the tasks completed.
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., as may be required for the field experience activities.
9. Follow the academic calendar of the placement institution/organization to ensure smooth integration between fieldwork activities and the 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.

Important Note: The Forms provided below are samples only. For filling the official forms, you will be provided a link of the DocuSign Forms



It All **MATTERS.**

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.

Name of the Student: _____ Student ID #: D

Term: Fall _____ Spring _____ Summer _____

Mandatory Requirements:

To be approved for Internship, the candidate is 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

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. I will also adhere to the safety requirements of the Internship site Institution.

Student Signature _____

Date _____

For Office Use:

Director, Clinical & Field Experiences:

☐

Approved

☐

Not Approved

Print Name _____

Signature _____

Date _____

Director, Education Graduate Programs:

☐

Approved

☐

Not Approved

Print Name _____

Signature _____

Date _____

University Supervisor:

☐

Approved

☐

Not approved

Print Name _____

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



It All **MATTERS.**

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

University Supervisor:

☐

Approved

☐

Not approved

Signature

Date



It All **MATTERS.**

Doctoral Program in Educational Leadership
Application for Internship for Ed. D. in K-12 Interns

To be submitted vis DocuSign Form

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, 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 site supervisor'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 to 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-hour 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 the completion of my internship. I further acknowledge that it shall be my responsibility to complete all the internship course requirements in a timely manner.

Student Signature _____

Date _____

For Office Use

Approved _____

Not Approved _____

Director, Clinical & Field Experiences (Print)

(Signatures)

(Date)

Approved _____

Not Approved _____

Director, Education Graduate Programs (Print)

(Signatures)

(Date)



It All **MATTERS.**

Doctoral Program in Educational Leadership

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-hour 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 Synthesis 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)



It All **MATTERS.**

M. Ed. in Educational Leadership

Application for Internship

Submit the Completed Application to:

The Director, Education Graduate Programs

Education & Humanities Building 112

(or email to dshicks@desu.edu)

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 the 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, 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 the site visits, meet with the site supervisor 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 the completion of 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 the site supervisor's evaluations.
- After the completion of 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-hour 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 the completion of my internship. I further acknowledge that it shall be my responsibility to complete all the internship course requirements in a timely manner.

Student Signature

Date

For Office Use

Approved _____

Not Approved _____

Director, Clinical & Field Experiences (Print)

(Signature)

(Date)

Approved _____

Not Approved _____

Director, Education Graduate Programs (Print)

(Signature)

(Date)

Office of Education Graduate Programs

Date:

Education Graduate Programs Internship/Field Experience Agreement for Ed. D. (K-12 & Hr. Ed.)

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

University Supervisor's Tasks/Responsibilities:

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

Student's Tasks/Responsibilities:

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

Site Supervisor Tasks/Responsibilities:

- Provide ongoing supervision and feedback to student during internship/field experience,
- Discuss student's progress with Faculty Supervisor (arrange meeting in conjunction with student and the faculty supervisor),

- Maintain and complete the ***Internship/Field Experience Activities Tracking and Site Visit Progress Report*** as per the progression of students' internship/field experience,
- During the internship/field experience, observe the student and complete the ***Site Supervisor's Evaluation Survey*** and submit it to the Faculty Supervisor,
- Complete and submit Student ***Mid-Term and Final Evaluation for Internship/Field Experiences*** to the Faculty Supervisor.

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

Student: _____ Date: _____

Site Supervisor _____ Date: _____

Faculty Supervisor _____ Date: _____

Approved ☐ Not Approved ☐ Date: _____

Director, Clinical and Field Experiences: _____ Date: _____

Approved ☐ Not Approved ☐ Date: _____

Director, Graduate Education Programs: _____ Date: _____

Ed. D. in K – 12: INTERNSHIP PROPOSAL OUTLINES

Your Name: _____

D#: _____

Before starting your internship experience, you are required to submit an INTERNSHIP PROPOSAL outlining your internship activities, to the Internship course professor with copy to the Director, Education Graduate Programs, 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 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 the completion of this internship. Explain how you plan to meet the needs of the specific internship hours.

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

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

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

For Office use:

Approved _____

Not Approved _____

Course Professor (Print)

Signature

Date

Ed. D. in Higher Education: Field Experience Proposal Outlines

Your Name: _____

D#: _____

Before starting your field experience, you are required to submit a **FIELD EXPERIENCE PROPOSAL**, outlining your field experience activities, to the concerned course professor with copy to the Director, Education Graduate Programs, 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:

Date:

Time:

Second Visit:

Date:

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 Synthesis 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)**

Name of the Student:

Location of Internship/Field Experience:

Date	Start Time	End Time	Total Hours	Tasks/Activities

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; Theoretical Perspective/Framework; Definition of the Terms; Limitations of the Study; Delimitations; and Summary.**

Chapter 2. Literature Review

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

Chapter 3. Methodology

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

Chapter 4. Comparative Analysis

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

Chapter 5. Conclusions

Proposing solutions that address the focus problem raised in the case study and linking the solution to the sound research to draw conclusions.

2. PROJECT STUDY

Components: Abstract: It will:

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

For the final project document, Abstract, Candidates will:

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

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

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

Chapter – 2: Review of Related Literature

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

Chapter – 3: The Methodology

- **Introduction:** Provide a map for the reader, an overview of this section.
- **Research design and approach:** For this section, the details will be different depending on whether a quantitative, qualitative, or mixed methods design will be utilized. For all designs, discuss ethical treatment of human participants. Provide appropriate references to support choices of methodology and design.
- **Description of data collection process and data analysis - how data will be analyzed**
If the project is actually an evaluation, the following need to be included in your methodology: (a) description of the type of evaluation that will be conducted (goal-based, outcomes based, formative or summative), (b) justification for using this type of evaluation, (c) the overall goal(s) for a goal- based

evaluation or the outcomes and performance measures that will be utilized as indicators (for an outcomes-based evaluation), (d) the overall evaluation goals, and (e) the limitations of the evaluation.

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

Chapter – 4: The Project Solution and Implementation

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

Chapter - 5: Reflections, conclusions, recommendations, and implications

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

References: Follow APA style for citations.

3. DISSERTATION

Chapter 1: Introduction.

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

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

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

Chapter 2: Review of the Literature.

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

Chapter 3: Methodology.

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

Chapter 4: Data Analysis, Results, Discussion, and Research Findings.

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

Chapter 5: Conclusions and Future Recommendations.

Summary, conclusion, Implications, 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 Studies as a part of the student's file adhering to the timelines as described.

Capstone Defense

The oral defense, also known as the oral examination, shall be scheduled in adherence with the University's calendar and as noted at the School of Graduate Studies and Research's web-site: www.desu.edu/grad. Every doctoral student is **required** to submit the final document to the committee for review at least one week (7 days) prior to the scheduled defense. The chair of the committee, however, should schedule periodic committee meetings to gauge the student's progress. It is also strongly recommended that the committee **require** periodic submissions of the document as it is developed and provide timely feedback. Thus, allowing the student adequate time to defend his/her research, make corrections following the defense, receive feedback and approval from committee members and the Dean of Graduate Studies and Research as well as submission of the final document 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 Studies. Any student utilizing university resources while working on their Thesis/Dissertation including faculty assistance or university facilities are required to enroll for the thesis/dissertation course. A lapse of three semesters of continuous enrollment will require reapplication to the School of Graduate Studies and Research.

Dissertation Grades

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

- (1) Date and time the committee convened?
- (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 Studies by the posted deadline. Additionally, the outcomes should precede submission of the final Thesis/Dissertation for approval. The final Thesis/Dissertation should be submitted to the School of Graduate Studies and Research 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/copies) 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 Studies. The Thesis/Dissertation binding process is required and will be provided by ProQuest after you have completed the following steps:

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

PLEASE NOTE:

THE CAPSTONE WRITING FORMAT AND OTHER REQUIREMENTS HAVE BEEN MENTIONED IN THE GRADUATE SCHOOL'S *THESIS AND DISSERTATION HANDBOOK* AVAILABLE AT:

https://sgaes.desu.edu/sites/sgsr/files/document/6/thesis_and_dissertation_handbook.pdf

LIST OF EDUCATION FACULTY WILLING TO JOIN AS CHAIR & MEMBERS OF THE ADVISORY COMMITTEE

Name	Research Interests/Areas of Research	Contact Information
Dr. Joseph Falodun	Curriculum Development, Literacy Development, Language Acquisition & Cultural Diversity	jfalodun@desu.edu 302-857-6578
Dr. N. K. Rathee	Educational Leadership Development; Diversity Issues in Hr. Ed. and K-12; Ethics & Accountability in Leadership; Emotional & Cultural Intelligence; Women Empowerment & Leadership; Curricular Innovations	nrathee@desu.edu 302-857-7170
Dr. Richard Phillips	Educational Technology and leadership, postsecondary education programs and transition programs.	rphillips@desu.edu 302-857-7569
Dr. Chetanath Gautam	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Scientific Literacy 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

SECTION – 6: APPENDICES⁺

⁺ (Please note: Many of these forms have been converted as online DocuSign forms and the related weblinks have been provided on each form. Hard copies of these forms have been reproduced here for the sake of providing information to the students)

APPENDIX - A

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.

APPENDIX – B

EDUCATION GRADUATE PROGRAMS Advisor-Advisee Interaction Form*

Student's Name _____ Date _____

D #: _____

Program: Ed. D. _____ M. Ed. _____

Academic Advisor: _____ From: _____ to _____

Research Advisor/Advisory Committee chair: _____ From: _____

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

Date of meeting	Purpose of the meeting (To be filled by the student)	<u>Outcomes of the Meeting</u> <ul style="list-style-type: none"> • Issue/Problem resolved: Yes / No • Another meeting Required: Yes / No Briefly state the outcome of this meeting:

Additional Comments, if any:

Academic Advisor / Committee Chair (Print)

Signature

Date:

APPENDIX – C

**DELAWARE STATE UNIVERSITY
GRADUATE STUDIES AND RESEARCH
PLAN OF STUDY***

DocuSign Form

Student Name: _____ Student ID #: D _____ Date of Enrollment: _____ Date of Revision: _____

Program Name (Concentration) and Degree: _____

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

Required Courses Total Hours Required =					
Course Number and Course Title	Credit Hours	Semester or Session to be completed	Course Number and Course Title	Credit Hours	Semester or Session to be completed
Elective Courses Total Hours Required =					
Course Number and Course Title	Credit Hours	Semester or Session to be completed	Course Number and Course Title	Credit Hours	Semester or Session to be completed
+Transfer Credit - Please list graduate courses that you wish considered for transfer towards your graduate degree					
Course Number and Course Title	Credit Hours	College or University	Grade Earned	DSU Comparable Course Number and Title	Credit Hours
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.

Student (Print)	Signature	Date
Program Director (Print)	Signature	Date
Department Chairperson or Designee (Print)	Signature	Date
Dean, School of Graduate, Adult and Extended Studies (Print) or Designee	Signature	Date

[DocuSign Form](#)

**DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH**

**APPLICATION FOR CHANGE FROM PROVISIONAL
TO UNCONDITIONAL ADMISSION**

TO: Dean, School of Graduate Studies and Research

FROM: _____
Student's Name (please type or print) D #

DATE: _____ STUDENT'S EMAIL: _____

I was admitted provisionally to the _____ for _____
Program Name Semester Year

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

Course Number	Course Title	Grade	Credit Hours	Semester Completed	Office Use Only

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

APPENDIX – E

DocuSign Form

DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE
STUDIES AND RESEARCH

THE APPOINTMENT OF AN ADVISORY COMMITTEE FOR GRADUATE DEGREE

Name: _____
Student's Name (please type) _____

DE _____
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 Ed.D. Program and the 5th semester for all students enrolled in a Doctor of Philosophy Program. The program director (or designee) will schedule an initial meeting with the student during the first month of enrollment to develop a plan of study at which time the process for establishment of an advisory committee will be discussed. A meeting will be called in which all committee members will assemble to discuss the responsibilities of the committee, the student's capstone project, and frequency (and mode) of meeting. All committee signatures will 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 rank 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 4 committee members (one of which is external to the department) and dissertation committees shall consist of 5 members (one of which is external to the department).

[illegible]

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:

Chair, Advisory Committee/Affiliation	Phone number	Email	Signature	Date
---------------------------------------	--------------	-------	-----------	------

Committee Member/Affiliation	Phone number/Email	Signature	Date
------------------------------	--------------------	-----------	------

Committee Member/Affiliation	Phone number/Email	Signature	Date
------------------------------	--------------------	-----------	------

Committee Member/Affiliation	Phone number/Email	Signature	Date
------------------------------	--------------------	-----------	------

External Committee Member/Affiliation	Phone number/Email	Signature	Date
---------------------------------------	--------------------	-----------	------

Department Chair (or designee)
Date

College Dean (or designee)
Date

Approved/Not Approved

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

APPENDIX – F

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

***For Program's internal use only**

APPENDIX - G

DELAWARE STATE UNIVERSITY SCHOOL
OF GRADUATE STUDIES AND RESEARCH

[DocuSign Form](#)

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.

DocuSign Form

Student Name: _____ D # _____

Mailing Address: _____

Degree Program and Concentration (if applicable): _____

University Email: _____ Expected Degree Conferral Date: _____

Pre-Candidacy Requirement(s):

Comprehensive/Qualifier Exam	Proposal Defense	Literature Review	Other

Comprehensive Exam/Qualifier Exam Results			
Subject Area	Oral	Written	Date Completed
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:

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

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

APPENDIX – I

[DocuSign Form](#)

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

DEFENSE SCHEDULING FORM*

Candidate's Name: _____ Today's Date: _____

D# _____

Degree Program: _____

Thesis/Dissertation Title: _____

Defense Date: _____

Defense Location: _____

Defense Time: _____

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.*

APPENDIX – J

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:

[illegible]

Candidate's Signature

Date _____

Advisor (Print)

(Signature)

Date _____

Graduate Program Director (Print)

(Signature)

Date _____

Dean, School of Graduate Studies and Research or Designee

Date _____

APPENDIX – K

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

[DocuSign Form](#)

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#: _____

3. Major: _____ 4. Concentration: _____

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

Degree Requirements to be Completed and Year:

FALL____ SPRING____ SUMMER____

5. Address to Mail Diploma:

6. Phone: _____ E-mail: _____

Student's Signature: _____ Date: _____

To Be Completed By the Department Chairperson/Program Director:

Admission Date____ Candidacy Requirements Completed____ Date Admitted to Candidacy____

Total Credit Hours Transferred ____ Total Credit Hours Waived____

Culminating Activity Select One:

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

Other Requirements as noted: _____

Department Chairperson or Designee: _____ Date: _____

 Dean, School of Graduate Studies and Research or Designee

Revised 10/15

APPENDIX – L

[DocuSign Form](#)

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

EXTENSION OF TIME REQUEST FORM

I, _____ D# _____
Candidate's Name

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:

Course Number	Course Title	Credit Hours	Semester and Year Completed

Student's Signature _____ Date _____

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

Chair, Advisory Committee _____ Date _____

Department Chairperson or Designee _____ Date _____

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

Extension 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 Studies and Research for final approval. If the recommendation for an extension is approved, the recommendation must be accompanied with a review of any coursework outside the time limit and a recommendation on how the student will bridge this gap. The matriculation limits for various degrees are as follows:

- The time limit for the use of credit towards master's or education specialist degrees is five years from the date of enrollment in the earliest course applied towards the degree, including transferred courses.
- The time limit for completion of a doctoral program by students is seven years from the date of enrollment in the earliest course applied towards the degree, including transferred courses.
 - **Examination:** The Department or Program may elect to examine the student (orally or in writing) and report the results to the School of Graduate Studies and Research.
 - **Independent Study:** The Department or Program may elect to design an independent study if no course currently exists by which the student may update course content.
 - **Repeat the Course:** The student may repeat expired course work if the content has changed significantly since previous enrollment.
 - **Additional Hours:** The Department or Program may assign additional hours of course work to ensure currency of knowledge in rapidly changing content areas.
 - **No Additional Work Assigned:** The Department or Program has evaluated the curriculum and acknowledges that no significant curricula or program change has occurred since the student's first date of enrollment and therefore no additional work is assigned.

Office of Education Graduate Form

Ed. D. Capstone Declaration Form*

Student's name: _____ D#: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: Home _____ Cell _____

Email: _____

Name of your 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

[DocuSign Form](#)

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH
REPORT OF GRADUATE CAPSTONE OUTCOMES

Submission Date: _____ Presentation Date: _____

Candidate's Name: _____ D#: _____

Degree and Major (Concentration): _____

Department and College: _____

Paper/Project Title: _____

Non-Thesis Outcome Alternatives (check one):

- (a) _____ Accept the capstone document without any changes or revisions as noted by signature of all approval members immediately following the presentation or paper/project submission.
- (b) _____ Accept the capstone document subject to the candidate making the recommended changes as noted by signature of the Professor of record and Program Director on the approval page immediately following the submission of said project or presentation. The Professor of record will be responsible for reviewing the revised document to ensure that the recommended changes were made.
- (c) _____ Revision of the capstone document is recommended; withholding all signatures until the revised document has been reviewed and approved by the Professor of record and Program Director.
- (d) _____ Revision of the document is recommended along with a second meeting where the student will review the document and complete the paper/project/presentation.
- (e) _____ The document or presentation is determined to be unsatisfactory resulting in the student's failure of the capstone.

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

Approval:

_____ Professor of Record (Print)	_____ (Signature)
_____ Program Director (Print)	_____ (Signature)
_____ Department Chairperson or Designee (Print)	_____ (Signature)
_____ College Dean or Designee (Print)	_____ (Signature)
_____ Dean, School of Graduate Studies and Research or Designee	

DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH
REPORT OF DOCTORAL CAPSTONE OUTCOMES [DocuSign Form](#)

Submission Date: _____ Presentation Date: _____

Candidate's Name: _____ D#: _____

Degree and Major (Concentration): _____

Department and College: _____

Paper/Project Title: _____

Non-Thesis Outcome Alternatives (check one):

- (a) _____ Accept the capstone document without any changes or revisions as noted by signature of all approval members immediately following the presentation or paper/project submission.
- (b) _____ Accept the capstone document subject to the candidate making the recommended changes as noted by signature of the Professor of record and Program Director on the approval page immediately following the submission of said project or presentation. The Professor of record will be responsible for reviewing the revised document to ensure that the recommended changes were made.
- (c) _____ Revision of the capstone document is recommended; withholding all signatures until the revised document has been reviewed and approved by the Professor of record and Program Director.
- (d) _____ Revision of the document is recommended along with a second meeting where the student will review the document and complete the paper/project/presentation.
- (e) _____ The document or presentation is determined to be unsatisfactory resulting in the student's failure of the capstone.

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

Approval:

Professor of Record (Print)	(Signature)
Program Director (Print)	(Signature)
Department Chairperson or Designee (Print)	(Signature)
College Dean or Designee (Print)	(Signature)
Dean, School of Graduate Studies and Research or Designee	

APPENDIX – P

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

[DocuSign Page](#)

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 _____		
<small>Degree Name</small>	<small>Major/Program Name</small>	
_____ Department _____	_____ Date _____	
<small>Advisor</small>		
_____ Department _____	_____ Date _____	
<small>Member</small>		
_____ Department _____	_____ Date _____	
<small>Member</small>		
_____ Affiliation _____	_____ Date _____	
<small>External Member</small>		
_____ Affiliation _____	_____ Date _____	
<small>Additional Member</small>		

Approved

_____ Department _____	_____ Date _____	
<small>Department Chairperson or Designee</small>		
_____ College _____	_____ Date _____	
<small>Academic Dean or Designee</small>		
	_____ Date _____	
<small>Dean, School of Graduate Studies and Research or Designee</small>		

SECTION – 7



Information Directory

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Email: fedwards@desu.edu

Dr. Akwasi Osei, Associate Dean

Phone: (302)-857-6622

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Stephanie Brown Hardwick

Administrative Assistant/Budget Analyst

Theresa A. Smith

Administrative Secretary

School of Graduate Studies and Research**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

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Department of Education**Dr. Shelley Rouser**

Chair, Department of Education

Phone: (302)-857-6720

Alexsix Williams

Administrative Secretary

E: awilliams@desu.edu | O: 302.857.6720 |**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; Phone: (302)-857-7170**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; Phone: (302) 857-6727**Ms. Sabrina Bailey**

Technology Analyst/Lecturer

Email: sdbailey@desu.edu

Education Graduate Faculty:

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Dr. Chetanath Gautam Associate Professor Phone: (302) 857-6959 Email: cgautam@desu.edu	Dr. Keun K. Kim Professor of Education Phone: 302-857-6744 Email: keunkin@desu.edu
Dr. Sae Yeol Yoon Associate Professor Phone: (302)-857-6726 Email: syoon@desu.edu	Dr. Yvette Pierre Associate Professor Phone: (302) 857-7570 Email: ypierre@desu.edu
Dr. Tina Mitchell ARTC/MAT Coordinator, Visiting Assistant Professor Email: tmitchell@desu.edu	Dr. Robert Marsteller Visiting Assistant Professor Email: rmarsteller@desu.edu
Dr. N. K. Rathee Professor of Education/Director Phone: (302) 857-7170 Email: nrathee@desu.edu	

Adjunct Faculty:

Dr. Vita Pickrum Vice President, Division of Institutional Advancement, DSU Email: vpickrum@desu.edu	Dr. Kemal Atkins Vice President for Student Affairs & Enrollment Management Keene State College Email: kemal.atkins@keene.edu
Dr. Terrance Newton Principal, Warner Elementary Wilmington, DE Email: terrance.newton@redclay.k12.de.us	Dr. David Carter, Assistant Principal, Lake Forest High School Email: djcarter@lf.k12.de.us
Dr. Dr. Daniel Awodiya Associate Professor Mass Communication, DSU Email: dawodiya@desu.edu	Dr. Michele Campbell Ennis Director, Finance, Wicomico County, MD Email: mennis@wicomocounty.org
Dr. Kalia Reynolds Executive Director of Teaching and Learning Appoquinimink School District Email: kalia.reynolds@appo.k12.de.us	Dr. Brenda Wynder Superintendent Lake Forest School District Email: brenda.wynder@lf.k12.de.us
Dr. Phyllis Collins Director, Assistant Professor, Integrated Studies Program Email: collins@desu.edu	Dr. Hazel L. Bradshaw-Beaumont Young Professor & Coordinator of Art Education Email: hbeaumont@desu.edu

Education Graduate Programs Recruitment Cell

Name	Contact Email
Dr. Tracey J. Hunter Hayes Networking Coordinator	thunterhayes@desu.edu
Mr. Theodore Boyer Community Coordinator	theodore.boyer@redclay.k12.de.us
Ms. Lori Dickerson Vice President of the Cell	lori.dickerson@christina.k12.de.us
Ms. Pamela Johnson Vice President of the Cell	pamela.johnson@christina.k12.de.us
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Mr. Yancy Timothy	tpyancy18@students.desu.edu
Mr. Brandon Toole	brandon.toole@gmail.com
Ms. Jessie Cathey	jessiescathey@gmail.com
Mr. Kyle Sheppard	ksheppard@desu.edu
Mr. Ron Berry	ron.berry@capital.k12.de.us
Mr. Justin Alexander	jalexander16@students.desu.edu

Advanced Programs Advisory Committee

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Dr. David Carter, Assistant Principal, Lake Forest High School djcarter@lf.k12.de.us	Dr. Michael Kijowski, Principal W.B. Simpson Elementary Caesar Rodney School District michael.kijowski@cr.k12.de.us
Dr. Michael Saylor Education Associate, School Leadership DOE, Dover, DE michael.saylor@doe.k12.de.us	Dr. Tawanda Bond District Equity Officer Red Clay Consolidated School District tawanda.bond@redclay.k12.de.us
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Dr. Hox Hoxhaj Thomas McKean High School Zoj.Hoxhaj@redclay.k12.de.us	Sharon Pepukayi, Ed.D. Assistant Superintendent PreK/K/Elementary Schools sharon.pepukayi@appo.k12.de.us
Mr. Ron Berry, Dean Discipline, Central Middle School, Dover, Ron.Berry@capital.k12.de.us	Dr. Josette L. McCullough Appoquinimink School District, Director of Student Services Josette.McCullough@appo.k12.de.us
Dr. Eric Pugh Guidance Counselor, Highland Elementary School, Wilmington, DE epugh23@hotmail.com	Dr. Tanna Jackson Supervisor of Special Education at The Children's Guild, Washington D.C. tannacjackson@gmail.com
Dr. Veronica Becton Supervisor, Special Education, Smyrna School District veronicabecton@yahoo.com	Dr. Billie Friedland, Ex-Chair & Associate Professor, Education Department, DSU blfriedla@comcast.net
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<p>Dr. Nirmaljit Rathee Professor of Education & Director Education Graduate Programs nrathee@desu.edu</p>	<p>Dr. Chetanath Gautam Associate Professor, Education Department cgautam@desu.edu</p>
	<p>Ms. Sabrina Bailey Technology Analyst Education Department sbailey@desu.edu</p>

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 Studies and Research must give written approval at the time of admission for the transfer credits.

3. Can I take graduate courses at another university after I am admitted in a program?

Only with the approval of the Chair and the Director of Graduate Programs in the Education Department can master's courses (not to exceed a total of 9 credit hours) for transfer be taken at another university.

4. How long can I remain in good standing with the Education graduate program?

Good standing with the Education graduate program means that the student has maintained the acceptable graduate point average in all classes and is on schedule to complete their graduate studies within 7 years from the time of admittance to the Ed. D. program and within 5 years from the time of admittance to the Masters' program.

5. When can I achieve the candidacy?

A student of the Masters' Program can achieve candidacy:

- On completion of 15 graduate level credit hours
- With cumulative G.P.A. of 3.0 minimum
- No individual course completed at a grade level lower than a "C"
- All required application materials have been completed.

For A student of the Doctorate Program can achieve candidacy:

- When all courses are successfully completed
- The candidate has successfully defended his/her proposal
- The candidate should have acquired IRB approval
- All required application materials have been completed.

The graduate student, with the approval of the Program Coordinator and the assigned advisor, will file an application for candidacy with the Office of Graduate Programs upon meeting the above criteria.

6. What if I do not maintain a "B" average in my coursework?

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

7. What is meant by "capstone experience"?

The capstone experience is one of the culminating or exit requirements 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 2021 Academic Calendar

May 1 (Saturday)	International Applicants: Deadline for Receipt of Complete Graduate Applications for Fall 2021. <i>Please review all requirements via sgaes.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sgaes.desu.edu/about/graduate-program-directory as some have earlier deadlines.</i>
June 30 (Wednesday)	Domestic Applicants: Deadline for Receipt of Complete Graduate Applications for Fall 2021. <i>Please review all requirements via sgaes.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sgaes.desu.edu/about/graduate-program-directory as some have earlier deadlines.</i>
July 16 (Friday)	Fall 2021 Payment Due Date
July 27 (Tuesday)	New Graduate Student Orientation <i>All first-time graduate enrollees are expected to participate in this activity. Details will be posted at the Graduate Studies website: sgaes.desu.edu.</i>
August 23-28 (Monday-Saturday)	Residence Halls Open for All Students
August 26-29 (Thursday-Sunday)	Welcome Days
August 27 (Friday)	Opening Institute (Virtual)
August 29-September 4 (Sunday-Saturday)	I Love DSU Week
August 30 (Monday)	Classes Begin at 8 a.m.
August 30 (Monday)	Accelerated Session I Classes Begin at 8 a.m.
August 30 (Monday)	Late Registration Begins
September 3 (Friday)	Last Day for Submission of Committee Forms to Graduate Studies and Research for Approval <i>Thesis students should establish committees no later than the end of the 2nd semester of full-time enrollment; Ed.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.</i>
September 6 (Monday)	Labor Day (University Closed)
September 8 (Wednesday)	Last Day for Adding Classes
September 8 (Wednesday)	Last Day to Change Course(s) to Audit Status
September 8 (Wednesday)	Late Registration Ends
September 8 (Wednesday)	SAP Appeal Due Date for Spring 2022
September 9 (Thursday)	Effective Date for \$10 Per Drop Processing Fee
September 9 (Thursday)	Effective Date for Receiving a Grade of "W" for Dropped Courses
September 9 (Thursday)	General Faculty Meeting (Virtual)
September 9-13 (Thursday-Monday)	Documentation for Non-Attendance Period
September 16 (Thursday)	Last Day to Drop Accelerated I Course
September 17 (Friday)	Academic Early Alert Begins
September 23 (Thursday)	Constitution Day
September 23 (Thursday)	Convocation
September 24 (Friday)	Applications & Audits for December Commencement due to Graduate Studies for review and approval prior to submission to the Registrar's Office by October 1
October 4-8 (Monday-Friday)	Midterm Evaluations Administered
October 6 (Wednesday)	Residency Status Audit
October 7 (Thursday)	Last Day to Remove Incompletes
October 8 (Friday)	Last Day to Schedule a Thesis or Dissertation Defense with Graduate Studies and Research for December 2021 Graduation
October 8 (Friday)	Last Day for Submission of Candidacy Forms along with supporting documentation to Graduate Studies and Research for approval. <i>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</i>

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 18-November 12 (Monday-Friday)	Academic Advisement Period
October 22 (Friday)	Accelerated Session I Last Day of Classes
October 23 (Saturday)	Homecoming
October 25 (Monday)	Accelerated Session II Classes Begin
October 25 (Monday)	Mid-Term Grades Due
October 25-26 (Monday and Tuesday)	Priority Pre-Registration
October 27-November 24 (Wednesday-Wednesday)	Preregistration for Spring and Summer
October 29 (Friday)	Last Day to Complete the Thesis or Dissertation Defense for December 2021 Graduation
October 30 (Saturday)	Fall Open House
November 3 (Wednesday)	Financial Aid 60% Completion Date
November 4 (Thursday)	Census Date
November 5 (Friday)	Last Day for December 2021 Graduates to File thesis or dissertation outcome reports to Graduate Studies and Research
November 8-December 9 (Monday-Thursday)	Fall Course Evaluations
November 12 (Friday)	Last Day to Submit Final Copies of the Thesis or the Dissertation via ProQuest with Graduate Studies and Research for Review/Approval <i>Please review the Thesis/Dissertation Handbook: sgaes.desu.edu/admissions/current-students. 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.</i>
November 12 (Friday)	Last Day to Submit the Thesis/Dissertation Approval Page to Graduate Studies and Research
November 19 (Friday)	Last Day to Drop Accelerated II Course
November 21 (Sunday)	Exit Interview for December Graduates
November 24 (Wednesday)	Residence Halls Close at 5 p.m. for Fall 2021
November 25-28 (Thursday-Sunday)	Thanksgiving Recess
December 1 (Wednesday)	Last Day to Drop/Withdraw from the University
December 9 (Thursday)	Last Day of Classes
December 10 (Friday)	Reading Day
December 10 (Friday)	Residency Status Final Audit
December 13-17 (Monday-Friday)	Final Examinations
December 17 (Friday)	Winter Recess Begins (Students)
December 17 (Friday)	Accelerated Session II Last Day of Classes
December 17 (Friday)	Spring/Winter Payment Due Date
December 20 (Monday)	Non-thesis Outcomes Reports Due to Graduate Studies for December 2021 graduation
December 20 (Monday)	Final Grades Due
December 23-January 2 (Thursday-Sunday)	Winter Recess (University Closed)

**If you are enrolled in an accelerated program, please refer to the Accelerated Academic Calendar for other important dates.

Spring 2022 Academic Calendar

Delaware State University Graduate Studies and Research

November 1 (Monday).....International Applicants: Deadline for Receipt of Complete Graduate Applications for Spring 2022. Please review all requirements via sgaes.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sgaes.desu.edu/about/graduate-program-directory as some have earlier deadlines.

November 15 (Monday).....Domestic Applicants: Deadline for Receipt of Complete Graduate Applications for Spring 2022. Please review all requirements via sgaes.desu.edu/admissions. The applicant is encouraged to contact his or her program(s) of interest via sgaes.desu.edu/about/graduate-program-directory as some have earlier deadlines.

December 10 (Friday).....Winter/Spring Payment Due Date

January 6 (Thursday).....Residence Halls Open for New Students Only

January 6-7 (Thursday-Friday).....New Student Registration

January 8 (Saturday at noon).....Residence Halls Open for Returning Students

January 10 (Monday).....Classes Begin at 8 a.m.

January 10 (Monday).....Accelerated Session I Classes Begin at 8 a.m.

January 10 (Monday).....Late Registration Begins

January 11-14 (Tuesday-Friday).....I Love DSU Week

January 12 (Wednesday).....Late Registration Ends

January 12 (Wednesday).....Last Day to Change Course(s) to Audit Status

January 13 (Thursday).....General Faculty Meeting (Virtual)

January 17 (Monday).....Martin Luther King Jr. Observance (University Closed)

January 19 (Wednesday).....Last Day to Add Classes

January 20-24 (Thursday-Monday).....Documentation for Non-Attendance Period

January 20 (Thursday).....Effective Date for \$10 Per Drop Processing Fee

January 20 (Thursday).....Effective Date for Receiving a Grade of "W" for Dropped Courses

January 21 (Friday).....Last Day to Drop Accelerated Session I Course

January 21 (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; Ed.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.

January 28 (Friday).....Applications & Audits for May Commencement due to Graduate Studies for review and approval for submission to the Registrar's Office by February 4

February 1 (Tuesday).....Academic Early Alert Begins

February 10 (Thursday).....Founders Day

February 14 (Monday).....Residency Status Audit

February 18 (Friday).....Last Day to Remove Incompletes

February 28-March 4 (Monday-Friday).....Midterm Evaluations Administered

February 28-April 1 (Monday-Friday).....Academic Advisement Period

March 4 (Friday).....Residence Halls Close at 5 p.m. for Spring Break

March 4 (Friday).....Accelerated Session I Last Day of Classes

March 7-11 (Monday-Friday).....Spring Break

March 7-11 (Monday-Friday).....MEAC

March 7 (Monday).....Mid-Term Grades Due in Chairs' Offices

March 14 (Monday).....Accelerated Session II Classes Begin

March 15 (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) 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).

March 16 (Wednesday).....Financial Aid 60% Completion Date

March 16 (Wednesday).....Census Date

March 18 (Friday).....Last Day to Schedule a Thesis or Dissertation Defense with Graduate Studies and Research for May 2022 Graduation

March 18 (Friday).....Last Day to Drop Accelerated II Course

March 23-April 28 (Wednesday-Thursday).....Spring Course Evaluations

April 1 (Friday).....Exit Interview for May Graduates Due

April 4-5 (Monday and Tuesday).....Priority Pre-Registration

April 6-22 (Wednesday-Friday).....Preregistration for Fall 2022

April 8 (Friday).....Last Day to Complete the Thesis or Dissertation Defense for May 2022 Graduation

April 9 (Saturday).....Spring Open House

April 13 (Wednesday).....Last Day to Drop/Withdraw from the University through the Office of Records and Registration

April 13 (Wednesday).....Annual Delaware State University Research Day

April 15 (Friday).....Last Day for May 2021 Graduates to File Thesis or Dissertation Outcome Reports to Graduate Studies and Research

April 15-18 (Friday-Monday).....Easter Recess (University Closed)

April 21 (Thursday).....Last Day of Classes

April 21 (Thursday).....Last Day of Work Study

April 22 (Friday).....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: sgaes.desu.edu/admissions/current-students. 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.

April 22 (Friday).....Last Day to Submit the Thesis/Dissertation Approval Page to Graduate Studies and Research

April 22 (Friday).....Residency Status Final Audit

April 22 (Friday).....Reading Day

April 25-29 (Monday-Friday).....Final Examinations

May 2 (Monday).....Final Grades Due

May 2 (Monday).....Non-thesis Outcomes Reports Due to Graduate Studies for May 2022 Graduation

May 4 or 5 (Wednesday or Thursday).....Assessment Summit

May 5 (Thursday).....General Faculty Meeting

May 6 (Friday).....Residence Halls Close at 5 p.m.

May 6 (Friday).....Accelerated Session II Last Day of Classes

May 6 (Friday).....Summer Payment Due Date

May 14 (Saturday).....Commencement

May 27 (Friday).....SAP Appeals Due for Fall 2021

July 5 (Tuesday).....Fall Payment Due Date

****If you are enrolled in an accelerated program, please refer to the Accelerated Academic Calendar for other important dates.**

Good Luck & Godspeed,



on your academic journey!