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

Director
Education Graduate Programs
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WELCOME TO EDUCATION GRADUATE PROGRAMS

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

OUR CORE VALUES

Care
Community
Criticality
Democracy
Diversity
Integrity
Justice & Equity

MAJOR FOCUS OF OUR PROGRAMS

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Greetings dear Graduate Students!

I am delighted to welcome you to the education graduate programs at Delaware State University. Congratulations on taking this important first step toward earning your graduate degree! These are exciting times at the University, when we are renewing our commitment to education and celebrating excellence in research, teaching and advisement. Our goal is to help students pursue their own individual dreams and realize their potential as critical thinkers of the 21st century who strive to become skillful, reflective and socially responsive educational leaders.

Our graduate programs are taught by faculty members who are renowned experts in their respective fields. Their teaching combines both theory and practical application to provide students with the latest trends in education and information that can be readily applied on the job. 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 specific technical and professional ways, as well as expanding the frontiers of knowledge. Our Department of Education establishes policies which define good practices in graduate programs, high quality in curriculum, excellence in student selection and rigor in faculty appointments.

This handbook provides a comprehensive overview that I am sure you will find helpful as you make critical decisions about your education goals and your professional growth. This handbook will serve as a guide for your smooth academic journey through the program of your choice. It contains program descriptions and delineates the policies and procedures for accomplishing the major transition points required to earn your advanced degree in Education. The various applications and forms that may be required at various stages are also included in this handbook.

The faculty and staff of the Department of Education look forward to providing assistance as you progress through the program. Our graduate office is the place to get all the assistance you need for completing the procedures and processes that are outlined in this handbook. The Office of Education Graduate Programs is dedicated to providing an environment focused on supporting the intellectual and professional development of the students. Each graduate student will be assigned an advisor who will guide him or her through matriculation to graduation. It is advisable to keep in touch with your academic advisor as he or she will be able to provide you with valuable assistance once you start on your academic journey.

We look forward to working with you as you embark upon the journey to achieve your professional goals.

Professionally yours,

N.K. Rathee
Nirmaljit K. Rathee, Ph.D.
Professor of Education & Director, Education Graduate Programs
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SECTION I: OUR PROGRAMS

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

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

PROGRAM OBJECTIVES

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

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

PROGRAM GOALS

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

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

STUDENT LEARNING OUTCOMES

Delaware State University commits itself to supporting 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 abilities in a real-life education setting.
Delaware State University graduates will be able to:

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

M.ED. ADMISSION DEADLINES AND DEGREE REQUIREMENTS

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

Educators who wish to seek admission in our program are required to submit the following for consideration of unconditional admission:

- An earned baccalaureate degree in education or an allied field with a minimum undergraduate cumulative grade point average of 3.00.
- An online application for admission.
- Application fee of $50 made payable to Delaware State University.
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 400 (+ - 10).
- OR Writing an essay (on-campus writing sample).
- A current professional resume.
- Three (3) letters of recommendation (two academic/ professional recommendations and one character recommendation) - via the online application process.
- A Statement of Purpose/Intent that needs to be content specific, focused on educational leadership. The candidate must specifically explain why he or she wants to be admitted in the M.Ed. in Educational Leadership program. Specifications: 1-2 pages, APA format, grammatical error free.
- Applicant must hold a valid Delaware Initial, Continuing or Advanced License; or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, OR a such or similar licensure from another state.
- The applicants not holding the licensure may also be offered admission into the program but on a clear understanding that the masters’ degree will not fulfill the requirements of any licensure and they will still have to follow the individualized plan to meet the licensure requirements.
The Director, Education Programs, and the Education Graduate Admission Ad Hoc Committee will review students’ application materials and make recommendation for acceptance into the program to the Dean, School of Graduate, Adult and Extended Studies, who extends an offer of admission to the applicant.

Requirements for International Applicants
Please review application procedures for international students. In addition to the requirements noted above, international applicants must submit WES or ECE evaluation of all academic work completed as well and results from the TOEFL or IELTS examination if the earned baccalaureate degree is from a non-English speaking country.

- All international students must also meet the visa requirements of the Office of International Student Services (OISS) before a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) can be issued.

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

Capstone:
Students are required to:

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

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

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

Applicants must provide supporting documentation (as requested by the program). The Director, Education Graduate Programs, will review all documentation and note the allowable course waivers in the program’s recommendation to the School of Graduate, Adult and Extended Studies. The Dean of the School of Graduate, Adult and Extended Studies will note approval of hours in the admissions offer.
II. DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP

The Doctor of Education in Educational Leadership program blends together the scholarship and practice. This transformative doctoral program prepares you for leadership roles in P-12 Education, Higher Education, or other Educational and/or Research organizations. You will be envisioning the future of great educational institutions, interacting with global minds, using 21st century cutting-age research and practice approaches, and developing a new vision for the education of the diverse society.

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. Through a sound educational foundation and directed field experience, students emerge as viable candidates for leadership positions throughout the country. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, partnership, collegiality and personal development. You will be prepared to make data-driven decisions to serve authentically, and lead with integrity. You will hone your personal leadership style, create a new career path and learn to meet the challenges in any situation. Most states require a Doctor of Education in K-12 to gain licensure to become a superintendent or assistant superintendent in a school district. Our program does not provide a licensure or a certification and will not certify you as a superintendent or assistant superintendent in a school district or as a Certified Central Office personnel. For more information about the requirements for superintendent or assistant superintendent certification, please visit the State of Delaware website: http://regulations.delaware.gov/AdminCode/title14/1500/1593.shtml#TopOfPage

To serve the professional needs of the students and to meet the growing demands of the job market, our doctoral program offers two concentrations for 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 six weeks and the classes are normally held the first, third and sixth weekends of a six-weeks’ session. Normally a two-week break is provided between courses so that students can prepare for the next course. Sessions are held Friday nights from 5-9 p.m., Saturdays from 9 a.m. to 4 p.m. and Sundays from 10 a.m. to 3 p.m.

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

- Skilled educational leaders who can connect and apply educational research to policy and practice to serve the institution and the community.
- Critical thinkers who strive to become successful, effective, efficient and socially responsive administrators.
- Change agents and reflective practitioners who stimulate interest in using national databases to address educational issues and lead sustainable change at district, state and federal levels.
- Professionals who can effectively utilize education software tools for data collection and data analysis, and adopt other information technology to broaden their vision of learning.
- Self-aware and ethical professionals who demonstrate ethical and professional competence in their chosen disciplines.
- Transformative leaders who value diversity and demonstrate a deep commitment to diversity issues and are role models for the community.
- Informed leaders who demonstrate the understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development.

PROGRAM GOALS

- Provide a high-quality educational program that prepares candidates for successful careers as administrative leaders
- Provide a program of study that promotes effective organizational and individual performance
- Maintain a professional environment that promotes an understanding of and appreciation for diversity
- Provide a rigorous multidisciplinary advanced program of study for working professionals that fosters continuous refinement of leadership knowledge and skills.
Specific goal of K-12 Concentration:
- To help students articulate a vision for public schools at the district level as well as other educational institutions and involve all the stakeholders in strategic planning, implementing and evaluating processes which benefit the academic growth and development of all students.

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

STUDENT LEARNING OUTCOMES
The Department of Education at Delaware State University has established the following Learning Outcomes for its doctoral program:

Student Learning Domains & Learning Outcomes for Ed.D. in K-12 Concentration:
- **Learning Domain: Vision**
  Students will be able to facilitate the development, articulation, implementation and stewardship of a district-wide vision of learning supported by the school community.
- **Learning Domain: Culture**
  Students will be able to promote a positive district culture, provide an effective instructional program, apply best practices to student learning and design comprehensive professional growth plans for staff.
- **Learning Domain: Management**
  Students will be able to manage district organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.
- **Learning Domain: Collaboration**
  Students will be able to collaborate with the families and other community members, respond to diverse community interests and needs, and mobilize community resources.
- **Learning Domain: Ethics/Integrity**
  Students will be able to act with integrity, fairly and in an ethical manner.
- **Learning Domain: Context/Influence**
  Students will be able to influence the larger political, social, economic, legal and cultural context.
- **Learning Domain: Research and Real-Work Applications**
  Students will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real settings.

Student Learning Domain & Learning Outcomes for Ed.D. in Higher Education Concentration:
- **Learning Domain: Knowledge acquisition, integration, construction and application**
  Students will be able to understand knowledge from a range of disciplines; connect knowledge to other knowledge, ideas and experiences; construct knowledge; and relate knowledge to daily life.
- **Learning Domain: Cognitive complexity**
  Students will be able to demonstrate critical thinking, reflective thinking, effective reasoning and creativity.
- **Learning Domain: Intrapersonal development**
  Students will be able to develop realistic self-appraisal, self-understanding and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness.
- **Learning Domain: Interpersonal competence**
  Students will be able to develop meaningful relationships, interdependence, collaboration and effective leadership.
- **Learning Domain: Humanitarianism and civic engagement**
  Students will be able to develop an understanding and appreciation of cultural and human differences, social responsibility, global perspective and sense of civic responsibility.
Learning Domain: Practical competence

Students will be able to pursue goals, communicate effectively, develop technical competence, manage personal affairs, manage career development, demonstrate professionalism, maintain health and wellness, and live a purposeful and satisfying life.

ED.D. ADMISSION DEADLINES & ADMISSION REQUIREMENTS

Application Deadlines:

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

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

- An earned master's degree with a minimum cumulative grade point average of 3.00.
- An online application for admission.
- Application fee of $50 made payable to Delaware State University.
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; or (ii) MAT: 400 (+ - 10).

OR

Writing an essay (on-campus writing sample).

- A “Personal Statement” is required. The candidate must specifically explain why he or she wants to be admitted to the Ed.D. in Educational Leadership program. This statement needs to be focused on concentration-specific educational leadership. Specifications: 2-5 pages, APA style, grammatical error free.

- A sample of scholarly work (e.g. thesis, portfolio, project report, published research work, creative writings, etc.).
- A current professional resume.
- Three (3) letters of recommendation (two academic/professional recommendations and one (1) character recommendation) – via the online application process.
- For admission in Ed.D. (Higher Ed. Concentration): Applicant must be working in or toward a leadership role in his or her current position, or must have similar experience (e.g., administrator, coordinator, or teacher at a district/school, higher education, or education department in other organization).
- For admission in Ed. D. (K-12 Concentration): The applicant must hold a valid Delaware Initial, Continuing or Advanced Licensure; or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, or must hold such or similar certification from any other state.

The applicants not holding the licensure may also be offered admission into the program but on the clear understanding that the doctoral degree will not fulfill the requirements of any licensure and they will still have to follow the individualized plan to meet the licensure requirements.

- Copies of earned teaching and/or administrative certificates (optional).

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

Additional Requirements for International Applicants

Please review application procedures for international students. In addition to the requirements noted above, international applicants must submit WES or ECE evaluation of all academic work completed as well and results from the TOEFL or iELTS examination if the earned baccalaureate degree is from a non-English speaking country.

- All international students must also meet the visa requirements of the Office of International Student Services (OISS) before a Certificate of Eligibility for Non-immigrant (F-1) Student Visa (I-20 A-B form) can be issued.
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 the K-12 concentration will be required to complete 240 hours of internship in a K-12 setting, and the students of the Higher Education concentration will be required to complete 120 hours of field experience in a higher education setting. This extensive experience is grounded in strong research with a focus on activities designed to provide rigorous, diverse, high impact field-based experiences extended over time that result in the intern’s demonstration of professional knowledge, skills and dispositions articulated in professional standards.

QUALIFYING EXAMINATION

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

CAPSTONE

The 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 as one of their course requirements.

PROFESSIONAL PORTFOLIO

In consultation with their academic advisor, the candidates will also be required to submit a professional portfolio in the Office of Education Graduate Programs after successfully defending their final capstone. The candidates from the K-12 concentration will submit a professional portfolio reflecting their experiences and skills related to District-level ELCC/NELP standards as evaluated through CAEP-approved assessments. Candidates of the 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 respective Graduate Program. In any case, the student must complete at least 30 credit hours of the Ed.D. program curriculum at Delaware State University.

Applicants admitted to doctoral programs with an earned master’s degree from an accredited institution must provide supporting documentation (as requested by the program) at the time of admission. The Program Director will review all documentation and note the allowable course waivers in the program’s recommendation to the School of Graduate, Adult and Extended Studies. The Dean of the School of Graduate, Adult and Extended Studies will note approval of hours in the admissions offer.
TRANSITION POINT REQUIREMENTS

TRANSITION POINT # 1: Application for Admission

All applicants are required to submit the online application and meet the program-specific requirements for the consideration of unconditional admission. The applicants who wish to take the on-campus writing sample in lieu of taking the GRE must schedule an appointment with the Director, Education Programs, for this purpose before the last date for receipt of the admission applications.

TRANSITION POINT # 2: Admittance to the Graduate Program

The members of the Education Graduate Admission Ad-Hoc Committee will review the applications and will provide its feedback to the Director, Education Graduate Programs, who will then recommend the applicants for admission to the Dean, School of Graduate, Adult and Extended Studies. The applicant will receive a written notification from the Dean, Graduate, Adult and Extended Studies, regarding the admittance status into the graduate program. Upon acceptance into the program, every graduate student will be assigned an Academic Advisor.

TRANSITION POINT # 3: Developing a Curricular Plan of Study

- Every student will develop a Plan of Study at the time of New Student Orientation. This Plan of Study will be submitted to Graduate, Adult and Extended Studies by the end of the first semester (Year One). This document must be signed by the student, the Academic Advisor, Program Director and Chairperson prior to its submission to the Dean, Graduate, Adult and Extended Studies, for its approval.

- This document will be used for audit purposes as the student matriculates through the program of study. If any change in a student’s course of study takes place, he or she must inform the Director, Education Graduate Programs, so that it can be reflected in the student’s Plan of Study and a revised Plan of Study can be sent to the Graduate School.

TRANSITION POINT # 4: Constitution of the Advisory Committee

- All the doctoral students should constitute their Advisory Committee no later than the end of third semester of their full-time enrollment into the program.

- All the M.Ed. students must have constituted their Advisory Committee no later than the end of second semester of their full-time enrollment into the program.

TRANSITION POINT # 5: Application for Candidacy

The graduate students, with the approval of the Advisory Committee Chair, will submit the Application for Candidacy in the Office of Education Graduate Programs upon meeting the following criteria:

For the Masters’ Program:

- Successful completion of 15 graduate credit hours.
- Cumulative GPA of 3.0 minimum.
- No individual course completed at a grade level lower than a “C.”
- Completion of all the materials mentioned in the Candidacy application.

For the Doctorate Program:

- Successful completion of all the academic courses (except internship and research courses).
- The candidate has successfully defended his or her proposal.
- All the required material mentioned in the Candidacy application (i.e. a 5- to 10-page planning document and a timeline for completion of the research) have been completed.
- The candidate must have applied for and received the IRB approval/exemption.
TRANSITION POINT # 6: Capstone Experience

Capstone Experience for the M.Ed. Program

1. **Comprehensive Examination**: Students must submit the Comprehensive Examination Application in the Office of Education Graduate Programs in Year Two: Spring for taking the exam in Year Two: Summer I after fulfilling the following conditions:
   - Completion of a minimum 24 graduate level credit hours.
   - Cumulative GPA of 3.0 minimum.
   - Must have achieved the Candidacy.
   - No individual course completed at a grade level lower than a “C.”

2. **Internship**
   - Completion of 240 hours of internship.
   - Submit and present their internship portfolio and other important artifacts collected as a part of their internship experience.

Capstone Experience for the Doctoral Program:

- The candidate has successfully passed the qualifying examination after completion of 31 credit hours.
- The candidate has successfully completed the concentration-specific internship/field experience hours and has submitted the internship portfolio.
- The candidate has successfully defended his or her case study analysis/project study/dissertation.
- The candidate has submitted his or her professional portfolio containing standard-based assessments.

TRANSITION POINT # 7: Application for Graduation Degree and Degree Audit

- The candidate must complete all the courses and capstone requirements to meet the degree requirements. The candidate must fill out and submit the Graduation Application in the Office of Education Graduate Programs in the semester he or she intends to graduate.
- It is a requirement that all degree-seeking graduate students maintain their enrollment status throughout the duration of their program of study. All students must be registered in the semester (or term) in which the degree is officially awarded.
- The students are encouraged to complete their program requirement within the time stipulated for the completion of the degree. However, as mentioned in the Graduate Catalog, the maximum time for completion of a program is: 7 years from the time of admittance to the Ed.D. program, and within 5 years from the time of admittance to the master’s program.

  **Important Note**: Any student admitted to the program provisionally must get the status changed well in time before graduation. Non-compliance can result in a delay in the student’s graduation.

TRANSITION POINT # 8: Exit Evaluation (Survey)

- Prior to graduation, each graduate student must complete the Graduation Degree Exit Evaluation (Graduate Student Exit Survey) to express their level of satisfaction with the program and the academic environment.

TRANSITION POINT # 9: Follow-Up Survey, Graduate Employer Survey

- DDOE Employer Survey
- Delaware State University Graduate 1-5 Year Follow-up Survey (under construction)
STUDY GUIDES/CURRICULUM SEQUENCE SHEETS

- M.Ed. Cohort 2018
- Ed.D. Cohort 2018
- Ed.D. Cohort 2017
- Ed.D. Cohort 2016
# MASTER OF EDUCATION (M. ED.) IN EDUCATIONAL LEADERSHIP PROGRAM 2018

**Delaware State University**  
**College of Humanities, Education & Social Sciences**  
**Department of Education**

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

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<td>EDUC 605</td>
<td>EDUC 625</td>
</tr>
<tr>
<td><em>Core Course</em></td>
<td><em>Core Course</em></td>
</tr>
<tr>
<td>Curriculum Organization and Design</td>
<td>Introduction to Statistics and Research Methods/Action Research</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>EDUC 681</td>
</tr>
<tr>
<td><em>Core Course</em></td>
<td><em>Core Course</em></td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>Human Relations in Diverse Populations</td>
</tr>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Credits:** 6  

<table>
<thead>
<tr>
<th>Year 1: Summer-I</th>
<th>Year 1: Summer-II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 686</td>
<td>EDUC 684</td>
</tr>
<tr>
<td>Supervision and Leadership in Elementary &amp; Secondary Schools</td>
<td>Legal Issues, Ethical Conduct, and Social Justice in Today’s Schools</td>
</tr>
<tr>
<td>3</td>
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</tbody>
</table>

**Total Credits:** 6  

## Year 2: Fall

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<th><strong>Course</strong></th>
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<tbody>
<tr>
<td>EDUC 680</td>
<td>EDUC 690</td>
</tr>
<tr>
<td>Leadership with a Vision for Changing School Culture in a Changing Society</td>
<td>Applied Educational Leadership Internship (120 hrs.)</td>
</tr>
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<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 682</td>
<td>EDUC 690</td>
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<tr>
<td>Assessment of Instruction</td>
<td>Applied Educational Leadership Internship (120 hrs.)</td>
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**Total Credits:** 6

## Year 2: Summer-I

<table>
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<tbody>
<tr>
<td>EDUC 683</td>
<td>EDUC 685</td>
</tr>
<tr>
<td>Using Technology to Enhance Student Learning and Organizational Management <strong>Comprehensive Exam</strong></td>
<td>Supporting a School Vision Through Effective Business &amp; Finance Practices</td>
</tr>
<tr>
<td>3</td>
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</table>

**Total Credits:** 3

**Total Credits for the Program = 36**

*Denotes a Core Requirement: (Total Core Credits = 12)

Please Note:

- **Candidacy Requirement:** Completion of 15 graduate-level credit hours; cumulative GPA of 3.0 minimum; no individual course completed at a grade level lower than a "C"; all required application materials have been completed.
- **Capstone or Culminating Experience:** Completion of the following two Capstone projects: (i) Comprehensive exam after completing 24 credit hours, and (ii) Successful completion of an internship experience and presentation of a portfolio documenting the internship experience before the committee.

**Revised: Fall 2018**
# DOCTOR OF EDUCATION (ED. D.) EDUCATIONAL LEADERSHIP IN K – 12 (FOR 2018 COHORT)

**Delaware State University**  
**College of Humanities, Education & Social Sciences**  
**Department of Education**

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

### Year 1: Fall

<table>
<thead>
<tr>
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<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 831</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
<td>3</td>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 801</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</td>
<td>3</td>
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**Total Credits 7**

### Year 1: Spring

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<tbody>
<tr>
<td>EDUC 830</td>
<td>Instructional Leadership in Learning Organization: Learning System, Capacity Building, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 833</td>
<td>Applied Assessment and Data Analytics</td>
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**Total Credits 6**

### Year 1: Summer-I

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

**Total Credits 6**

### Year 1: Summer-II

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<thead>
<tr>
<th>Course</th>
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<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 840</td>
<td>Research Seminar I: Prospectus Completion &amp; Proposal Preparation <strong>Qualifying Exam - after the completion of 31 credit hours and at least 3 core courses</strong></td>
<td>3</td>
</tr>
<tr>
<td>EDUC 808</td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
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**Total Credits 3**

### Year 2: Fall

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<tr>
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<tbody>
<tr>
<td>EDUC 804</td>
<td>Effective Administration: Management of People, Finance, Facilities and the Resources</td>
<td>3</td>
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<tr>
<td>EDUC 835</td>
<td>Use of Technology in Action Research and Data Driven Decision Making (Initiation of Prospectus Development)</td>
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**Total Credits 6**

### Year 2: Spring

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<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 841</td>
<td>Research Seminar II: Proposal Writing and Defense *Apply for IRB &amp; Candidacy</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 842</td>
<td>Research Seminar III: Data Collection</td>
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**Total Credits 6**

### Year 2: Summer

**Qualifying Exam**

<table>
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<tr>
<th>Course</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 843</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
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</tbody>
</table>

**Total Credits 3**

### Year 3: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDUC 812</td>
<td>Internship: Applied Educational Administration (240 hrs)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 813</td>
<td>Internship: Applied Educational Administration (240 hrs)</td>
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**Total Credits 6**

### Year 3: Spring

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

**Total Credits 3**

### Year 3: Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>EDUC 845</td>
<td>Research Seminar IV: Capstone Writing</td>
<td>3</td>
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</tbody>
</table>

**Total Credits 3**

### Year 4: Fall

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<tr>
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</table>

**Total Credits for the Program = 55**

---

*Students are required to complete these mandatory requirements.*  
**Students will take the Qualifying Exam after the completion of at least 31 credit hours.**  
- Students must enroll in the Sustaining Course (EDUC 829) if the final Capstone requirement is not satisfied by the end of the culminating semester.

Revised: Fall 2018
# Doctor of Education (ED.D.) Educational Leadership in HR. Ed. (For 2018 Cohort)

**Delaware State University**  
**College of Humanities, Education & Social Sciences**  
**Department of Education**

## Doctor of Education (ED.D.) in Educational Leadership in Higher Education

### Year 1: Fall

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>EDUC 831</td>
<td>Foundations of Doctoral Studies</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 802</td>
<td>Leadership in Higher Education: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 832</td>
<td>Contemporary Issues in Higher Edu.</td>
<td>3</td>
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</table>

**Total Credits**: 7

### Year 1: Spring

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 805</td>
<td>Research Design and Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 888</td>
<td>Qualitative &amp; Mixed Research Methods in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 6

### Year 1: Summer-I

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

### Year 1: Summer-II

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

### Year 2: Fall

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>EDUC 814</td>
<td>Public Policy and Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 816</td>
<td>Ethics and Law in Higher Education</td>
<td>3</td>
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**Total Credits**: 6

### Year 2: Summer

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
</table>
| 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   |

**Total Credits**: 3

### Year 2: Spring

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

### Year 3: Fall

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
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</thead>
</table>
| EDUC 841   | Research Seminar II: Proposal Writing and Defense  
*Apply for IRB & candidacy* | 3   |
| EDUC 842   | Research Seminar III: Data Collection             | 3   |

**Total Credits**: 6

### Year 3: Summer

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

### Year 3: Spring

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

### Year 4: Fall

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

**Total Credits for the Program = 55**

---

*Students are required to complete these mandatory requirements.*  
**Students will take the Qualifying Exam after the completion of at least 31 credit hours and at least 3 core courses.**  
- Students must enroll in the Sustaining Course (EDUC 829) if the Capstone requirement is not satisfied.

Revised: Fall 2018
# CURRICULUM SEQUENCE SHEET ED.D. IN K-12 (COHORT 2017-2018)

## Delaware State University
**College of Humanities, Education & Social Sciences**  
**Department of Education**

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

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Year 1: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 831</td>
<td>Foundations of Doctoral Studies</td>
</tr>
<tr>
<td>(Core Course)</td>
<td>The Superintendent as a Scholar-Practitioner Educational Leader</td>
</tr>
<tr>
<td>EDUC 800</td>
<td>Social Justice, Equity, and Cultural Responsiveness: Critical Analysis of Contemporary Educational Issues</td>
</tr>
<tr>
<td>EDUC 801</td>
<td></td>
</tr>
<tr>
<td>Year 1: Summer-I</td>
<td>Year 1: Summer-II</td>
</tr>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 803</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>(Core Course)</td>
<td>*Constitution of Advisory Committee &amp; Capstone Option Declaration by the students</td>
</tr>
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<td>Year 2: Fall</td>
<td>Year 2: Spring</td>
</tr>
<tr>
<td>Course</td>
<td>Course Name</td>
</tr>
<tr>
<td>EDUC 807</td>
<td>Educational Leader as a Change Agent: Leading District Community Partnership</td>
</tr>
<tr>
<td>EDUC 826</td>
<td>Legal, Ethical and Moral Foundations of Educational Leadership</td>
</tr>
<tr>
<td>(Core Course)</td>
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<tr>
<td>Year 2: Summer</td>
<td>Year 2: Summer</td>
</tr>
<tr>
<td>Course</td>
<td>Course Name</td>
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</table>
| 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 | Organizational Strategic Planning & Program Analysis | 3   |
| (Core Course) |          |     |          |          |     |
| 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 candidacy*  
**Progression of Capstone Research** |
| EDUC 842 | Research Seminar III: Data Collection  
(*Progression of Capstone Research*) | 3   | EDUC 812 | Internship: Applied Educational Administration (120 hrs) | 3   |
| (Core Course) | EDUC 813 | Internship: Applied Educational Administration (120 hrs) |     |          |     |
| Year 3: Summer | Year 4: Fall |
| Course | Course Name | Cr. | Course | Course Name | Cr. |
| EDUC 843 | Research Seminar IV: Capstone Writing | 3   | EDUC 844 | Research Seminar V: Capstone Defense | 3   |
| (Core Course) |          |     |          |          |     |

Total Credits: 7 (Year 1: Fall)  
Total Credits: 6 (Year 1: Spring)  
Total Credits: 3 (Year 1: Summer-I)  
Total Credits: 6 (Year 1: Summer-II)  
Total Credits: 6 (Year 2: Fall)  
Total Credits: 6 (Year 2: Spring)  
Total Credits: 3 (Year 2: Summer)  
Total Credits: 3 (Year 3: Fall)  
Total Credits: 3 (Year 3: Spring)  
Total Credits: 6 (Year 3: Summer)  
Total Credits: 3 (Year 4: Fall)  
Total Credits for the Program = 55
# Curriculum Sequence Sheet ED.D. in Higher Education  
[COHORT 2017-2018]

**Delaware State University**  
**College of Humanities, Education & Social Sciences**  
**Department of Education**

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

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Year 1: Spring</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 831 (Core Course)</td>
<td>EDUC 805 (Core Course)</td>
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<tr>
<td>Foundations of Doctoral Studies</td>
<td>Research Design and Quantitative Research Methods</td>
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<tr>
<td>EDUC 802</td>
<td>EDUC 888 (Core Course)</td>
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<td>Leadership in Higher Education: Theory and Practice</td>
<td>Action Research and Qualitative Research Methods in Education</td>
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<td>EDUC 832</td>
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<td>Contemporary Issues in Higher Edu</td>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 803</td>
<td>EDUC 833 (Core Course)</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Applied Assessment and Data Analytics</td>
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<tr>
<td>* Capstone option declaration</td>
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<tr>
<td><strong>Course</strong></td>
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<tr>
<td>EDUC 814</td>
<td>EDUC 834</td>
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<tr>
<td>Public Policy and Higher Education</td>
<td>Strategic Financial Management</td>
</tr>
<tr>
<td>EDUC 816</td>
<td>EDUC 835 (Core Course)</td>
</tr>
<tr>
<td>Ethics and Law in Higher Education</td>
<td>Use of Technology in Action Research and Data Driven Decision Making</td>
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<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 840</td>
<td>EDUC 808 (Core Course)</td>
</tr>
<tr>
<td>Research Seminar I: Prospectus <strong>Qualifying Exam</strong></td>
<td>Organizational Strategic Planning &amp; Program Analysis</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 3: Fall</th>
<th>Year 3: Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>EDUC 841</td>
<td>EDUC 836</td>
</tr>
<tr>
<td>Research Seminar II: Proposal Writing and Defense</td>
<td>Administrative Field Experience (120 hrs.)</td>
</tr>
<tr>
<td>EDUC 842</td>
<td>EDUC 837</td>
</tr>
<tr>
<td>Research Seminar III: Data Collection (*Progression of Capstone Research)</td>
<td>Organizational Dynamics</td>
</tr>
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</tr>
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<table>
<thead>
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<th>Year 3: Summer</th>
<th>Year 4: Fall</th>
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<tbody>
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**Total Credits for the Program = 55**
## CURRICULUM SEQUENCE SHEET ED.D. IN K-12 (COHORT 2016-2017)

**Delaware State University**  
**College of Humanities, Education & Social Sciences**  
**Department of Education**

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

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SECTION II

COMPREHENSIVE EXAMINATION
(for M.Ed. program)

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

APPLICATION PROCESS

1. Candidates must have completed the requirements of and have achieved the Candidacy.
2. Candidates applying for the Comprehensive Examination must have completed a minimum of twenty-four (24) credit hours with a minimum GPA of 3.0.
3. Candidates for the Comprehensive Examination Capstone must submit the Comprehensive Examination Application in the Office of the Director, Education Graduate Programs, in the Year-Two Fall for taking the exam in the Year-Two Spring.

Any candidate who has a documented need for testing accommodations should contact the Office of Student Accessibility Services (SAS), William C. Jason Library, Room 204 at the time of application so appropriate documentation is on file and services can be arranged. The office 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 Educational Leadership program conducts the Comprehensive Examination workshop (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 a 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. Students will also be provided a Question Bank at least three months before the exam.

DESCRIPTION OF THE COMPREHENSIVE EXAMINATION

1. The Comprehensive Examination will consist of a three-hour morning session, usually from 8 to 11 a.m., and a three-hour afternoon session from 12 to 3 p.m. with a lunch break from 11 a.m. to 12 p.m. This exam will be scheduled in the month of May on a date to be announced later.
2. The Comprehensive Examination is comprised of essay questions from the core courses (i.e. EDUC 605, EDUC 614, EDUC 625 and EDUC 681), EDUC 680 and EDUC 684. A study guide will be made available to candidates no later than two months before the scheduled exam.
3. The exam will be computer-based and all the essay responses are to be completed using the word processing unless exceptions are approved by the Director, Education Programs, in advance.
4. Each candidate will be assigned a test administration code prior to the examination to be used in place of one’s name for the purpose of providing candidate confidentiality throughout the evaluation process.
5. The examination will be a closed book type of exam and the students will not be allowed to take with them any book or any notes while taking the exam.

EVALUATION OF THE COMPREHENSIVE EXAMINATION

1. All the questions will be scored by a minimum of two examiners from Delaware State University faculty who will be looking for depth of response as compared with a scoring rubric. An average of the scores will determine the final score of the student. Each faculty member will be assigned a confidential test administration code to ensure confidentiality.
2. All questions of the Comprehensive Examination will be graded using the Comprehensive Exam rubric (a copy of the rubric will be provided to the students along with the study guide/question bank). This exam follows a pass-fail grading system and a student must obtain at the minimum a passing score (as provided in the rubric) in order to successfully complete the Capstone requirement.
3. Within three weeks of the examination, the Chair of the Comprehensive Examination Graduate Committee will forward a report of the exam results to the Director of Education Graduate Programs. This report will provide in writing the specific scoring results per candidate by code.

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

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

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

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

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

GUIDELINES FOR THE QUALIFYING EXAMINATION

WHAT IS THE QUALIFYING EXAM?
The Qualifying Examination is one of the capstones that every Ed.D. student must pass to graduate in their program of study. It is a written exam administered to the doctoral students during their second year of course work. The exam includes the courses completed by the students up to that time. The Qualifying Exam for the 2018 cohort will comprise the following two sections:

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

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

PURPOSE/RATIONALE

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

GENERAL REQUIREMENTS

- To be eligible to take this exam, a student must have passed all the courses offered up to Year 2, Summer I with a minimum of 'B' grade. Any exception must be approved by the Director of Education Graduate Programs prior to taking the exam.
- Students must be enrolled or active in the University system at the time of taking the exam.
- The Qualifying Exam **will not be waived** for any student under any circumstances.
- The Qualifying Exam from other universities is not acceptable.
• The Qualifying Exam must be passed before the student can be allowed to continue in the program.
• The Qualifying Exam will be offered only to 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 or her eligibility to take the exam, and ascertain the requirements, procedures and deadlines pertaining to the examination from the Office of Education Graduate Programs.
• Confer with students concerning the exam format, content and evaluation criteria, and arrange for the students to take the exam in accordance with the exam guidelines.

THE RESPONSIBILITIES OF THE STUDENT:

• Ascertain his or her eligibility to take the exam. For this purpose, students should keep in touch with their Academic Advisor and the Office of Education Graduate Programs.
• Complete and submit the Qualifying Examination Application in the Office of Education Graduate Programs at least one semester before the date of the exam.
• 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 students about the requirements, procedures and deadlines pertaining to the Qualifying Examination.
2. Make arrangements for offering the exam to the eligible students, oversee its administration, and make arrangements for the evaluation of the students’ responses.
3. Appoint the evaluators to evaluate the responses of the students.
4. Collect and compile the evaluations.
5. Communicate results of the exam to students and their Academic Advisers.

EXAMINATION INFORMATION

• The examination will be a closed book-type exam and students will not be allowed to take with them any book or any notes while taking the exam.

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

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

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

• Students will be given a choice among the questions to answer, (e.g., one out of the two questions). A student is not allowed to respond to both questions in order to improve the total score for the question. If any student responds to both the questions, only the first of the two responses will be graded. Students must answer questions using the provided ID number. If a student types/writes his or her name on any page of the exam, that question will automatically be marked as a zero and that will count as one attempt.
The exam may be held either in the Department of Education or at the Delaware State University Testing Center. In the latter case, students will be required to strictly follow the rules and regulations of the Testing Center. A copy of the Testing Center rules and regulations will be provided to the students well in advance.

EVALUATION OF THE QUALIFYING EXAM

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

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

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

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

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

If a student finally receives a grade of Unsatisfactory:

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

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

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

Important Note: A student will be eligible to enroll in the next course as per the Curriculum Sequence Sheet only after passing the Qualifying Exam.
SECTION III

CLINICAL INTERNSHIP/FIELD EXPERIENCE FOR ED.D. STUDENTS

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. Students are assessed on each layer with the intent of developing the knowledge, skills and dispositions needed to be an effective educational leader and administrator. Students 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 students:

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

Internship (For students of the K-12 concentration):

- The Internship Experience is grounded in strong research and focuses 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 ELCC District Level Standards 2011.
- The students of Ed.D. in K-12 are required to complete 240 hours of Administrative Internship as part of the courses EDUC 812 & EDUC 813: Applied Educational Leadership Internship. These courses provide the candidates a rich experience in an approved, supervised administrative field-based setting at the district level. The students are required to complete CAEP-approved assessments embedded with practical activities.

Field Experience (For students of the Higher Education concentration):

- The students of Ed.D. in Higher Education are required to complete 120 hours of Field Experience in a higher education setting. These students complete their Field Experience by enrolling in and completing EDUC 836. Since their activities will vary as per their placement for the Field Experience, their activities will be finalized by the course professor working in consultation with the Site Supervisor and the intern, prior to the start of the Field Experience. 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, besides others as the course professor may decide, can include an action research paper/report, written assignment, journal writing, reflection paper etc. They will also be assessed on their professional skills and dispositions.

EVALUATION OF INTERNSHIP/FIELD EXPERIENCE

Designed as a professional growth plan, this experience is intended to evaluate the candidates in the areas of leadership application, general operations and resource management to determine the development of the candidate’s professional growth. Candidates are required to complete field-based activities and document their experiences in the shape of a portfolio and submit it as one of the components of their professional portfolio to meet their final Capstone requirements. An experienced leader from the placement site will serve as the Site Supervisor, while a Delaware State University faculty will serve as the University supervisor.

The portfolio will contain the candidate’s reflective narratives, different plans and tools that the candidate develops in the field, and other creative reports that may include audio, visuals, and candidate-developed web-based materials, etc. The portfolio will also include the Site Supervisor’s evaluations of the candidate’s performance, internship logs and reflections. The candidate should adequately explain how the artifacts included in the portfolio meet the professional standards mentioned in the activities, field guideline or rubrics.
**INTERNSHIP/FIELD EXPERIENCE PROCESS:**

- The Office of Education Graduate Programs will send the Internship/Field Experience applications well before the semester in which the students will complete their Internship/Field Experience.

- Students will fill out the Internship/Field Experience application along with the Placement Option Form indicating their placement options.

- They must meet all other curricular and placement-related mandatory requirements.

- Their placement will be finalized by the Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs.

- Students will be provided copies of the assessment rubric and other related instructions by the course professor at the time of orientation before the start of the Internship/Field Experience.

- Once the placement of the students is finalized, students will receive a copy of the Internship/Field Experience Proposal Form and a Packet containing all the activities and assessments and other necessary instructions.

- Before the start of the Internship/Field Experience, all students must complete the Proposal Form and get it approved by their course professor.

**Please Note:**

- Students must note that they will not be placed for Internship/Field Experience at the place or office of their own employment.

- Students are not allowed to start their Internship Experience without a formal approval of their Internship Application and approval of their Proposal Form by the course professor.
CLINICAL INTERNSHIP FOR M.ED. STUDENTS

DESCRIPTION OF THE CLINICAL INTERNSHIP

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

PURPOSE OF THE INTERNSHIP:

The Applied Educational Administrative Internship will help 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 colleagues; and
- grow and mature, through the internship's challenges, disappointments and rewards, into a competent and independent educational administrator.

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

INTERNSHIP PROCESS:

- The Office of Education Graduate Programs will send the internship applications well before the semester in which students will complete their internship.
- Students will fill out the internship application along with the Placement Option Form for their placement.
- They must meet all other curricular and placement-related mandatory requirements.
- Their placement will be finalized by the Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs.
- Students will be provided copies of the assessment rubric and other related instructions by the course professor at the time of orientation for their internship.
- Once the placement of the students is finalized, students will receive a copy of the Internship/Field Experience Proposal Form and a Packet containing all the activities and assessments and other necessary instructions.
- Before the start of the Internship/Field Experience, all students must complete the Proposal Form and get it approved by their course professor.

Please Note:

- Students must note that they will not be placed for Internship/Field Experience at the place or office of their own employment.
- Students are not allowed to start their Internship Experience without a formal approval of their Internship Application and approval of their Proposal Form by the course professor.
EDUCATION GRADUATE PROGRAMS

INTERNSHIP APPROVAL FORM FOR ED.D. IN K-12 INTERNS

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

Student: ___________________________________________ Student ID #: __________

Program Concentration: Ed.D. in K – 12

Term:  Fall _______ Spring _______ Summer _______

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

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

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

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

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

_________________________________________  ____________
Student Signature  Date

For Office Use:

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

_________________________________________  ____________
Signature  Date

Director, Education Graduate Programs:  Approved  □  Not Approved  □

_________________________________________  ____________
Signature  Date

Chair, Department of Education:  Approved  □  Not approved  □

_________________________________________  ____________
Signature  Date

A signed copy of the form will be given to the student. The original will be placed in the student’s file in the Office of Education Graduate Programs.
EDUCATION GRADUATE PROGRAMS
FIELD EXPERIENCE APPROVAL FORM FOR HIGHER ED. STUDENTS

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

Student: ________________________________________  Student ID #: D ______________________

Program Concentration: Ed.D. in Higher Education

Term: Fall _______  Spring ________  Summer _______

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

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

_________________________________________  ____________
Student Signature  Date

For Office Use:

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

_________________________________________  ____________
Signature  Date

Director, Education Graduate Programs:  Approved  ☐  Not Approved  ☐

_________________________________________  ____________
Signature  Date

Chair, Department of Education:  Approved  ☐  Not approved  ☐

_________________________________________  ____________
Signature  Date

A signed copy of the form will be given to the student. The original will be placed in the student’s file in the Office of Education Graduate Programs.
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
APPLICATION FOR INTERNSHIP FOR K-12 INTERNS

Submit Completed Application to:

The Director, Education Graduate Programs
Education & Humanities Building 112
Delaware State University
Dover, DE 19901
Phone: 302.857.7170
Fax: 302.857.7150

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

Student’s Name ________________________________________________________________________________________________

Street Address ______________________________________________________

City ___________________________________________State _____________________________ZIP __________________________

Phone Number(s): Home ____________________________  Work ______________  Cell ______________

Student’s Email Address ______________________________________

Student’s ID Number (D#) _D________________________

Purpose of Internship

The purpose of the Internship Experience is to blend the theoretical and research-based content of the course offerings with the practical day-to-day experiences of the district leadership. Ultimately, the internship affords candidates a realistic notion of the district administration and allows 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, interns must register for the courses EDUC-812 and EDUC-813. Upon approval of the Internship Application by the Director, Clinical & Field Experiences, students will become eligible to register for the internship courses. It is expected that the 240 hours of internship will be completed within the designated semesters in order to permit the Faculty Supervisor to conduct site visits, meet with the mentor and evaluate a student’s performance.

• During the internship, 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, 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 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 students and decide the site for the Internship Experience.
Note 2: The course professor will provide the students:
- Essential information and instructions relating to the Internship Experience
- Copies of the syllabi of the internship courses (EDUC 812 & EDUC 813)
- A detailed overview of the internship requirements, assignments, assessments and the evaluation criteria.

Final Evaluation of an Intern’s Performance

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

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

___________________________________  _________________________
Student Signature                                      Date

For Office Use

___________________________________  _________________________
Approved                                           Not Approved

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

___________________________________  _________________________
Approved                                           Not Approved

Director, Education Graduate Programs (Print) (Signature) (Date)

32
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
APPLICATION FOR INTERNSHIP FOR HIGHER ED. INTERNS

Submit Completed Application to:

The Director, Education Graduate Programs
Education & Humanities Building 112
Delaware State University
Dover, DE 19901
Phone: 302.857.7170
Fax: 302.857.7150

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

Student’s Name ________________________________________________________________________________________________

Street Address _________________________________________________________________________________________________

City __________________________________________ State __________________________ ZIP ____________________

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

Student’s Email Address ____________________________________________________________

Student’s ID Number (D#) ____________________________________________________________

Purpose of the Administrative Internship Experience

The purpose of this Internship 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 candidates to learn from past experiences while they develop an appreciation for collaborative and reflective practices. This experience provides opportunities to interns to develop and refine leadership skills as they prepare for leadership roles in the higher education sector.

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

Internship Requirements:

- The doctoral Internship Experience is a six (6) credit hours experience and requires a minimum of 240 hours effort.
- To complete the internship requirements, interns must register for the course EDUC-812 and 813. Upon the approval of the Internship Application by the Director, Clinical & Field Experiences, a student will become eligible to register for the internship courses. It is expected that the 240 hours of Internship 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 Internship 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 Internship Experience.
- Upon completion of the Internship Experience, each student will be responsible for preparing a portfolio regarding his or her Internship Experience, which will include the required artifacts or work samples, the student’s reflections and the 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 the Field Experience.
Note 2: The course professor will provide the students:
- The essential information and instructions relating to the Field Experience
- A copy of the syllabi of the administrative internship courses (EDUC 812 and EDUC 813)
- A detailed overview of the Internship Experience requirements, assignments, assessments and the evaluation criteria.

Final Evaluation of an Intern’s Performance

The assessment of the Internship Experience is an evaluation of the following requirements of an intensive 240 hours long Internship 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. The intern’s self-evaluation of their learning experiences
4. The Professional Dispositions
5. The Research Project (students will develop a research synthesis paper focused on their internship area and will relate it with their field of research).
6. A 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 to complete this Internship Experience. I further acknowledge that it shall be my responsibility to complete all the course requirements in a timely manner.

Student Signature_________________________ Date_________________________

For Office Use

Approved ______________ Not Approved ______________

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

Approved ______________ Not Approved ______________

Director, Education Graduate Programs (Print) ____________________________ (Signature) ____________________________ (Date)
M.ED. IN EDUCATIONAL LEADERSHIP
APPLICATION FOR INTERNSHIP

Submit 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 Email 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 candidates to learn from past experiences while they develop an appreciation for collaborative and reflective practices. This experience provides opportunities to interns to develop and refine leadership skills as they contribute to the total school program.

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

Internship Requirements:

- This leadership internship is a six (6) credit hours experience and requires a minimum of 240 hours effort.
- To complete the internship requirements, interns must register for the course EDUC-690. Upon the approval of the Internship Application by the Director, Clinical & Field Experiences, students will become eligible to register for the internship course. It is expected that the 240 hours of internship will be completed within the designated semester in order to permit the Faculty Supervisor to conduct site visits, meet with the mentor and to evaluate a student’s performance.
- During the internship, 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, 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 mentor’s evaluations.
- After completion of the internship hours, 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 the Internship Experience.
Note 2: The course professor will provide the students:
- The essential information and instructions relating to the Internship Experience
- A copy of the syllabus of the internship course (EDUC 690)
- A detailed overview of the internship requirements, assignments, assessments and the evaluation criteria.

Final Evaluation of an Intern’s Performance

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

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

________________________________________________________________________
Student Signature                                                                 Date

For Office Use

________________________________________________________________________
Approved _____________                                      Not Approved _____________

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

________________________________________________________________________
Approved _____________                                      Not Approved _____________

Director, Education Graduate Programs (Print)               (Signature)                        (Date)
OFFICE OF EDUCATION GRADUATE PROGRAMS
INTERNSHIP/FIELD EXPERIENCE PLACEMENT FORM


Name: ____________________________________________ Date:____________________
Last                      First

Local Address: ____________________________________________ Phone#:___________
Street                      City

Permanent (Home) Address: ____________________________________________ Phone#:___________
Street                      City

Emergency Contact Information: ____________________________________________
	Phone#:____________________

Placement Preference:

1st Choice

School /Institution/Organization          City          State          Mentor/Supervisor

2nd Choice

School /Institution/Organization          City          State          Mentor/Supervisor

3rd Choice

School /Institution/Organization          City          State          Mentor/Supervisor

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

________________________________________
Student Signature

Date:____________________
EDUCATION GRADUATE PROGRAMS

INTERNSHIP/FIELD EXPERIENCE AGREEMENT FOR ED.D. (HR. ED. & K-12)

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 students about their Internship/Field Experience
- Verify the Student Log
- Visit the Internship/Field Experience site
- Discuss the student’s Mid-Term progress with the Site Supervisor (schedule meeting in conjunction with the 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 the student’s Internship/Field Experience
- Complete the Ed.D. Internship/Field Assessment (Assessment # 4 for K-12 students and Portfolio Assessment for Higher Ed. students).

Student’s Tasks/Responsibilities:

- Identify the Internship/Field Experience institution/site prior to submitting the Internship/Field Experience application
- Review the Internship/Field Application with the 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 for Internship and 120 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 Higher Ed. students
  - Intern’s self-evaluation of his or her learning experiences
  - The Professional Dispositions, and
  - A completed Internship Portfolio (containing the artifacts and other relevant documents).
- Maintain the Internship/Field Experience Log Sheet (Hours & Tasks) for the hours completed
- Schedule meetings between the Faculty Supervisor and Site Supervisor from time to time.
Site Supervisor Tasks/Responsibilities:

- Provide ongoing supervision and feedback to the student during the Internship/Field Experience
- Discuss the student's progress with the Faculty Supervisor (arrange meeting in conjunction with the student and the Faculty Supervisor)
- Maintain and complete the *Internship/Field Experience Activities Tracking and Site Visit Progress Report* as per the progression of the student's 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 the Student *Mid-Term 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 ___________

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

Approved ___________ Not Approved ___________

Director, Education Graduate Programs (Print) (Signature) (Date)
ED.D. in K – 12: INTERNSHIP PROPOSAL OUTLINES

Your Name: _____________________________   D#: ___________

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

PART I

Name of the School District:
Please insert here the name of the School District of your internship placement.

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

Description of Setting:
Please describe when and how your Internship Experience will take place. Also explain with whom you will work 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 On-site Mentor/Supervisor:
Describe the role of your on-site mentor/supervisor in the School District. Also discuss the relevance of her/his expertise and experience for your growth in the area of your internship.

Student Responsibility:
Explain your anticipated responsibilities in this Internship Experience.

PART II

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

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

Internship Goals:
Goal 1:
Goal 2:

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

Time Line:
Describe the time line for completion of this internship. Explain how you plan to meet the needs of the specific internship hours.

Internship Evaluation: The following assessments will be administered 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 his or her learning experiences

(4) The Professional Dispositions

(5) The Assessment # 4 (District Level)

(6) A 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 Internship Experience, you are required to submit a FIELD EXPERIENCE PROPOSAL, outlining your Field Experience activities, to the concerned course professor with copies to the Director, Education Graduate Programs, and the Director, Clinical & Field Experiences, as per the guidelines mentioned below:

PART I

Name of Institution/Organization:
Please insert here the name of the institution/organization of your placement.

Location:
Please insert here the address of the internship 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 with whom you will work 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 On-site Mentor/Supervisor:
Describe the role of your on-site mentor/supervisor in the organization. Also discuss the relevance of her/his expertise and the 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 Internship
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 the iMAS academy, a project under GEAR UP and other partners, and conduct research.>
Field Experience Outcomes:

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

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

Time Line:

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

Outline of the activities

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

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

Site Visits for preparing the Field Experience Proposal:

<table>
<thead>
<tr>
<th>First Visit</th>
<th>Second Visit</th>
</tr>
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<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Time:</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Evaluation: The following assessments will be administered 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 Project (students will develop a research synthesis paper focused on their Field Experience area and will relate it with their field of research).
6. A completed Field Experience Portfolio (containing artifacts and other relevant documents).

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

For Office Use:

Approved ____________ Not Approved ____________

Course Professor (Print) __________________________ Signature __________________________ Date __________________________
EDUCATION GRADUATE PROGRAMS
INTERNSHIP LOG SHEET (HOURS AND TASKS)

Student:

Location of Internship/Field Experience:

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Total Hours</th>
<th>Tasks/Activities</th>
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### GRADUATE PROGRAMS DISPOSITION RUBRIC**

<table>
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<tr>
<th>Criterion</th>
<th>Performance Rating</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
<td>1</td>
<td>Hesitates to take leadership; is frequently late and/or misses deadlines</td>
<td>2</td>
<td>Consistently displays professional qualities and models excellent leadership; rarely is late</td>
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<td>3</td>
<td>and rarely misses deadlines</td>
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<td></td>
<td></td>
<td></td>
<td>assigned deadlines</td>
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<tr>
<td>Vision</td>
<td></td>
<td>1</td>
<td>Vision, expectations and goals are not communicated or are unclear and/or</td>
<td>2</td>
<td>Vision, expectations and goals are not fully developed as demonstrated by inconsistent</td>
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<td></td>
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<td>unrealistic</td>
<td>3</td>
<td>representation of each</td>
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<tr>
<td>Decision-making</td>
<td></td>
<td>1</td>
<td>Is not receptive to alternative points of view from stakeholders; makes</td>
<td>2</td>
<td>Considers stakeholders' points of view, but does not include them fully in decision making</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>unilateral decisions</td>
<td>3</td>
<td>Makes decisions with full and appropriate involvement of stakeholder groups</td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
<td>1</td>
<td>Avoids new and/or difficult situations</td>
<td>2</td>
<td>Adapts to new situations and/or difficult situations with coaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Adapts easily to new and/or difficult situations</td>
</tr>
<tr>
<td>Considerations</td>
<td></td>
<td>1</td>
<td>Is inattentive and/or is dismissive of others' opinions</td>
<td>2</td>
<td>Listens and gives some consideration to others' opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Listens carefully and gives thorough consideration to others' opinions</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>1</td>
<td>Is frequently negative in attitude; tends to diminish the energy and</td>
<td>2</td>
<td>Usually display a positive, optimistic attitude; is a positive influence on others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>motivation of colleagues</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Summary**

- **Target** = 15-18
- **Acceptable** = 11-14
- **Unacceptable** = >10

**Note:** ANY RATING OF UNACCEPTABLE IS A FAILED OR NEGATIVE DISPOSITION

**This assessment will be administered across all the courses of the program.**

**This assessment is under revision.**
ED.D. IN K-12 - INTERNSHIP

EXPECTATIONS FROM THE STUDENTS

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

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

Students are expected to:

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

EXPECTATIONS FROM THE STUDENTS

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

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

Students are expected to:

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

ED.D. PROGRAM: FINAL CAPSTONE ALTERNATIVES

1. **CASE STUDY ANALYSIS**

Components:

Ch 1. Introduction: Selecting a problem that will be the focus of the analysis in the case study, and stating the purpose of the case study.

Ch 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)

Ch 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.

Ch 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.

Ch 5. Conclusions: Proposing solutions that address the focus problem raised in the case study and linking the solution to the sound research to draw conclusions.

2. **PROJECT STUDY**

Components: Abstract: It will:

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

For the final project document, Abstract, students 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 force.
- **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 (Chapters 1 to 3) defense 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 students, families, instructors, administrators and community partners? How might your work be important in the larger context?
- **Conclusions:** Provide conclusions of the study
- **Project strengths:** What are the project’s strengths in addressing the problem?
- **Recommendations for remediation of limitations:** What are the project’s limitations in addressing the problem? What recommendations can you make for the remediation of the limitations? How can you address the problem differently? What alternatives might be considered in addressing this type of problem?
- **Leadership and change:** What did you learn about leadership and change?
- **Analysis of self as scholar and practitioner:** What did you learn about yourself as a scholar and practitioner?
- **The project’s potential impact on social change:** The discussion includes an overall reflection on the importance of the work and what was learned. What is the project’s potential impact on social change at the local level and beyond?
- **Applications and directions for future research:** Reflect on the importance of the work and what was learned. What are the project’s implications for future research? What applications can be made to the educational field? Reflect on the directions for future research.
- **Implications:** Discuss the implications for possible project directions based on the analysis and the findings of the study.

References: Follow APA style for citations.

3. **DISSERTATION**

Chapter 1: Introduction. The introduction chapter of the thesis/dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it. The introduction chapter of a dissertation should include:
- A statement of the problem,
- A brief overview of the study,
- A discussion about the significance of your study, and
- A description of the various dissertation chapters.
Most introductions include the statement of the problem, objectives, hypotheses, and assumptions/limitations of the study.

Chapter 2: Review of the Literature. The important thing is to understand that your literature review should not simply be a summarized description of the works that others have published. It should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches, linked at all times to your own purpose and rationale. The literature review is an assessment of a body of research that addresses a research question. The purpose of the literature review is to identify what is already known about an area of study. It may also identify questions a body of research does not answer or make a case for why further study of research questions is important.

Chapter 3: Methodology. This section is commonly referred to as the Research Design or Methodology. This section provides a detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

Chapter 4: Data and Results/Research Findings. (General conclusions, explanation of findings, recommendations for further study).

Chapter 5: Conclusions and Future Recommendations. (Summary, conclusion, discussions, suggestions for future research).

CAPSTONE POLICIES AND PROCEDURES

Each doctoral student is required to complete a final capstone (Case Study, Project Study or Dissertation) in partial fulfillment of his or her graduate degree. The student must constitute his or her Advisory Committee by the end of the third semester into the program. A Dissertation Committee shall consist of five (5) members at the rank of Assistant Professor or above, one of whom 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 whom 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 his or her graduate matriculation and therefore should only be made after much deliberation with the primary advisor. Once selected, the committee is subject to the review and approval of the Department Chairperson or designee. This information is captured on the Delaware State University Appointment of an Advisory Committee for the Doctoral Degree form and should be submitted to the School of Graduate Studies as 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 Graduate Studies and Research website: sqaes.desu.edu. Every doctoral student is required to submit the final document to the committee for review at least one week (7 days) prior to the scheduled defense. The chair of the committee, however, should schedule periodic committee meetings to gauge the student’s progress. It is also strongly recommended that the committee require periodic submissions of the document as it is developed and provide timely feedback, thus allowing the student adequate time to defend his/her research, make corrections following the defense, receive feedback and approval from committee members and the Dean of Graduate, Adult and Extended Studies, as well as submit the final document to the library for binding, all of which are graduation requirements.

REGISTRATION FOR DISSERTATION RESEARCH CREDIT

While the style manual selected for the capstone is designated by the Department in which the program resides, page layouts and margin requirements as described by Graduate Studies and Research 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 Graduate Studies and Research. Any student utilizing University resources while working on his or her thesis/dissertation including faculty assistance or University facilities are required to enroll for the thesis/dissertation course. A lapse of three semesters of continuous enrollment will require reapplication to the School of Graduate, Adult and Extended Studies.
DISSERTATION GRADES

A grade of Q is submitted for the student while a dissertation research is in progress and proceeding satisfactorily. If the dissertation is not proceeding satisfactorily, a U grade is submitted. If a U grade is submitted, the committee should monitor the student's progress very closely. If a second U grade is received, the committee should meet with the student regarding progress and submit a memorandum to Graduate Studies and Research 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 forward the defense outcomes to Graduate Studies and Research 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 Graduate Studies and Research following approval of the Advisory Committee by the posted deadline. This document should include all changes and/or updates resulting from the oral examination along with the appropriate approvals on the Thesis/Dissertation Approval Page. These corrections should be given to the student in writing preferably at the defense but no later than 5 business days following the defense. The finished document must be submitted online to ProQuest at www.Etdadmin.com/desu. Prior to submission, all students will be required to view the ProQuest Submission Tutorial.

The distribution of bound copies will be as follows at the expense of the student:

• One bound original (8.5' x 11.0") to the University Library
• Personal copy(ies) at your discretion.

The Committee Chair will submit the appropriate letter grade (A, B, C, D, F) following approval of the final document by the Dean, School of Graduate, Adult and Extended Studies, and submission to ProQuest. This grade will replace (the maximum allowed) previously received thesis/dissertation Q grades for the degree.

Copies of the thesis/dissertation must be reviewed according to the regulations outlined by Graduate Studies and Research. The thesis/dissertation binding process is required and will be provided by ProQuest after a student has completed the following steps:

1. All formatting corrections have been made and approved by the ProQuest Administrator for 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, Adult and Extended Studies.
3. The required number of bound copies of the thesis/dissertation have been paid online via ProQuest.

PLEASE NOTE:

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

**LIST OF FACULTY WILLING TO BE A MEMBER OF AN ADVISORY COMMITTEE & THEIR RESEARCH INTERESTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research Interests/Areas of Research</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Joseph Falodun</td>
<td>Curriculum Development; Literacy Development; Language Acquisition; and Cultural Diversity</td>
<td><a href="mailto:jfalodun@desu.edu">jfalodun@desu.edu</a> 302-857-6578</td>
</tr>
<tr>
<td>Dr. C. Aleong</td>
<td>Organization and Strategic Management in Higher Education Leadership; Educational Philosophy and Leadership</td>
<td><a href="mailto:caleong@desu.edu">caleong@desu.edu</a> 302-857-7690</td>
</tr>
<tr>
<td>Dr. Janet Hill</td>
<td>Qualitative Research; Mindset Theory; Constructivist Theory; Social Justice; Education; the Arts</td>
<td><a href="mailto:jhill@desu.edu">jhill@desu.edu</a> 302-857-7393</td>
</tr>
<tr>
<td>Dr. Elaine Marker</td>
<td>Reading/Literacy: Writing Development, Reading Difficulties, Comprehension, Literacy Assessment, Teacher/Literacy Specialist Preparation; Instructional Technology; Inquiry Practices, Literacy Across The Curriculum; Social Constructivist Learning; Goal Setting; Common Core: Implications for Diverse and Underserved Population</td>
<td><a href="mailto:emarker@desu.edu">emarker@desu.edu</a> 302-857-7176</td>
</tr>
<tr>
<td>Dr. N. K. Rathee</td>
<td>Educational Leadership Development; Diversity Issues in Hr. Ed. and K-12; Ethics &amp; Accountability in Leadership; Emotional &amp; Cultural Intelligence in Educational Leadership; Women Empowerment &amp; Leadership; Curricular Innovations - Yoga &amp; Mindfulness</td>
<td><a href="mailto:nrathee@desu.edu">nrathee@desu.edu</a> 302-857-7170</td>
</tr>
<tr>
<td>Dr. Richard Phillips</td>
<td>Educational Technology and Leadership; Postsecondary Education Programs; Transition Programs</td>
<td><a href="mailto:rphillips@desu.edu">rphillips@desu.edu</a> 302-857-7569</td>
</tr>
<tr>
<td>Dr. Faith Newton</td>
<td>Brain Based Research; Middle Level Education; Special Education - Other Health Impaired</td>
<td><a href="mailto:fnewton@desu.edu">fnewton@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Keun Kin</td>
<td>Early Childhood Education &amp; Father Studies</td>
<td><a href="mailto:keunkim@desu.edu">keunkim@desu.edu</a> 302-857-6744</td>
</tr>
<tr>
<td>Dr. SaeYeol Yoon</td>
<td>Scientific Literary; Argumentation in Learning and Teaching Science; Informal Science Learning &amp; STEM</td>
<td><a href="mailto:syoon@desu.edu">syoon@desu.edu</a> 302-857-6726</td>
</tr>
<tr>
<td>Dr. Yvette Pierre</td>
<td>Multicultural Education/Educational Equity; Student Achievement/Retention; Teacher Education/Pedagogical Practices; Urban Education Reform</td>
<td><a href="mailto:ypierre@desu.edu">ypierre@desu.edu</a> 302-857-7570</td>
</tr>
<tr>
<td>Dr. Donald Kern</td>
<td>Mathematics Scaffolding in Physics; ADHD and EF Skills Deficits as Related to Math Acquisition &amp; Science Learning; Mathematics Methods in Science Education</td>
<td><a href="mailto:dkern@desu.edu">dkern@desu.edu</a></td>
</tr>
<tr>
<td>Dr. Chetanath Gautam</td>
<td>Educational Leadership &amp; Administration; Curriculum Leadership; Qualitative Research; Program Evaluation and Mixed Method Studies</td>
<td><a href="mailto:cgautam@desu.edu">cgautam@desu.edu</a> 302-857-6959</td>
</tr>
</tbody>
</table>
SECTION V

Appendices
OFFICE OF EDUCATION GRADUATE PROGRAMS
APPOINTED ADVISOR FORM

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

Date: __________________________

Student Name: ________________________________ D#: _______________________

Student Email: ________________________________ Phone: _______________________

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 Dissertation 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 Dissertation Committee Chair.

________________________________________________________________________
Advisor’s Name Signature Date

Approval

________________________________________________________________________
Program Director Signature Date

________________________________________________________________________
Department Chair Signature Date

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

*For Internal Office Use Only.  
APPENDIX - A
# PLAN OF STUDY*

Student Name: ___________________________  Student ID #:  _______  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 =

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
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## Elective Courses Total Hours Required =

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<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>Semester or Session to be completed</th>
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## Transfer Credit - Please list graduate courses that you wish considered for transfer toward your graduate degree

<table>
<thead>
<tr>
<th>Course Number and Course Title</th>
<th>Credit Hours</th>
<th>College or University</th>
<th>Grade Earned</th>
<th>DSU Comparable Course Number and Title</th>
<th>Credit Hours</th>
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## 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 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 or 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 of the 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 or her files and a copy should be maintained in the Department/Program Office.

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

<table>
<thead>
<tr>
<th>Student (Print)</th>
<th>Signature</th>
<th>Date</th>
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<table>
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<tr>
<th>Program Director (Print)</th>
<th>Signature</th>
<th>Date</th>
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<table>
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<tr>
<th>Department Chairperson or Designee (Print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

| Dean, School of Graduate, Adult and Extended Studies or Designee (Print) | Signature | Date |

Revised 7/1/18

APPENDIX – B
APPLICATION FOR CHANGE FROM PROVISIONAL TO UNCONDITIONAL ADMISSION

TO: Dean, School of Graduate, Adult and Extended Studies

FROM: ___________________________________________ D: #

Student’s Name (please type or print)

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:

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

Other conditions:

GPA^ ___________ GMAT Score^ ___________ GRE Score^ ___________ MAT Score^ ___________

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

Student’s Signature Date

Program Director Date

Dean, School of Graduate, Adult and Extended Studies or Designee Date

Revised: 7/1/18

APPENDIX – C

56
DELTA STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

THE APPOINTMENT OF AN ADVISORY COMMITTEE
FOR GRADUATE DEGREE

Name: ____________________________

Student’s Name (please type): ____________

Admission Term and Year: ____________________________

Major and Degree Program: ____________________________

Concentration: ____________________________

Capstone: Thesis _______ Dissertation _______ Other _______

NOTE: The program director (or designated advisor) is responsible for fostering the committee appointment process. This committee should be formulated no later than the 2nd semester of enrollment for all master’s programs, the 3rd semester for all students enrolled in the Educational Leadership Ed.D. Program and the 3rd 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. Meeting will be called in which all committee members will assemble to discuss the responsibilities of the committee, the student’s capstone project, and frequency (and mode) of meeting. All committee signatures will be gathered at this meeting a copy will be submitted and to the School of Graduate Studies and Research Office, one retained by the student, and one copy retained in the Department Office. The Program Director will monitor student progress via this committee once established. All committees must be chaired by a regular 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, these committee 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).

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

Date: ____________________________

Program Director: ____________________________

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

Committee Name: (Please Type or Print): ____________________________

Committee Signature: ____________________________

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 – D

57
OFFICE OF EDUCATION GRADUATE PROGRAMS

PROPOSAL DEFENSE EVALUATION FORM*

<table>
<thead>
<tr>
<th>Submission Date:</th>
<th>Proposal Defense Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Name:</td>
<td>D#:</td>
</tr>
<tr>
<td>Degree</td>
<td>Capstone Title:</td>
</tr>
</tbody>
</table>

Proposal Defense Alternatives (check one):

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

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

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

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

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

Approval:

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

*For Program's internal use only

APPENDIX – E
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, Adult and Extended Studies or Designee ___________________________ Date: _________________

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

Project Plan*: Attach a 3- to 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. 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.

Revised 7/1/18

APPENDIX - F
APPLICATION FOR ADVANCEMENT TO CANDIDACY
FOR A DOCTORAL DEGREE

Student Name: __________________________ D # __________________________

Mailing Address: ______________________________________________________

Degree Program and Concentration (if applicable): __________________________

University Email: __________________________ Expected Degree Conferral Date: __________________________

Program Revisions: ☐

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

Comprehensive Exam/Qualifier Exam Results

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Oral</th>
<th>Written</th>
<th>Date Completed</th>
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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 the 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, Adult and Extended Studies or Designee __________________________ Date __________________________

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

a. Background and significance of the project
b. Hypothesis or problem statement
c. Specific aims or a summary of theories proposed for this study
d. A detailed description of research methodology or approach
e. A copy of your survey instrument (if applicable) and data collection plan **
f. A timeline for completion
g. References

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

Candidate’s Name: ______________________________ Today’s Date: ____________________________

D# __________________________________________

Degree Program: ________________________________________________________________

Thesis/Dissertation Title: ____________________________________________________________

Defense Date: ________________________________

Defense Location: ______________________________

Defense Time: ________________________________

<table>
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<tr>
<th>Candidate’s Name (Print)</th>
<th>(Signature)</th>
<th>Date</th>
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<td>Committee Chairperson (Print)</td>
<td>(Signature)</td>
<td>Date</td>
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<tr>
<td>Department Chairperson or Designee (Print)</td>
<td>(Signature)</td>
<td>Date</td>
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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. *
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: ________________________________

<table>
<thead>
<tr>
<th>Course Prefix, Number, and Title</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Minimum Acceptable Grade</th>
<th>Semester completed / to be completed</th>
<th>Transfer Credit*</th>
<th>Course Waiver</th>
<th>Substitution for Course Name and Number</th>
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Candidacy Requirements and Admission Date

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

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

Candidate’s Signature ___________________________ Date ____________

Advisor (Print) ___________________________ (Signature) ____________ Date ____________

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

Dean, School of Graduate, Adult and Extended Studies or Designee ___________________________ Date ____________

Revised 7/1/15

APPENDIX – I
GRADUATE APPLICATION FOR GRADUATION
DELAWARE STATE UNIVERSITY
OFFICE of RECORDS & REGISTRATION
1200 North DuPont Highway Dover, DE 19901
Tel: 302-857-6375 | Fax: 302-857-6379
Email: Registrar@desu.edu

GRADUATION POLICY

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

1. Name to Appear on Diploma: ________________________________

2. Student ID#: ________________________________


Degree: MA ___ MAT ___ MBA ___ MED ___ MPA ___ MS ___ MSW ___ Ph.D. ___ Ed.D. ___

Degree Requirements to be Completed and Year:
FALL ___________ SPRING ___________ SUMMER ___________

5. Address to Mail Diploma:
________________________________________________________

________________________________________________________

6. Phone: ________________________________ E-mail: ________________________________

Student’s Signature: ________________________________ Date: ________________________________

To Be Completed By the Department Chairperson/Program Director:
Admission Date ___________ Candidacy Requirements Completed ___________ Date Admitted to Candidacy ___________
Total Credit Hours Transferred ___________ Total Credit Hours Waived ___________

Culminating Activity Select One:

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

Other Requirements as Noted: _

Department Chairperson or Designee: ________________________________ Date: ________________________________

Dean, School of Graduate, Adult and Extended Studies or Designee: ________________________________ Date: ________________________________

Revised 7/1/18
EXTENSION OF TIME REQUEST FORM

I, ___________________________ D# ___________________________

Hereby request an extension of time through _______________ to complete requirements for the ___________________________

(degree)

Major (and Concentration if applicable)

Candidacy Admission Date: _______________

The following courses are outside the matriculation limit: _______________

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

Student’s Signature ___________________________ Date _______________

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

Chair, Advisory Committee ___________________________ Date _______________

Department Chairperson or Designee ___________________________ Date _______________

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

Extension Rejected: ___________________________

Extension Approved through ___________________________

Dean, School of Graduate, Adult and Extended Studies or Designee ___________________________ Date _______________

Revised 7/1/18
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 its recommendation Graduate Program Director. This decision will be reviewed by the Graduate Program Director and submitted to the Department Chairperson for approval and forwarded to the Dean, School of Graduate, Adult and Extended Studies, for final approval. If the recommendation for an extension is approved, the recommendation must be accompanied with a review of any coursework outside the time limit and a recommendation on how the student will bridge this gap. The matriculation limits for various degrees are as follows:

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

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

  o Examination: The Department or Program may elect to examine the student (orally or in writing) and report the results to Graduate Studies and Research.
  o 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.
  o Repeat the Course: The student may repeat the expired course work if the content has changed significantly since previous enrollment.
  o Additional Hours: The Department or Program may assign additional hours of course work to ensure currency of knowledge in rapidly changing content areas.
  o 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.
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 to demonstrate mastery of advanced knowledge and skills in their area of concentration by responding to a battery of essay questions related to their area of concentration. Students are eligible to take the Comprehensive Examination after admission to candidacy, completion of 24 credit hours and obtaining a grade point average of 3.0 or greater on a 4.0 scale.

Will you require testing accommodations? Yes_______________ No ______. If yes, please describe:

____________________________________________________________________

It is the student’s responsibility at this time to contact the Office of Student Accessibility Services, William C. Jason Library, Room #218. See:https://www.desu.edu/academics/university-college/uc-services/student-accessibility-services to present documentation.

(Do not write below this line)

____________________________________________________________________

Application Approved: __________________________ Application Denied: __________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

APPENDIX – M
DEPARTMENT OF EDUCATION GRADUATE FORM
ED.D. CAPSTONE DECLARATION FORM*

Student’s Name: _________________________ D#: _________________________

Address: __________________________________________________________________

City: ____________________________ State: __________________________ ZIP: _____________

Telephone: Home __________________________ Cell __________________________

Email: ______________________________

Name of your Advisor/Chairperson: _______________________________________________

Date of Admission to Graduate Program: ___________________________________________

Credit Hours Completed: _______ Expected Date/Semester of Graduation _____________

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

(a) Dissertation

(b) Case Study Analysis

(c) The Project Study

Please do not write below this line

Application Recommended _______ Not Recommended _________________

Signature of Advisor/Program Coordinator Date

Application Approved _______ Not Approved _________________

Director, Graduate Programs Date

*For internal use only

APPENDIX – N
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 the
     signature of the Professor of Record and Program Director on the approval page immediately following the
     submission of said project or presentation. The Professor of Record will be responsible for reviewing the revised
     document to ensure that the recommended changes were made;

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

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

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

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

Approval:

Professor of Record (Print) (Signature)  
Program Director (Print) (Signature) 
Department Chairperson or Designee (Print) (Signature) 
College Dean or Designee (Print) (Signature) 

Dean, School of Graduate, Adult and Extended Studies or Designee

Revised: 7/1/18

APPENDIX – O

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REPORT OF DOCTORAL CAPSTONE OUTCOMES

Submission Date: ___________________  Presentation Date: ___________________

Candidate's Name: ___________________  D#: ___________________

Degree and Major (Concentration): ____________________________________________

Department and College: ____________________________________________________

Paper/Project Title: __________________________________________________________

Non-Thesis Outcome Alternatives (check one):

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

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

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

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

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

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

Approval:

Professor of Record (Print) ___________________ (Signature)

Program Director (Print) ___________________ (Signature)

Department Chairperson or Designee (Print) ___________________ (Signature)

College Dean or Designee (Print) ___________________ (Signature)

Dean, School of Graduate, Adult and Extended Studies or Designee

Revised 7/1/18
To: Dr. Patrice Gilliam-Johnson, Dean, School of Graduate, Adult and Extended Studies

The members of the Committee approved the Dissertation of ___________________________ Candidate’s Name as presented on ___________________________.

Date

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

_________________________ in ___________________________.

Degree Name Major Program Name

_________________________ Department ___________________________ Date ___________________________.

Advisor

_________________________ Department ___________________________ Date ___________________________.

Member

_________________________ Department ___________________________ Date ___________________________.

Member

_________________________ Affiliation ___________________________ Date ___________________________.

External Member

_________________________ Affiliation ___________________________ Date ___________________________.

Additional Member

Approved

_________________________ Department ___________________________ Date ___________________________.

Department Chairperson or Designee

_________________________ College ___________________________ Date ___________________________.

Academic Dean or Designee

Date ___________________________.

Dean, School of Graduate, Adult and Extended Studies or Designee

Revised 7/1/18

APPENDIX – Q
SECTION VI

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 he or she chooses, only 9 credit hours can be accepted into a master's program.
A maximum of nine (9) credits can be transferred into a declared program providing the credits:
• Are transferred from an accredited higher education institution;
• Were taken within five years prior to admission into the graduate program.
Transfer credits for applicants admitted to doctoral programs with an earned master's degree from an accredited institution will be evaluated on an individual basis by the department and approved by the Dean of the respective College. Supporting documentation must be provided by the student with the request for transfer of credit. The respective Graduate Program Director and Department Chairperson, and the Dean of Graduate, Adult and Extended Studies must give written approval at the time of admission for the transfer credits.

3. Can I take graduate courses at another university after I am admitted in a program?
Only with the approval of the Chair and the Director of Graduate Programs in the Department of Education 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 his or her 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 Master’s Program.

5. What is candidacy?
A student applies for Candidacy for the Master's Program:
• On completion of 15 graduate level credit hours
• With a cumulative GPA of 3.0 minimum
• With no individual course completed at a grade level lower than a “C”
• All required application materials have been completed.

6. A student applies for Candidacy for the Doctorate Program:
• 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.

7. 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.
8. What is meant by “Capstone Experience”?
The Capstone Experience is the culminating or exit requirement for all graduate students. Each program has different Capstone requirements. Kindly refer to the specific program in which you are interested.

9. Do I need to take the Graduate Record Examination (GRE)?
All applicants to education graduate programs at Delaware State University 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 a student’s application submission date. All applicants must take the exam AND have the scores before the application deadline or the application cannot be reviewed.

10. 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.

11. Who are considered full-time graduate students?
A full-time graduate enrollment is defined at Delaware State University as a minimum of six (6) credit hours. Students enrolled in less than six (6) credit hours per semester are considered part-time students, with those enrolled for three (3) credit hours defined as half-time students.

12. 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 a Drop/Add period will not appear on the student’s transcript.
INFORMATION DIRECTORY

College of Humanities, Education and Social Sciences

Dr. Francine Edwards, Dean
Email: fedwards@desu.edu
Dr. Akwasi Osei, Associate Dean
Phone: 302-857-6622
Email: aosei@desu.edu
Stephanie Brown Hardwick, Administrative Assistant/Budget Analyst
Theresa A. Smith, Administrative Secretary

School of Graduate Studies and Research

Dr. Patrice G. Johnson, Dean,
School of Graduate, Adult and Extended Studies
Phone: 302-857-6200
Email: pgjohnson@desu.edu

Mrs. Marquita Thomas Brown, Assistant Dean,
School of Graduate, Adult and Extended Studies
Phone: 302-857-6800
Email: mthomasbrown@desu.edu

Department of Education

Chair, Department of Education
Phone: 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
Phone: 302-857-7170
Email: dshicks@desu.edu

Office of Clinical & Field Experiences

Dr. Crystal Timmons, Director, Clinical & Field Experiences
Phone: 302-857-6727
Email: ctimmons@desu.edu

Dr. Yvette Pierre, Coordinator, Master of Teaching Program & Early Field Experiences
Phone: 302-857-7570
Email: ypiree@desu.edu

Susan Kelly, Senior Secretary, Office of Clinical & Field Experiences
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