

EDUCATION GRADUATE PROGRAMS HANDBOOK

2017 - 2018



A PROCEDURAL GUIDE FOR ADMITTANCE AND MATRICULATION IN THE
ADVANCED EDUCATION PROGRAMS

EDUCATION GRADUATE PROGRAMS
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Effective as of 7/31/2017

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Message from the Chair, Department of Education

It is a tremendous privilege to serve as the Chair for the Education Department at Delaware State University.

On September 17, 2010, DSU President Dr. Harry L. Williams, in his Inaugural Address stated “We must heed the call to be more engaged with Delaware and the nation, demonstrating our capacity to be ever more useful and relevant. Our adherence to the Core Values that we’ve established is critical for us to actualize our vision.”

The five core values are:

- Outreach
- Community
- Scholarship
- Diversity
- Integrity

More recently, President Williams charged the University Strategic Planning Council to deliver a plan that would be comprehensive, challenging and concise. The result was the launching of a new Strategic Plan for Delaware State University – Personal Responsibility in Delivering Excellence – or Pride 2020.

The faculty in the Education Department at Delaware State University is dedicated to the five core values and it is our promise to deliver quality graduate programs that meet the needs of our graduate students. Additionally, in keeping with the Pride 2020 initiative, we will strive to serve our graduate students with cutting edge programs/curriculums in an attempt to foster the growth and potential needed to compete for jobs in the global marketplace.

Please let us know if you need any assistance along the way as you pursue your academic dreams. I sincerely hope this journey will be a fruitful and enjoyable experience here at this great institution, Delaware State University.

Academically yours,

Robert J. Martin, Chair
Education Department
Delaware State University

Welcome Message from the Director, Graduate Programs

Greetings dear Graduate Students!

I am delighted to welcome you to the education graduate programs at DSU. Congratulations on taking this important first step towards earning your graduate degree! These are exciting times at the University, when we are renewing our commitment to education and celebrating excellence in research, teaching and advisement. Our goal is to help students pursue their own individual dreams and realize their potential as critical thinkers of 21st century who strive to become skillful, reflective and 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 education department 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 Education Department look forward to provide assistance as you progress through the program. Our graduate office is the place to get all assistance you need for completing the procedures and processes that are outlined in this handbook. The Office of Education Graduate Programs is dedicated to provide 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 working with you as you embark upon the journey to achieve your professional goals.

Professionally yours,

N. K. Rathee

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SECTION – 1: THE PROGRAMS WE OFFER

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

This program aims to prepare school leaders through new understandings related to leadership models and frameworks that support diverse, inclusive, equitable and safe learning environments. 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 website: <http://regulations.delaware.gov/AdminCode/title14/1500/1591.shtml>

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

PROGRAM GOALS

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

- Articulate a vision for public schools at the building levels as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students.

- Demonstrate a deep commitment to diversity issues and are role models for the community.
- Demonstrate technological awareness and competence.
- Demonstrate substantive knowledge of school finance, law, and contract
- 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 your professional goals that will exemplify ethical and authentic leadership qualities in public schools and other related educational institutions. Leadership abilities will be developed and refined through the integration of educational philosophies, theories, leadership constructs, and critical 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 settings.

DSU Graduates will be able to:

- Exemplify educational literacy through applied leadership knowledge, a research foundation, and an educational leader worldview.
- Describe the nature and mission of the educational leadership process as revealed in the literatures.
- Apply a dialectic approach in the examination of educational issues that impact the school community, reflecting the conditions and dynamics of the diverse school community, enabling ongoing dialogue with representatives of diverse community groups, 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.

ADMISSION DEADLINES AND DEGREE REQUIREMENTS

Application Deadlines:

- Fall enrollment - June 30
- **International Admission Deadlines: 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 on-line application for admission.
- Application fee of \$50.00 made payable to Delaware State University
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; and (ii) MAT: 40 percentile (+ - 1). An applicant seeking the GRE/MAT waiver must have a minimum GPA of 3.50.
- 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 should 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 school or any other educational institution) and 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 Director, Education Program 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 Studies and Research 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.

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.

FINAL CAPSTONE:

Students are required to:

1. 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 in K-12/Higher Ed. setting, and submit and present their internship portfolio comprising artifacts collected as a part of their internship activities and experience before the committee.

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. 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). Program Directors will review all documentation and note the allowable course waivers in the program’s recommendation to the School of Graduate Studies and Research. The Dean of Graduate Studies and Research will note approval of hours in the admissions offer.

II. DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP

Doctor of Education in Educational Leadership 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 rigorous educational formation and directed field experience, students emerge as viable candidates for leadership positions throughout the country. At Delaware State University, you will find a unique balance between rigorous research, serious academic studies, partnership, collegiality, and personal development. You will be prepared to make data-driven decisions to serve authentically, and lead with integrity. You will hone your personal leadership style, create a new career path and learn to meet the challenges in any situation. Most states require Doctor of Education in K-12 to gain licensure to become a

superintendent or assistant superintendent in a school district. Our program does not provide a licensure or a certification and will not certify you as a superintendent or assistant superintendent in a school district or as a Certified Central Office personnel. More information about the requirements for superintendent or assistant superintendent certification at the state of Delaware website:

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

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

1. Doctor of Education (Ed. D.) in Educational Leadership in K-12 (3 year program; 51 credit hours)
(Note: The curriculum of this program is under revision to align it with the upcoming NELP Standards and the revised program will be of three and a half year duration with 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-week 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 5:00-9:00 p.m., Saturdays from 9:00 a.m. to 4:00 p.m. and Sundays from 10:00 a.m. to 3:00 p.m.

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.
- 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.
- Professionals 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 the students articulate a vision for public schools at the district level as well as other educational institutions and involve all the stakeholders in strategic planning, implementing, and evaluating processes which benefit the academic growth and development of all students.

Specific goal of Higher Education Concentration:

- To provide the students with 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

Education department 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.

ADMISSION DEADLINES & ADMISSION REQUIREMENTS

Application Deadlines:

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

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

- An earned master's degree with a minimum cumulative grade point average of 3.00.
- An on-line application for admission.
- Application fee of \$50.00 made payable to Delaware State University
- Official transcript(s) of all academic work completed.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. Testing must be within 5 years of the application. Scores must be submitted prior to being admitted into the program. The acceptable cut-off scores: (i) GRE: 40 percentile (+ - 1) and a score of 3.0 or better on the Analytical Writing component; and (ii) MAT: 40 percentile (+ - 1). An applicant seeking the GRE/MAT waiver must have a minimum GPA of 3.50 with a demonstrated ability of writing a five chapter master's thesis.
- A current professional resume.
- Three (3) letters of recommendation (two academic/ professional recommendations and one character recommendation) - via the online application process.
- An "essay" is required. The candidate must specifically explain why he or she wants to be admitted in the Ed. D. in Educational Leadership program. The essay needs to be focused on concentration specific educational leadership. Specifications: 2-5 pages, APA style, grammatical error free.
- 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.
- Copies of earned teaching and/or administrative certificates (optional)

- Sample of scholarly work: It is optional for an applicant who has conducted some research or has some research publications that he or she wants to highlight.

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, School of Graduate Studies and Research who will extend 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.

DEGREE REQUIREMENTS

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. Schedule of this Exam is included in the cohort plan of the program provided to the students at the time of New Student Orientation.

INTERNSHIP EXPERIENCE

As a part of the degree requirements, the students of **K-12 concentration** will be required to complete 240 hours of internship in K-12 setting, and the students of **Higher Education concentration** will be required to complete 120 hours of field experience in higher education setting.

CAPSTONE

Ed. D. program offers three capstone options for the final capstone experience i.e. the Case Study Analysis, the Project Study, and the Dissertation. Doctoral candidates must complete, orally present and defend a doctoral research capstone 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 K-12 concentration will submit a professional portfolio reflecting their experiences and skills related to District level ELCC/NELP standards. Candidates of Higher Education concentration will submit a professional portfolio reflecting activities/projects completed during their field experience and the major course assignments related with CAS standards.

TRANSFER OF CREDITS

Applicants who have earned a grade of “B” or higher in graduate courses taken at an accredited institution and related to their proposed program of study can request consideration for transfer of credit. These courses will be evaluated on an individual basis by the respective Graduate Program.

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 Studies and Research. The Dean of Graduate Studies and Research will note approval of hours in the admissions offer.

Transition Point Requirements

TRANSITION POINT # 1: Application for Admissions

All applicants are required to submit the online application and meet the program specific requirements for the consideration of unconditional admission.

TRANSITION POINT # 2: Admittance to the Graduate Program

The members of the Education Graduate Programs Admission Ad-Hoc Committee will review the completed applications and will provide feedback to the Director, Education Graduate Programs, who would then recommend the applicants for admission to the Dean, School of Graduate Studies and Research. The applicant will receive a written notification from the Dean, School of Graduate Studies and Research regarding the admittance status in to the graduate program. Upon acceptance in to the program, all the graduate students will be assigned academic advisors.

TRANSITION POINT # 3: Submission of the Plan of Study and the Constitution of the Advisory Committee

- Every student is required to submit a Plan of Study to the Grad School by the end of the first semester (Year one). This document should be signed by the student, the advisor, program director and chairperson prior to its submission to the Dean, School of Graduate Studies and Research for 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 office of Education Graduate Programs so that it can be reflected in their Plan of Study and a revised Plan of Study can be sent to the Grad School.
- All the doctoral students should constitute their Advisory Committee no later than the end the third semester.
- All the M. Ed. students must have constituted their Advisory Committee no later than the end the second semester.

TRANSITION POINT # 4: Application for Candidacy

The graduate student, with the approval of the advisory committee chair, will file an application for candidacy with the Office of Education Graduate Programs upon meeting the following criteria:

For the Masters' Program:

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

For the Doctorate Program:

- All the academic courses are successfully completed
- The candidate has successfully defended his/her proposal

- All required application materials (i.e. a 5 to 10 page planning document and a timeline for completion of the research) have been completed.
- The candidate should have applied for and have acquired the IRB approval/waiver

TRANSITION POINT # 5: Capstone Experience

Capstone Experience for the M. Ed. Program

1. **Comprehensive Examination:** Students must file the *Comprehensive Examination Application* in the Year Two Fall semester for taking exam in the Year Two Spring Semester after fulfilling the following conditions:
 - Completion of a minimum 24 graduate level credit hours
 - Cumulative G.P.A. of 3.0 minimum
 - Have achieved Candidacy
 - No individual course completed at a grade level lower than a "C"
2. **Internship:**
 - Complete 240 hours of internship
 - Submit and present their internship portfolio and other important artifacts collected as a part of their internship experience.

For the Doctoral Program:

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

TRANSITION POINT # 6: Application for Graduation Degree, Degree Audit and Exit Evaluation (Survey)


- The candidate must complete all the courses and capstone requirements based on the Program selected by the candidate within seven (7) years from the time of admittance to the Ed. D. program, and within 5 years from the time of admittance to the Masters' program. Courses older than seven/five years respectively cannot be applied to meet the degree requirements.
- Change of Admission Status: Any student admitted to the program provisionally, must get the status changed well in time before the graduation. This can result in a delay in the student's graduation.
- Prior to graduation, each graduate student must complete the Application for Graduation Degree Exit Evaluation (Graduate Student Exit Survey).

TRANSITION POINT # 7: Follow-Up Survey, Graduate Employer Survey

- Graduate 1-5 Year Follow-up Survey,
- Graduate Employer Survey (1-5 years)

CURRICULUM SEQUENCE SHEETS

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

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION, HEALTH, AND PUBLIC POLICY EDUCATION DEPARTMENT MASTER'S PROGRAM EDUCATIONAL LEADERSHIP					
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
*EDUC 605 (Core Course)	Curriculum Organization and Design	3	*EDUC 625 (Core Course)	Intro to Statistics and Research Methods/Action Research	3
*EDUC 614 (Core Course)	Human Growth and Development	3	*EDUC 681 (Core Course)	Human Relations in Diverse Populations	3
Total Credits		6	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 686	Supervision and Leadership in K-12	3	EDUC 684	Legal Issues, Ethical Conduct and Social Justice in Today's Schools	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 680	Leadership and Vision for Changing School Culture in a Changing Society.	3	EDUC 682	Assessment of Instruction: Supervision and Evaluation	3
EDUC 683	Using Technology to Enhance Student Learning and Organizational Management **Apply for Comprehensive Exam	3	EDUC 685	Supporting a School Vision Through Effective Business & Finance Practices ** Comprehensive Exam	3
Total Credits		6	Total Credits		6
Year 2: Summer-I			Year 2: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 690	Applied Educational Leadership Internship	3	EDUC 690	Applied Educational Leadership Internship	3
Total Credits		3	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 G.P.A. of 3.0 minimum; No individual course completed at a grade level lower than a "C"; All required application materials have been completed.
- Capstone or Culminating Experience: Completion of the following two Capstone projects: (i) Comprehensive exam after completing 24 credit hours, and (ii) Participation in an internship experience, and presentation of a portfolio documenting the internship experience before the committee.
- Complete all CAEP approved assessments.


Revised: Fall 2017

Transitional Curriculum Sequence Sheet^{*} for Ed. D. 2017 Cohort (K-12 concentration) for Fall 2017, Spring 2018 and Summer-I, 2018

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION HEALTH AND PUBLIC POLICY EDUCATION DEPARTMENT DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN K – 12 (for 2017 Cohort)[*]					
Student Name:			Student ID:		
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 817	Research Seminar - 1: Dissertation/Project Study/Case Study - Writing	1	EDUC 805 (Core Course)	Quantitative Research Methods in Education	3
EDUC 800	The Superintendent as CEO	3	EDUC 888 (Core Course)	Action Research and Qualitative Research Methods in Education	3
EDUC 801	Contemporary Issues in American Education	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 803 (Core Course)	Human Resource Management ** Capstone option declaration required	3	EDUC 833	Applied Assessment and Data Analytics I **Constitution of the Advisory Committee	3

* It is expected that the K-12 curriculum will be revised and approved by Year 1: Summer-I.

** Students are required to complete these mandatory requirements

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION HEALTH AND PUBLIC POLICY EDUCATION DEPARTMENT DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION (for 2017 Cohort)					
Student Name:			Student ID:		
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 831	Foundations of Doctoral Studies	1	EDUC 805 (Core Course)	Research Design and Quantitative Research Methods	3
EDUC 802	Leadership in Higher Education: Theory and Practice	3	EDUC 888 (Core Course)	Action Research and Qualitative Research Methods in Education	3
EDUC 832	Contemporary Issues in Higher Edu	3			
Total Credits		7	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 803 (Core Course)	Human Resource Management * Capstone option declaration required	3	EDUC 833	Applied Assessment and Data Analytics I *Constitution of the Advisory Committee	3
Total Credits		3	Total Credits		3
Year 2: Fall			Year 2: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 814	Public Policy and Higher Education	3	EDUC 834	Strategic Financial Management	3
EDUC 816	Ethics and Law in Higher Education	3	EDUC 835	Applied Assessment and Data Analytics II & Initiation of Prospectus development	3
Total Credits		6	Total Credits		6
Year 2: Summer			Year 2: Summer		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 840	Research Seminar I: Prospectus Completion & Proposal Preparation **Qualifying Exam	3	EDUC 837	Organizational Dynamics	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 808 (Core Course)	Organizational Strategic Planning & Program Analysis	3	EDUC 836	Administrative Field Experience	3
EDUC 841	Research Seminar II: Proposal Writing and Defense *Apply for candidacy & IRB	3	EDUC 842	Research Seminar III: Data Collection	3
Total Credits		6	Total Credits		6
Year 3: Summer			Year 4: Fall		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 843	Research Seminar IV: Capstone Writing	3	EDUC 844	Research Seminar V: Capstone Defense	3
Total Credits		3	Total Credits		3
			Total Credits for the Program = 55		

*Students are required to complete these mandatory requirements

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

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

Revised: Fall 2017

SECTION – 2

Guidelines for the Comprehensive Examination

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

Application Process

1. Candidates must have completed the requirements of and has achieved the candidacy.
2. Candidates applying for the Comprehensive Examination must have completed a minimum of twenty-four (24) credit hours with a minimum G.P.A. of 3.0.
3. Candidates for the Comprehensive Examination Capstone must file the *Comprehensive Examination Application* in the Year Two Fall semester for taking exam in the Year Two Spring Semester.

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

<https://www.desu.edu/academics/university-college/uc-services/student-accessibility-services>).

Comprehensive Examination Preparation

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

Description of the Comprehensive Examination

1. The Comprehensive Examination will consist of a three-hour morning session, usually from 8:00 to 11:00 am and a three-hour afternoon session from 12:00 – 3:00 pm with a lunch break from 11:00 am to 12:00 pm. This Exam will be scheduled in the month of May on a date to be announced later on.
2. The Comprehensive Examination is comprised of essay questions from the core courses and questions from the courses specific to the candidate's own graduate program. A study guide will be made available to candidates no later than three months before the scheduled exam.
3. The exam will be computer-based allowing for all essay responses to be completed using word processing unless exceptions are approved 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. Each question 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 the three examiners will determine the final score of the student.
6. If the student still fails to pass the exam, he or she should schedule a meeting with the Director, Education Graduate Programs and the academic advisor to review the responses. The candidate will be provided only one opportunity to re-take that section of the exam in which the student had failed to pass.

Note: The Director of Education Graduate Programs may modify the procedure and the requirements mentioned above 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 that the students have completed up to that time. The exam will comprise two sections. Section-1 will cover the course content of EDUC 801/832, EDUC 803 and EDUC 804/814. Section-2 will cover the course content of EDUC 805, 888 and 840. The date, time and place for the examination will be finalized by the Director, Education Graduate Programs in consultation with the Qualifying Exam 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 the exam, a student must have passed all the courses offered up till 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.
- Qualifying exam will not be waived for any student under any circumstances.
- Qualifying exam from other universities is not acceptable.
- Qualifying exam must be passed before the student can be allowed to continue in the program.
- Qualifying exam will be offered only to the current graduate students in the educational leadership program.

The exam will comprise the following parts:

Section – 1

The students will be required to respond to the questions related to the courses EDUC 801/832, EDUC 803 and EDUC 804/814. The faculty who had taught these courses will submit the potential questions for developing the question bank for Section - 1.

Section – 2

The students will be required to respond to the questions related to the basic research methodology covered in the research courses EDUC 805, 888 and 840 as these courses prepare the students to be adequately able to respond to this section of the exam.

The Responsibilities of the Qualifying Exam Coordinator

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

The Responsibilities of the Student

- It will be a student's responsibility to ascertain his or her eligibility to take the exam. For this purpose, the students should keep in touch with their Academic Advisor and the office of Education Graduate Programs.
- To complete and submit the Qualifying Examination Application in the office of Education Graduate Programs at least one semester before the date of the exam.
- To confer with the Qualifying Exam Coordinator for comments and suggestions concerning his or her examination performance.

The Responsibilities of the office of Education Graduate Programs

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

Examination Information

- 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.
- The students will be required to submit their answers to the exam questions on the computer (with only word processing capability). If any student wants to hand-write the examination, he/she must inform the Office of Education Graduate Programs two weeks before the examination date so that an exam booklet/paper can be provided for taking the exam. Thereafter, the student will not be allowed to change this test-taking decision unless, on the day of the examination, there are technical difficulties regarding the use of computers.
- On the scheduled exam date, the students are expected to report at the exam venue at 8:30 am for the registration and orientation. Section – 1 of the exam will start at 9:00 am sharp and it will conclude at 11:00 am. After a short break from 11:00 to 11:30 am, Section - 2 will be held from 11:30 am to 1:30 pm.
- The exam proctor will distribute the questions papers for Sections – 1 and 2 at 9:00 am and 11:30 am respectively. At the end of each session, the students have to submit the questions and answers to the proctor on a flash drive provided by the department, or on the exam booklet/paper as the case may be. The students will not be allowed to revisit their responses once submitted.
- Students will be given a choice among the questions to answer, (e.g., one out of the two questions). A student is not allowed to respond to both questions in order to improve the total score for the question. If any student responds to both the questions, only the first of the two responses will be graded. Students must answer questions using the provided ID number. If a student types/writes her/his name on any page of the exam, that question will automatically be marked as a zero and that will count as one attempt.

Evaluation of the Qualifying Exam

- The qualifying exam questions are designed to assess the student's knowledge about the broad foundational concepts as well as the ability to integrate this knowledge in a manner that the evaluators perceive it as an indicative of Doctoral status. Evaluators will expect the student

to cite references according to the 6th or latest edition of APA style manual (author, date) throughout his/her writing. There is no required length for the qualifying examination answers. Scores will be awarded for the quality, not the quantity.

- The Director, Education Graduate Programs will select at least two evaluators to evaluate the responses of the students on the questions of this 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 the students well before they take the exam. If any student wants to have these rubrics at any stage earlier, he or she can get it from the office of the Director, Education Graduate Programs.
- The students must earn a "Pass" score on EACH question as per the scoring guide provided on the scoring rubrics.
- Strict candidate anonymity will be maintained throughout the grading process. Each student will be assigned a code number so that the "examiners" (DESU faculty) will not know whose examination they are grading. In other words, the qualifying examination uses a double-blind technique. Two examiners will assess each question; their scores will be averaged. In case any student fails to pass the exam, or is declared to have passed the exam with reservation, the student's response(s) will be sent to a third examiner, and the scores of all the three examiners will be averaged to declare the final result.
- If a student finally receives a grade of Unsatisfactory:
 - o 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).
 - o The 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.
 - o If the student fails in the exam the second time, or fails to take the retake examination within this time frame, his/her admission status will be terminated.
- Students will receive the exam results within three weeks from the date of the exam. They can also receive, upon request, a summary of graders' comments or review the graded examinations by contacting the Office of Education Graduate Programs.
- After a student has met all the exam requirements, the original forms, the exam questions, and answers will be placed on his or her file in the Office of Education Graduate Programs.

Note: A student will be eligible to enroll in next course as per the curriculum sequence sheet only after passing the qualifying exam.

SECTION – 3

Clinical Internship for the Ed. D. students

Description of the Clinical Internship

The Internship experience is designed to assess the candidates' ability to apply the concepts of clinical supervision to a structural framework. This experience involves several layers of learning. The 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 at District or Higher education level. The students are required to demonstrate an in-depth understanding of leadership concepts that are clearly linked to the CAEP/ELCC/NELP and Higher Ed. standards.

Internship experience in **Ed. D. in K-12** is grounded in strong research and focus on activities designed to solve high leverage district problems of practice. For these reasons, the internship experience is designed to be substantial, diverse, and deep, as articulated in the ELCC District Level Standards 2011.

Purpose of the Internship;

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

- to apply and practice the skills needed for effective district 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.

The students of Ed. D. in K-12 are required to complete a 240 hours of administrative internship as a 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 district level. The students are required to complete CAEP approved assessments embedded with practical activities.

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. The students must complete the assignments that may capture various time points 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 action research paper/report, written assignment, journal writing, reflection paper etc. They will also be assessed on their professional skills and dispositions.

Internship Evaluation

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. The candidates are required to complete field-based activities and document their internship experiences in the shape of an internship portfolio and submit it as one of the capstone requirements. An experience district leader will serve as the mentor and a DSU faculty will serve as the internship supervisor.

The portfolio contains candidates' reflective narratives, different plans and tools candidates developed in the field, and other creative reports that may include audio, visuals, candidate-developed web based materials etc. The portfolio also includes internship/clinical site supervisors' evaluations of candidates'

performances, internship logs and reflections. Candidates should adequately explain how does the artifact included in the portfolio meets the ELCC standards mentioned in the activities, field guideline or in the 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.
- Students will fill out the Internship/Field Experience application along with the 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
- They will be provided copies of the assessment rubric and other internship/field experience related instructions by the course professor before they start their internship.

Please Note:

- **The students must note that they will not be placed for internship/field experience at the place or office of their employment.**
- **The students are not allowed to start their internship experience without a formal approval of their internship application and placement by the Director, Clinical and Field Experiences.**

Clinical Internship for the 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 district leaders.

Purpose of the Internship;

The applied educational administrative internship will help the Ed. D. 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.

The M. Ed. students are required to complete 240 hours of internship in K-12 setting. The students will complete their internship by enrolling in and completing EDUC 690. They will be required to complete the internship activities (aligned with 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. The students will submit and present their internship portfolio comprising artifacts collected as a part of their internship activities and experience before their advisory committee.

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.
- Students will fill out the Internship/Field Experience application along with the 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
- They will be provided copies of the assessment rubric and other internship/field experience related instructions by the course professor before they start their internship.

Please Note:

- **The students must note that they will not be placed for internship/field experience at the place or office of their employment.**
- **The students are not allowed to start their internship experience without a formal approval of their internship application and placement by the Director, Clinical and Field Experiences.**



Education Graduate Programs Internship Approval Form

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

Student: _____ **Student ID:** D _____

Program: Ed. D. ☐ **K-12 / Higher Ed.** ☐ **M. Ed.** ☐
(Please circle the appropriate Concentration)

Term: Fall _____ Spring _____ Summer _____

Mandatory Requirements for the students of Ed. D. in K-12 & M. Ed. (with K-12 placement)

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

- Criminal Background check
- TB test results
- Child Protection Registry

Documents required from all the students:

Please submit the following documents along with this form:

- Completed Internship Application
- Letter of Commitment from Internship Mentor/Supervisor
- Internship Agreement
- Unofficial Transcripts
- Curriculum sheet
- Audit Sheet (to be completed by the Program Coordinator/Course Professor)
- Application for Internship Placement

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.

Student Signature Date

Program Coordinator/Course Professor:

By signing this form I verify that the student has met all the mandatory requirements to initiate the internship.

Signature Date

Signature Date

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

Signature Date

Chair, Education Department: Approved ☐ Not approved ☐

Signature Date

Signed copy of the form will be given to the student. Original will be placed in the student's file in the office of Graduate Programs



Doctoral Program in Educational Leadership

Application for Internship

Submit Completed Application to:

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

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

Student's Name _____

Street Address _____

City _____ State _____ ZIP _____

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

Student's E-mail Address _____

Student's ID Number (D100 Number) _____

Purpose of Internship

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

In order to reap the full benefits of internship learning opportunities, an intern must be directly involved in the many diverse activities a higher level administrator encounters on a daily basis. An intern is expected to examine the institution's overall vision, become immersed in its improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills. It is expected that, upon successful completion of the program, an intern will be prepared to assume a leadership position of higher level in a district/higher education institution.

Internship Requirements:

- You are encouraged to speak with the potential internship mentors about the possibility of an

internship without any parties making a commitment until the internship application has been submitted and approved by the Director, Clinical & Field Experiences.

- During the internship, you must create and maintain a log to track your internship hours. The log must include the date, number of hours and the tasks performed *on each day* of your internship.
- Upon completing the internship, you will be responsible for submitting a portfolio regarding your internship experience, which will include required artifacts or worksamples and your reflections.

Note:

1. The Director, Clinical and Field Experiences, in consultation with the Director, Education Graduate Programs, will consider the placement options submitted by you and decide the site for internship experience.
2. The Internship rubric and other detailed information will be provided to you by the course professor well before the start of your internship.

You must provide to the course professor

- A clear and comprehensive statement of your career goals and explanation of how this internship will help you reach those goals. Specifically discuss the experiences you would like to gain through this internship.



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

Application for Internship

Submit Completed Application to:

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

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

Student's Name _____

Street Address _____

City _____

State _____

ZIP _____

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

Student's E-mail Address _____

Student's ID Number (D100 Number) _____

Purpose of Internship

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

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Internship Requirements:

- You are encouraged to speak with the potential internship mentors about the possibility of an internship without any parties making a commitment until the internship application has been submitted and approved by the Director, Clinical & Field Experiences.

- During the internship, you must create and maintain a log to track your internship hours. The log must include the date, number of hours and the tasks performed *on each day* of your internship.
- Upon completing the internship, you will be responsible for submitting a portfolio regarding your internship experience, which will include required artifacts or worksamples and your reflections.
- After completion of the internship hours, you will make a presentation about your internship experiences to a panel of faculty as a part of your 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 you and decide the site for internship experience.
2. The Internship rubric and other detailed information will be provided to you by the course professor well before the start of your internship.

You must provide to the course professor

- A clear and comprehensive statement of your career goals and explanation of how this internship will help you reach those goals. Specifically discuss the experiences you would like to gain through this internship.

Internship Placement Option Form

Student Signature _____ Date: _____



Education Graduate Programs Internship Agreement

NOTE: This form is to be signed by the concerned parties mentioned below and submitted to the Director, Education Graduate Programs ***prior*** to the start of the internship experience.

University Supervisor's Tasks/Responsibilities:

- Review student's Internship Application prior to submission to Director, Graduate Programs
- Verify the Student Log
- Visit the Internship Site as per the course requirements
- Discuss student's Mid-Term progress with Internship Mentor (schedule meeting in conjunction with student and Internship Mentor)
- Complete and submit *Student Mid-Term Evaluation Form* to the Director, Education Graduate Programs
- During the internship, observe the student and complete the *Professional Graduate Dispositions*.
- Maintain and complete the *Site Visit Progress Report*.
- Complete *Assessment # 4: Clinical Internship*

Student's Tasks/Responsibilities:

- Identify Internship Institution/Site prior to submitting Internship Application
- Review Internship Application with Faculty Supervisor/Program Coordinator prior to its submission to the Director, Graduate Programs
- Submit completed *Internship Application*, *Internship Placement Option Form* and *Internship Approval Form* to the Director, Graduate Programs before deadline
- Complete a minimum of 240 hours of effort on approved internship activities
- Maintain Student Log of internship hours
- Schedule meeting between Faculty Supervisor and Internship Mentor (in conjunction with Supervisor and Mentor)
- Create Internship Portfolio
- Make presentation to the internship evaluation panel/advisory committee

Internship Site Supervisor Tasks/Responsibilities:

- Write a Letter of Commitment
- Provide ongoing supervision and feedback to student during internship
- Discuss student's progress with Faculty Supervisor (arrange meeting in conjunction with student and faculty supervisor)
- Complete the *Internship Tracking Log*
- During the internship, observe the student and complete the *Site Supervisor's Evaluation Survey* of internship experiences and submit it to the Faculty Supervisor.

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

Student: _____ Date: _____

Site Supervisor _____ Date: _____

Faculty Supervisor _____ Date: _____

Approved ☐ Not Approved ☐ Date: _____

Director, Graduate Education Programs: _____ Date: _____



Internship Site Visit Form

Submit Completed Site Visit Form to:

Director, Education Graduate
Programs
EH 112, Education & Humanities
Building Phone: (302) 857-7170

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

Student's Name _____

Street Address _____

City _____ State _____ ZIP _____

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

Student's E-mail Address _____

Student's ID Number (D100 Number) _____

Date, Time and Location of Site Visit _____

Faculty Supervisor's Tasks/Responsibilities:

Site Visit: First Second
(Please circle the appropriate one)

1. Review of Student's Internship approved Application prior
to site visit. Comments:

2. Verify Student Log
at site visit: Comments:

3. Visit the Internship Site and meet with Internship Site
Supervisor: Comments:

4. Discuss student's Mid-Term Progress with Internship Site Supervisor (schedule meeting in
conjunction with student and internship sitesupervisor):
Comments:

5. Complete and Submit Student Mid-Term Evaluation Form to the Director, Education Graduate Programs
Comments:

6. Review student's Internship Site Supervisor's Evaluation Survey: Comments:

Next Site Visit Scheduled for: Date ____

Time _____

Location _____



Student:

[illegible]

Internship TRACKING LOG

[illegible]

Graduate Programs Disposition

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

Scoring Summary

Target= 18 – 21

Acceptable= 14 – 17

Unacceptable= >14

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

EXPECTATIONS FROM THE SITE SUPERVISOR

The supervisor is an educational leader who helps and guides interns in completing practical, diverse, and authentic experiences in institution/school/district administration. The supervisor provides insight both into the activities and into the institute/school/district structure to ensure a relevant learning experience for the interns and beneficial service for the institute/school/district.

The supervisor has direct opportunities to provide guidance and support to the Educational Leadership interns as a professional role model. In this role, the supervisor:

- provides opportunities for the interns to complete meaningful internship activities,
- communicates regularly with the interns to discuss and review internship activities,
- assists the interns in accomplishing the activities according to the professional standards,
- assists the interns in completing activities within the structure of the institute/school/district,
- provides feedback, and mentoring/coaching in response to the intern's professional development efforts,
- reviews and verifies the internship activities completed and submitted by the intern,
- reviews, evaluates and provides feedback during the internship,
- assists the interns in achieving the objectives of internship experience.

Duties and Responsibilities

1. Write letter of commitment stating that the intern is able to complete internship at the institution/school/district.
2. Provide ongoing supervision during internship.
3. Discuss intern's progress with faculty supervisor (arrange meeting in conjunction with intern and faculty supervisor).
4. Complete assessment and evaluation procedures for the intern in consultation with the faculty supervisor.
5. Develop learning objectives and tasks for the intern that are consistent with the curricula of DSU Education Department.
6. Collaborate with the DSU Education Department regarding the intern's learning needs, interests and progress.

EXPECTATIONS FROM THE STUDENTS

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

- Develop a vision of learning for the institution/school/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 institution/school/district.
- Formulate the initiatives necessary to motivate staff and students to achieve the institution's/school's/district's vision. This also requires the ability to collect, interpret, and analyze institution/school/district data and/or the outcomes.
- Develop plans and processes for implementing the vision.
- Demonstrate the ability to involve community members in the realization of the vision and related institution/school/district 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 the institution/school/district staff.
- Utilize effective strategies to manage all administrative duties in institutional/k-12 settings.
- Demonstrate the ability to work independently in the institutional/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 the institution/school/district in developing programs to address these needs.

Students are expected to:

- Review Internship Application prior to submission, and submit completed application in the office of Director, Education Graduate Programs before the deadline.
- Complete the required hours of internship experience.
- Maintain student log of internship (of hours and tasks).
- Complete all internship assignments as desired by the course instructor
- Create Internship Portfolio.
- Abide by the rules established by the institution/school/district.
- Act as a professional in all interactions with the institution/school/district staff and coworkers.
- Take initiative for using the field placement to enhance learning opportunities.
- Take responsibility for obtaining information pertaining to the institution's/school's/district's structure, function, procedures, chain of command, funding sources and charter, as per the requirements of the internship activities.
- Follow the academic calendar to ensure smooth integration between fieldwork activities and institution/school/district requirements.
- Practice and model ethical and professional behavior at all times.
- Serve as an educational leader for all children and promote their continuous development.

SECTION – 4

FINAL CAPSTONE ALTERNATIVES for Ed. D. PROGRAM

1. CASE STUDY ANALYSIS

Components:

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

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, 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: Propose 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 you will:

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

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

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

Chapter – 2: Review of Related Literature

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

Chapter - 3: The Methodology

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

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

NOTE: Data, if any, may not be collected until the proposal (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 & 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:** Discusses 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 Dissertation in partial fulfillment of their graduate degree, must assemble and receive approval of a committee one semester prior to beginning work on the proposed project. The responsibility of this committee is to guide and support the research of the student to completion. As such, the selection of committee members is one of the most important decisions a student will make during their graduate matriculation and therefore should only be made after much deliberation with the primary advisor. Once selected, the committee is subject to the review and approval of the Department Chairperson or designee. This information is captured on the Delaware State University Appointment of an Advisory Committee for the Master's/Doctoral Degree form and should be submitted to the School of Graduate Studies as a part of the student's file adhering to the timelines as described.

Dissertation Defense

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

Registration for Thesis/Dissertation Research Credit

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

Thesis/Dissertation Grades

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

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

Upon completion of the oral defense, the committee chair will submit the appropriate letter grade (A, B, C, D, F). This grade will replace (the maximum allowed) previously received Thesis/Dissertation Q grades for the degree. The Committee Chair should also forward the defense outcomes to the Director, Education Graduate Programs by the posted deadline. Additionally, the outcomes should precede submission of the

final Thesis/Dissertation for approval. The final copy of the capstone should be submitted in the office of Education Graduate Programs for the review and approval by the Director, Education Graduate Programs, department Chair and the college Dean. The students are required to submit the final copies of the capstone via ProQuest with the School of Graduate Studies and Research for review and approval.

FORMAT REQUIREMENTS

Typeface

A Times New Roman, 12 point black font is the preferred type. Another font may be substituted if specified in the guidelines of the respective program. Word processing quality must be consistent throughout the document; nonstandard fonts are unacceptable. Features such as boldface, underline, and italics that improve the readability are acceptable; however, a quality printer must be used in black print, but may also include color print where appropriate. The manuscript must be neat and easily readable, with the same form used throughout. A student in doubt regarding acceptable fonts or prints should consult with the Director of Graduate Student Services. The manuscript should be proofread, and corrected errors should not be detectable.

The following common errors must be avoided:

- Sentences ending a paragraph should not end as a partial line at the top of the next page.
- All chapters, sections, subheads, and table headings of more than one line should be single-spaced.
- All large material requiring the use of a landscape page orientation should face to the right.
- A period or a comma is placed inside quotation marks; colons and semicolons are placed outside quotation marks.
- If two words are omitted from a quotation, three spaced periods (called an ellipsis) are inserted at the beginning, middle, or end of the sentence to reflect the omission.
- Table titles should not be restated on continuous pages.
- All references cited in the text must be listed in the References section.

Margins

Each page of the document shall have the following margins:

- Top: 1" for the first page of each chapter or division; 1" for all other pages
- Bottom: 1"
- Left: 1"
- Right: 1"

Spacing

The body of the thesis or dissertation must be double-spaced using only one side of the sheet. Long quotations, typed as block quotes should be single-spaced with triple space before and after. Tables and figures, captions as well as descriptions, footnotes, references, and bibliographic information may use single spacing.

The chapter title on the first page of each chapter also has specific spacing requirements. There shall be a double space between the chapter, the section title, and the text.

Footnotes, if any, shall be numbered consecutively throughout each chapter, indented for the first line, single spaced and separated from the text by a solid line of 18 spaces. A double space shall be left between footnotes.

Pagination

The pages in the Preliminary material must be numbered consecutively with lower-case Roman numerals, centered at the bottom 1 inch margin. The title page has no page number typed on it, but it is understood to be page "i." If a copyright page is included, it is not counted in the numbering.

Arabic numbers (1, 2, 3) should be used for the remainder of the paper, including the reference materials. These numbers shall begin with page one of the text, which bears the number centered at the bottom of the page, with succeeding page numbers at the 1" top right margin. All pages are numbered in sequence,

including the first pages of chapter, full-page tables or figures, and appendices. All Arabic numbers should be placed consistently throughout the document.

Paragraphs

Each paragraph should be indented. A new paragraph should not begin at the bottom of the page unless there is adequate space for at least two lines.

Illustrative Material – paper submission

For best optic quality, computer generated or digital photos should be laser printed directly onto white 25%-100% cotton paper. High color photocopies may also be used.

ORGANIZATION OF THE TEXT

In most cases, a Thesis/Dissertation consists of four major parts – abstract, the preliminary materials, the text, and the references/bibliography. Some documents may also include appendices. The following is a list of all the major and minor parts, in their usual order of placement.

Sequence of Parts of the Thesis or Dissertation

The parts of the Thesis/Dissertation or project must be arranged in the following sequence:

- Front Flyleaf (blank page)
- Thesis/Dissertation Committee Approval Sheet
- Title page
- Copyright Page (if used)
- Dedication Page (optional)
- Acknowledgement Page (optional)
- Preface (if discipline requires it)
- Abstract (Required)
- Table of Contents (Required)
- List of Tables (recommended if tables are present)
- List of Figures or Illustrations
- List of Abbreviations (if used)
- Text (main body of Thesis/Dissertation beginning with introduction as first chapter)
- References
- Appendices
- Glossary (if used)
- Index (optional)
- Curriculum Vitae
- Back Flyleaf (blank page)

The parts to be included in any thesis or dissertation should be determined by mutual agreement between the student and his/her committee. Each part of the document is described below in detail.

Front Flyleaf

This a blank page required at the front of the thesis or dissertation.

Title Page

The title page should follow exactly the spacing and use of capitalization as prescribed by the School of Graduate Studies and Research. The title can be typed in all capitals or the first letter of each word can be capitalized (with the exception of articles). If the title is more than one line in length, it is arranged in an inverted pyramid. The date on the title page should be the month and year the degree is to be granted. The name of the degree sought, and the major department or field of study, is included here. The title page has no preliminary page number typed on it, but it is counted as preliminary page "i." Following the date, type the names of all committee members (left justified). Begin the name with the title of the person as Dr. James Doe, followed by role on your committee (Committee Chairperson, Committee Co-Chairperson (if applicable), Committee Member, and External Committee Member), Department, and University. The approval page must also be submitted to the Graduate School with wet signatures for the final approval of the Graduate School Dean.

Copyright Page (if used)

If students elect to have the Thesis/Dissertation copyrighted, please contact the William C. Jason Library for details with this process. For more information about copyright, visit the U.S. Copyright Office via the Library of Congress website at www.copyright.gov. Keep in mind that if you choose to copyright, you must include a copyright page in your document. The copyright page appears on the verso of the title page and legally protects the property of the author's thesis or dissertation. There is an additional charge for copyrighting. If a copyright page is used, it is not counted in the numbering.

Dedication (Optional)

A dedication gives special tribute to a specific person(s). There is no heading on this page. Most dedications are short, beginning with the word, "To..." The dedication is typed alone on the page, usually centered. This page should have a 2 inch top margin, or the dedication may be typed in the middle of the page (top to bottom). The text of the dedication is double-spaced. The preliminary page number should be centered at the 1 inch bottom margin.

Acknowledgments (Optional)

When included, acknowledgments should be brief, simple and free of sentimentality or trivia. It is customary to recognize the assistance of the advisor and/or committee chair, all other members of the committee, and only those organizations and/or persons who actually added to the research. If financial support was provided to make the study possible, credit for such assistance should be given.

The heading ACKNOWLEDGMENTS is typed in the center at the 2 inch top margin. The text is double spaced with the appropriate preliminary page number centered at the bottom margin.

Preface (Optional)

A preface is a statement that either explains the author's reasons for pursuing this subject matter or provides a personal comment about the subject that would not otherwise be included in the document. The heading PREFACE is centered at the 2 inch top margin. The text is double spaced with the appropriate preliminary page number(s) centered at the bottom margin.

Abstract

An abstract must be included with each thesis and dissertation submitted to the School of Graduate Studies. The abstract should be a brief summary of the paper, stating only the problem, procedures used, and the most significant result and conclusions. Explanations and opinions are omitted. The abstract must be approved by the student's committee chair.

Please note that the name and title used on the abstract should be the same as used on the title page. The faculty advisor or committee chairperson should follow the title and student name.

The text of the abstract is typed double-spaced in paragraph form with the first paragraph of the text beginning one triple-space beneath the advisor/committee chairperson. The first word of each paragraph should be indented, consistent with the rest of the paper.

Table of Contents

The table of contents is placed immediately after the acknowledgments or preface and contains a listing of all the items that follow. The table of contents lists only the items that follow it. It does not include the items that precede it.

The heading TABLE OF CONTENTS is centered. One double-space down from the heading, the word "Page" is typed flush with the right margin. Page numbers for each chapter title/heading and each subtitle/subheading are listed on the table of contents and should be right flush, beneath the word "Page."

The contents begin at the left margin, one double-space below the word "Page." Preliminary items, such as LIST OF TABLES, are typed flush with the left margin, followed by a series of dots, known as leaders, and the page number typed flush with the right margin. Please note that the abstract and title page are not listed on the table of contents.

Following the preliminary items, the word CHAPTER stands alone on a line at the left margin. Chapter headings are numbered with Roman numerals, aligned by their decimals. The chapter titles are typed in

capital letters and are worded exactly as they appear in the text.

When a title or subheading must exceed one line, the subsequent line(s) should be single spaced and indented two spaces. Double-spacing is used between each chapter title. If there are subheadings included, these should be typed single-spaced with a double-space separating them from chapter titles above and below.

List of Tables (Recommended if tables are present)

The list of tables follows the table of contents and begins on a separate page. The heading LIST OF TABLES is centered at the 2 inch top margin. The remainder of the page is set up basically the same as the table of contents with the column heading "Page" typed at the right margin followed by a double-space, then the list of table numbers and titles. Each table title should be followed by dot leaders and the page numbers. All table titles must be listed in order using the exact title (as it appears on the actual table) and the appropriate page number. Tables should be numbered in the order they appear in the paper, using the numbering system provided in the style guide selected. Titles of more than one line are single-spaced with second and succeeding lines indented two spaces. Double-spacing is used between table titles. Only titles, not explanatory notes, should be included on the list of tables.

Tables and Figures/Illustrations

Statistical information is usually set up in tabular form. Tables may be placed on a page with text or on separate pages. Tables are numbered consecutively and table captions should be in accordance with the selected style guide. The table is then typed beginning one double space below the last line of the caption, either single or double-spaced.

Illustrative material such as graphs, diagrams, photographs, drawings and maps are referred to as figures. Some of these items may be best included as multimedia files. If the illustration is included in the text, it should be inserted as closely as possible to its first reference. Figures are numbered sequentially throughout the text in Arabic numbers. The placement of figure titles, either above or below the figure, must be consistent throughout the paper.

Nothing should be typed on a facing left-hand page. If the table or figure is landscape format, the top should be placed at the 1 ½ inch left hand margin. Please note that the page numbers on the landscape pages must appear in the same position and direction as the page numbers on portrait pages. All tables and figures must conform to the specified margin requirements.

CHAPTERS

The division of the main text of the paper should be appropriate to the character of the work and in accordance with the practices in the student's field of study. Normally, the text includes an introductory chapter, a documentation of previous work in the field, the specific problem to be investigated, a complete explanation of the methodology used, a discussion of the results and their significance and a summary. Each major division, usually called a chapter, should begin on a new page. The first page of each chapter has a very specific format.

- The heading is centered, typed in all capital letters, and uses standard Arabic designations or Roman Numerals (ex: CHAPTER 1 or CHAPTER II).

Chapter 1: Introduction

The introduction chapter of the 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 your dissertation should include:

- 1) A statement of the dissertation problem,
- 2) A brief overview of the dissertation study,
- 3) A discussion about the significance of your study and
- 4) 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: Outline of Procedures. 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)

Quantitative Dissertation Outline

Chapter 1: Introduction

- Background of the problem
- Statement of the problem
- Purpose of the Study
- Theoretical Framework
- Research Hypotheses
- Importance of the Study
- Scope of the Study
- Definition of Terms
- Limitations and Delimitations
- Summary

Chapter 2: Review of Literature

Chapter 3: Research Methods

- Research Design
- Participants
- Instrumentation
- Research Procedures and Pilot Testing
- Data Analysis
- Assumptions of the Study
- Summary

Chapter 4: Research Findings

Chapter 5: Conclusions, Discussion, and Suggestions for future Research

- Summary
- Conclusions
- Discussion
- Suggestions for Future Research

Qualitative Dissertation Outline

Chapter 1: Introduction

- Background of the Problem
- Statement of the Problem
- Purpose of the Study
- Research Questions
- Importance of the Study
- Scope of the Study
- Definition of Terms

- Limitations and Delimitations

Chapter 2: Review of the Literature (in qualitative studies, often reviewed after rather than before data collection)

Chapter 3: Research Methods

- The Qualitative Paradigm
- Qualitative Methods
- The Researcher's Role
- Data Sources
- Data Collection
- Data Analysis
- Verification
- Ethical Considerations
- Plan for Narrative or Pilot Study Results

Chapter 4: Research Findings

Chapter 5: Conclusions, Discussion, and Suggestions for Future Research

- Summary
- Conclusions
- Discussion
- Suggestions for Future Research

Post Chapter Submissions

References or Bibliography

Appendices

Glossary

Index

Curriculum Vita

Subheadings

For complex theses, the use of multiple “levels” of subheadings may be necessary. The use and placement of subheadings should be consistent throughout the entire document. Each new “level” should be distinct from the others in placement and/or structure (Underlined, italicized, bold, etc.). Subheadings should also be listed in the table of contents under each chapter by which they are included.

Reference Materials (Required)

The thesis and dissertation should contain the appropriate references to original literature relevant to the research presented in the paper. For specific formatting details, please refer to the style guide recommended by the Thesis/Dissertation committee.

All bibliographical references should clearly show the sources of the writer's information. When primary sources are not available, reference to a source known only through a secondary reference must be noted so as to provide readers with the means to check original sources.

The bibliography must include **all references cited**. Useful references not cited in the text, but highly relevant to the investigation may also be listed in the bibliography.

The first page of the reference materials should immediately follow the last page of the text, paginated continuously with the page number placed in the same position as throughout the text. The first page of the reference material should contain the word REFERENCE centered at the page. All items must meet specified margin requirements and follow the format of specified style guide (i.e., MLA, APA, etc.).

List of Abbreviations

When abbreviations are used in the Thesis/Dissertation, a list of abbreviations is included to detail nonstandard acronyms.

Glossary (if used)

The glossary contains terms with definitions of unfamiliar or uncommon words, acronyms, phrases, or abbreviations used throughout the text. The terms and definitions provided allow the reader to gain deeper insight and clarity while reading the thesis or dissertation.

Index (optional)

An index is an alphabetical list of words, phrases, or subjects to where useful material relating to that heading can be found in a document. The index can be found near the end of the thesis or dissertation.

Appendices (Optional, as needed)

The appendices may contain tables of data that would interfere with the easy reading of the text, development of mathematical treatments, very long quotations, schedules, forms, interviews, inventories, samples of test items, surveys, illustrative materials, and any other supplementary material considered worthy of recording or too detailed to be included in the text. If diverse materials are included, they should be grouped into categories and each category labeled as a separate appendix (ex: Appendix A. Tables; Appendix B. Consent Forms; etc.) Each appendix should have a lettered heading and descriptive title typed on the actual appendix and listed in the table of contents.

The appendices follow the reference materials and are paginated continuously, with the page number placed in the same position as throughout the text. All items must meet the specified margin requirements.

Curriculum Vitae

A current vita must be included which highlights academic and professional accomplishments.

Back Fly Leaf

This is a blank page required at the back of the thesis or dissertation.

Proofreading and Editing

After final approval by the committee chair, and final typing, the text should be proofread carefully by the student or other interested persons for editorial accuracy. Spelling, grammar, punctuation, and sentence structure should be consistent with the rules of formal Standard English, and the citation method should be consistent with the appropriate style guide.

PHYSICAL REQUIREMENTS

Margins

Each page of the document shall have the following margins:

Top:	1"
Bottom:	1"
Left:	1 "
Right:	1"

Paragraphs

Each paragraph should be indented. A new paragraph should not begin at the bottom of the page unless there is adequate space for at least two lines.

Title Page

The title of the thesis or dissertation shall begin two (2) inches from the top of the page. The title page should bear the following information: (a) the title of the thesis or project in full caps; (b) the name of the candidate; (c) the following statement; A Thesis (or Dissertation) Submitted to the Faculty of Delaware State University in Partial Fulfillment of the Requirements for the Degree of _____ in the Department of _____. At the bottom of the page the words:

Dover, Delaware (followed by the month and year the degree will be conferred on the next line, i.e., May 2017).

The title of the thesis or dissertation shall be typed in full capital letters; double spaced (if two lines or more); use the reverse pyramid style. (See sample at end of Guide)

Preliminaries

The Acknowledgment, Dedication, Abstract, Table of Contents, List of Tables, List of Illustration, List of

Figures, References (Bibliography), and Appendix shall be numbered at the bottom of the page and centered with Roman numerals. If there is a second page of any of these, the number shall be placed at the top right margin. Double-space between page and title and text.

The Acknowledgments, Dedication, Abstract, Table of Contents, List of Tables, List of Illustrations, and List of Figures, shall begin two (2) inches from the top of the page and numbered bottom center. The remaining parts of the manuscript should be numbered at the top right margin.

Small Roman numerals (ii, iii, iv, etc.) shall be used for the preliminaries. **These numbers are placed bottom center, leaving the one inch margin below the number.** The numbering shall begin with "ii." The title page counts as page i, but the number does not appear; Roman numeral ii will begin with the Dedication page, etc.

A page shall be used for a statement of the Table of Contents, giving the chapters in Roman numerals, the References (Bibliography), the Appendices, and Illustrations, if any, with the page number at which these divisions begin.

The word ABSTRACT (full caps) should be centered. The abstract must contain, briefly: (a) statement of the problem; (b) the procedure or methods used; (c) the results; (d) the conclusions.

Body of Text

The arrangement of the text shall follow department guidelines or those of the manual chosen if departmental guidelines have not been issued.

All chapter titles designated must be in Roman numerals or Arabic numerals, centered, and typed in full capital letters (ex: CHAPTER II or CHAPTER 2-select one format for all chapters). Each chapter should begin at the top of a new page with a top margin of 2 inches. The title of the section should be centered and typed in full capital letters. The first line of the text begins a double space below the section title.

Symbols

Most symbols such as Greek letters or mathematical signs are available on the computer. In special cases, symbols may be drawn with black ink.

References (Bibliography)

A title page for References (Bibliography) shall be printed in FULLCAPS; center page with number centered 1" from the bottom. The next page should also bear the title "References" with the page number placed top right at the 1" margin.

All Theses/Dissertations must include a list of works cited and/or references. References or bibliography shall be appended to the thesis or dissertation. It shall list all references, alphabetically by authors, consulted by the student.

Journal citations shall be consistent with the style acceptable to a scholarly journal in the student's research field.

Appendices

A title page for the Appendices shall be printed in FULL CAPS; center page – with the page number entered 1" from bottom. If more than one appendix is included, they should be titled Appendix A, Appendix B, Appendix C, etc., beginning at the top margin.

OTHER PHYSICAL REQUIREMENTS

Underlined Words in the Text

If not specified in your departmental-selected style manual, the following will apply:

- (1) Underline the titles of books, periodicals, pamphlets, plays, movies, long poems, musical compositions, works of art, and the names of ships, trains, aircraft, and spacecraft when used in the text.
- (2) Underline foreign words or phrases not commonly used in the English language.
(Foreign expressions in common use are usually found in the body of collegiate dictionaries. Additional familiar foreign expressions are listed in the "Foreign Words and Phrases" section at

the back of the dictionary.)

(3) Underline letters, words, or numbers when they are used in a sentence for other than their commonly accepted meaning.

Long Quotes

Quotes of four lines or more are typed in "block" form: single-spaced, indented four spaces from the normal right and left margins, and are not enclosed in quotation marks. The first line of each paragraph is indented two additional spaces, so the line begins six spaces in from the left margin. Block-typed long quotes begin three spaces below the general text, and are separated from subsequent text by three spaces. Quotes of less than four lines are enclosed in quotation marks and typed within the general text.

Long Poems

Poems of four lines or more are typed in "block" form, with a left and right margin four spaces in from the general text margins. Line spacing of the poem will depend upon its importance to the text. The general text resumes two spaces after single-spaced poems. Poems of less than four lines are typed within the general text, enclosed in quotation marks, with a virgule (/) separating the lines of the poem.

General Requirements for Illustrations and Similar Data

Drawings, figures, tables graphs, photographs, maps, and all other types of illustrative material may be included if they are of the quality outlined in this document. All illustrative material in the text should be prepared either on paper of the same size and weight as that of the rest of the manuscript or on a stronger grade of paper. Such material must conform to margin requirements for the text. A reduced font size of 10 pt. is acceptable but free hand lettering is unacceptable.

Oversized Data

Avoid use of material larger than 6 x 9 inches if possible. The material should be reduced photographically to appropriate size unless legibility will be affected. If a folded page must be used, the folded edge should be at least ¼ inch from the right edge of the page to avoid being cut at the bindery. The page number should appear in the upper right-hand corner of the page. The use of pockets is discouraged.

Reference or Literature Documentation

Use your departmental-selected style manual (i.e., MLA, APA, etc.). If your departmental selected style manual does not specify reference documentation, use the following:

Literature references documenting the text correspond to an Arabic numeral placed at the end of a sentence, phrase, or statement that the author wishes to support with authoritative and substantial information. The reference number may be typed superscripts, one-half space above the line, or be enclosed in parentheses. The first reference in the Thesis/Dissertation is numbered "1" and the numbering sequence continues to the end of the Thesis/Dissertation. The list of books and other references (Reference List) used by the author in writing the Thesis/Dissertation are placed at the end of the text.

Required Copies

The original and three identical copies (4 total), of the thesis or dissertation are required. The School of Graduate Studies reserves the right to refuse any paper which does not meet the established standards of form. All paper copies of theses and dissertations must be neat, clear and legible, as well as suitable for binding. **The School of Graduate Studies requires each student to assume full responsibility for the correctness in content and form of all copies of the thesis or dissertation.**

CAPSTONE DOCUMENTATION

A record of the defense outcomes should be submitted by the Program Director to the School of Graduate Studies within one week of this activity. No theses or dissertations will be reviewed without this information. Thesis and dissertations must be submitted to the School of Graduate Studies and Research by the deadline posted on our website: sgsr.desu.edu. This document should be reviewed by committee members, program director, and College Dean prior to submission to ProQuest and the School of Graduate Studies. If this document is approved by all members then the approval page should be signed by all committee and department members. The last signature to be obtained is the Dean of the School of Graduate Studies and Research. Once the Dean, SGSR signs, the student may keep the original. All theses and dissertations must be submitted to ProQuest in PDF format. The Graduate Student Support Specialist will review the thesis or dissertation for format and consistency immediately following the defense. Any required formatting changes

will be noted and emailed to the student to correct and resubmit without creating a new ProQuest account. These changes must be made prior to acceptance as a final product. School of Graduate Studies reserves the right to refuse any paper which does not meet the established standards of form. The student is responsible for accuracy in content and form.

Submitting the Approval Copy

Your thesis or dissertation should be submitted to ProQuest at www.etdamin.com/desu. Once you have set up your account, please review the tutorial located in the Resources and Guidelines tab.

Before approval is submitted, be sure you have reviewed the following:

- The student should collect signatures on the approval page from committee and department members and submit to SGSR for the final signature, Dean, School of Graduate Studies and Research.
- The wording of the author's name and the Thesis/Dissertation title should be the same on the Abstract as on the Title Page.
- Page numbers listed on the Table of Contents correspond to the actual page numbers in the text.
- The chapter titles and subheading listed on the Table of Contents are worded exactly the same as in the text. The use of capitalization and punctuation should also be the same.
- The specific margin requirements of the "Guide" have been followed throughout the document (including tables, figures and appendices) set at 1" on all sides.
- The first page of each chapter is set up correctly; 1" top margin, chapter heading centered in all CAPITAL letters using Roman numerals (i.e., CHAPTER II) or Arabic
- Numerals (CHAPTER 2) as long as the format is consistent for all chapters: double space; chapter title centered in all CAPITAL letters; triple-space; begin text.
- The order and placement of subheading, both on the Table of Contents and throughout the text are clear and consistent. Each new subheading level shall have a different indention on the Table of Contents and coinciding unique placement or heading in the text.

Final Copies

Paper shall be in white in color. All paper copies of theses and dissertations must be neat, clear and legible as well as suitable for binding. Once the School of Graduate Studies approves the final copy, your thesis or dissertation will be submitted to ProQuest for printing and binding. Copies of your thesis or dissertation will be shipped by ProQuest, free of charge, approximately 8-12 weeks after it is received for publication.

One copy of the thesis or dissertation will be archived at the William C. Jason Library. The library copy will be cataloged and added to the library's collection for scholarly research.

CAPSTONE PROCESS OVERVIEW:

Successful completion of a capstone is the culmination of doctoral study. The capstone process provides the University the opportunity to evaluate a doctoral candidate's ability to pursue in-depth knowledge in a specialized area of study, to define a problem, and conduct original research. The doctorate will not be granted to those who simply accumulate the proper number of credits; rather it is awarded to those who have demonstrated significant skills in conceptualizing, conducting, communicating and orally defending original research.

RESPONSIBILITIES OF ADVISORY COMMITTEE CHAIRPERSON & THE MEMBERS

Chairperson:

The role of the Advisory Committee Chairperson is to be the doctoral candidate's mentor and advisor throughout the final capstone completion process. The Chairperson should maintain a close working relationship with the doctoral candidate and have professional expertise and interest related to the doctoral candidate's dissertation topic.

Specific responsibilities of the Advisory Committee Chairperson include:

- To provide timely and thorough guidance to a student on the various elements necessary for the planning and execution of a dissertation study.
- To recommend appropriate members to serve on the committee and to approve the timeline when the student may circulate the manuscript to members of the committee.

- To advise on proposal and final defense protocols, to ensure that the students and their manuscripts are adequately prepared for the proposal and the defense, to facilitate the defense, to take notes for the student at the defense, and to discuss what revisions may be needed after the defense has been concluded.
- To advise/remind students on the deadlines as well as post- proposal or final defense time needed to get a manuscript ready for review by Department Chair and the Education Dean's Office prior to the manuscript being sent to the School of Graduate Studies & Research.
- To be accessible to students for dialogue and formal meetings as needed.
- To read the drafts and ensure that the manuscripts are free from grammatical errors and to respond to student drafts in a timely basis. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft or a response to a student within that 10 working day window if more time is needed.
- To be intimately familiar with the materials found in the Thesis and Dissertation Handbook as well as the Education Graduate Student Handbook, the core documents that describe what is expected in a dissertation. This would include all post-proposal and post-final defense steps that are required of students.
- To advise the candidate on the execution of the research, data collection and its analysis; to assure that the research, data collection, data analysis and writing of the dissertation represents the doctoral candidate's own work. Doctoral candidate will not be allowed to engage or seek outside expert services for data analysis or for proof reading/editing except in case of a candidate having language barriers.
- To assure that the dissertation Proposal and final Dissertation that are submitted to the office of Director, Education Graduate Programs are procedurally error free and conform to the policies and guidelines of the University and the Education department.
- To chair the meetings of the Dissertation Committee; to mediate and facilitate the resolution of any conflicts in advice or opinions that may arise within the doctoral candidate's Dissertation Committee.
- To coordinate with the office of Education Graduate Programs for the scheduling of Proposal presentations and Oral Defense meetings.
- To complete and submit the Defense Outcome form in the office of Education Graduate Programs.
- To respect the power differential that exists between student and chair and not to abuse the trust placed in him or her as a member of the Graduate Faculty for the appropriate conduct of a dissertation project.

Note: The Advisory Committee Chairperson who feels that he or she can no longer provide collaborative guidance to the student, for whatever reason, should inform the Department Chair and the Director Education Graduate Programs in writing his or her inability to act as Advisory Committee Chairperson.

Dissertation Committee Members:

The role of the Advisory Committee Members is to provide the doctoral candidate with technical support and advice in the development of the capstone Proposal and the capstone document. While not as intensive a working relationship as that of Committee Chairperson, Committee members are expected to provide timely feedback when the doctoral candidate requests comments on drafts of their Proposals or chapters of their final document.

Specific responsibilities include:

- To work in collaboration with the Advisory Committee Chair to provide a timely and thorough guidance to a student on the development manuscript drafts.
- To respond to student drafts in a timely basis and provide the feedback. A reasonable guideline is no more than 10 working days turnaround time upon receipt of a draft, or a response to a student if more time is needed within that 10 working day window. It is also important to keep the Chair informed of feedback being provided to students outside of the formal defense settings.
- To participate in the dissertation Proposal presentation and approval processes.

- To participate in the Oral Capstone Defense meeting and approval deliberations.
- To respect the power differential that exists between student and a committee member and not to abuse the trust placed in them as a member of the Graduate Faculty for the appropriate conduct of a capstone research.

Note: Advisory Committee member who feels that he or she can no longer provide collaborative guidance to the student, for whatever reason, should inform the Department Chair and the Director Education Graduate Programs in writing his or her inability to act as Advisory Committee member.

RESPONSIBILITIES OF DOCTORAL CANDIDATES

Successful completion of the final capstone document ultimately resides with the doctoral candidate. It is incumbent upon the doctoral candidate to make judicious use of the University's resources to meet the requirements for degree completion. The doctoral candidate must adhere to the DSU dissertation policies and guidelines for completion of all required elements of the dissertation process.

In general, the doctoral candidates have the responsibility:

- To inform themselves of the requirements of their programs.
- To dedicate appropriate effort and time to meet the requirements of their programs.
- To uphold the ethical responsibilities of their profession and discipline. This includes honesty in academic coursework and scholarship, and the upholding of ethical norms in the conduct and reporting of research methods and results.
- To treat all members of the University community in a respectful and professional manner.
- To contribute to the intellectual life of the University and to the advancement of education and scholarship.
- To understand and fulfill their role in developing and maintaining a professional relationship with their faculty advisor and chairperson of their Advisory Committees. This includes the responsibility for communicating regularly with them, maintaining a mutually agreed upon schedule of meetings, and informing them of such things as: the current status of their degree work; any expected deviations from the agreed upon program of studies; and any unanticipated absences.
- To fulfill their research commitments and duties in a responsible manner.
- To abide by the established rules and policies of their program, department and the University.

Specific responsibilities include:

- Take personal initiative to move the research forward and to discuss with the Chair any problems that may arise.
- Be intimately familiar with the information found in the Thesis and Dissertations Handbook as well as the Education Graduate Student Handbook, the core documents that describe what is expected in a final capstone. This would include all post-proposal and post-final defense steps that are required of students.
- Be aware of and accountable to meet the deadlines for submissions of various forms and the manuscript.
- Conforming to content and format requirements as defined in the Thesis and Dissertations Handbook.
- Coordinating the review and obtaining approval of their research Prospectus, their research Proposal and final document with the Advisory Committee Chairperson and the other Committee members.
- Submitting the necessary forms such as the Committee Appointment Form; Application for Candidacy Form; Application for Graduation Form; Schedule of Defense Date Form.
- Scheduling an appointment with the Education Graduate Program Director to complete the Graduation Audit form.
- Providing their advisory committee Chairperson and the other Committee members with drafts of

all required written products to read with ample time (up to two weeks) prior to meeting with them to obtain comments. It is incumbent upon the doctoral candidate to stay in close contact with the Committee members and to follow their suggestions. Their Committee Chairperson will typically wish to read multiple drafts of each chapter of the final document during the course of your research development. Other committee members may ask to read drafts of the dissertation

but are only required to read the research proposal and final written document prior to each

defense. The research Proposal and the final document should be provided to all required reviewers at least three weeks prior to the scheduled oral presentation/defense.

- Assuring that the research, data collection, data analysis and writing of the final capstone document represents the doctoral candidate's own work, the doctoral candidate will not be allowed to engage or seek outside expert services for data analysis or for proof reading/editing except in case of a candidate having language barriers. The doctoral candidate will be held accountable for fully understanding all aspects of the data analysis and interpretation of statistics.
- Maintaining continuous enrollment in the University while completing their research work. If a doctoral candidate does not complete the research process and oral defense within the prescribed time frame, the doctoral candidate must enroll in EDUC-829 (six credit hours) every semester until the final capstone is approved and the oral defense is successfully completed.
- Ensuring that a minimum of three error -free copies (1 for the department, 1 for the library and 1 for School of Graduate Studies & Research) are delivered to the William C. Jason Library for processing, binding and distribution. Students may choose to have as many additional personal as copies they want. The doctoral candidate must pay all processing and binding fees upon delivery of the copies for processing. Doctoral candidates will not be eligible for award of the degree until these fees are paid.

Note: Students who feel that they can no longer sustain a collaborative working relationship with either a Committee member or their Committee Chair should inform the reasons for it with to the Department Chair and the Director, Education Graduate Programs in writing. The change, if any, will be allowed only after the approval of the Director, Education Graduate Programs, and the Department Chair.

SECTION – 5: Appendices

APPENDIX - A

**DELAWARE STATE UNIVERSITY
COLLEGE OF EDUCATION, HEALTH & PUBLIC POLICY
OFFICE OF EDUCATION GRADUATE PROGRAMS**

APPOINTED ADVISOR FORM

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

Date: _____

Student Name: _____ D#: _____

Phone: _____ Student Email: _____

Advisor: _____ Email: _____

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

-Internal Office Use-

Copies to: Advisors, Student File, Coordinator, Department Chair, Dean - School of Graduate Studies & Research

APPENDIX – B

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

Student Name: _____ Student ID #: D _____ Date of Enrollment: _____ Date of Revision: _____
 Program Name (Concentration) and Degree: _____
 Is this a Success Plan for the Satisfactory Academic Progress Appeal? Yes** or No

Required Courses Total Hours Required =					
Course Number and Course Title	Credit Hours	Semester or Session to be completed	Course Number and Course Title	Credit Hours	Semester or Session to be completed
Elective Courses Total Hours Required =					
Course Number and Course Title	Credit Hours	Semester or Session to be completed	Course Number and Course Title	Credit Hours	Semester or Session to be completed
+Transfer Credit - Please list graduate courses that you wish considered for transfer towards your graduate degree					
Course Number and Course Title	Credit Hours	College or University	Grade Earned	DSU Comparable Course Number and Title	Credit Hours
Provisional Admission Requirements:					
Candidacy Requirements:					
Capstone Requirements:					
Additional Proficiencies/Comments:					

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

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

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

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

APPENDIX – C

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

APPLICATION FOR CHANGE FROM PROVISIONAL
TO UNCONDITIONAL ADMISSION

TO: Dean, School of Graduate Studies and Research

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

DATE: _____ STUDENT'S EMAIL: _____

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

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

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

Other conditions:

GPA* _____ GMAT Score* _____ GRE Score* _____ MAT Score* _____

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

Student's Signature Date

Program Director Date

Dean, School of Graduate Studies and Research or Designee Date

Cc: Office of Financial Aid
 Registrar's Office

THE APPOINTMENT OF AN ADVISORY COMMITTEE FOR GRADUATE DEGREE

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

APPENDIX – E

**DELAWARE STATE UNIVERSITY
COLLEGE OF EDUCATION, HEALTH & PUBLIC POLICY
OFFICE OF EDUCATION GRADUATE PROGRAMS**

PROPOSAL DEFENSE

Submission Date: _____ Proposal Defense Date: _____
 Student's Name: _____ D#: _____
 Degree and Major (Concentration): _____
 Thesis/Dissertation Title: _____

Proposal Defense Alternatives (check one):

- ___(a) Accept the proposal without any changes or revisions as noted by the signature of all the committee members on the approval page immediately following the proposal defense;
- ___(b) Accept the proposal subject to the student making the recommended changes as noted by the signature of all the committee members on the approval page immediately following the proposal with the exception of the committee chairperson. The chair of the committee will be responsible for reviewing the revised proposal to ensure that the recommended changes were made; signing the approval page upon completion;
- ___(c) Revision of the proposal is recommended; withholding all signatures until the revised proposal has been reviewed and approved by all the committee members;
- ___(d) Revision of the proposal is recommended along with a second meeting of the committee where the student will review the proposal and complete the proposal.

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

Approval:

_____ Thesis/Dissertation Chair (Print)	_____ (Signature)	_____ Date
_____ Committee Member (Print)	_____ (Signature)	_____ Date
_____ Committee Member (Print)	_____ (Signature)	_____ Date
_____ Committee Member (Print)	_____ (Signature)	_____ Date
_____ Committee Member (Print)	_____ (Signature)	_____ Date

APPENDIX - F

DELAWARE STATE UNIVERSITY SCHOOL
OF GRADUATE STUDIES AND RESEARCH

APPLICATION FOR ADVANCEMENT TO CANDIDACY
FOR A MASTER'S DEGREE

Student Name: _____ D # _____

Mailing Address: _____

Degree Program and Concentration (if applicable): _____

University Email: _____ Expected Degree Conferral Date: _____

Pre-Candidacy Requirements:

Revisions to Plan of Study*:

Capstone/Culminating Activity:

Comprehensive Exam

Thesis/Research Paper

Project/Presentation

Other

Applicant Signature: _____

Date: _____

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

Committee Chairperson (Print)	(Signature)	Date
Department Chairperson or Designee (Print)	(Signature)	Date
Academic Dean or Designee (Print)	(Signature)	Date
Dean, School of Graduate Studies and Research or Designee		Date

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

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

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

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

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

APPENDIX – H

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

DEFENSE SCHEDULING FORM*

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

D# _____

Degree Program: _____

Thesis/Dissertation Title: _____

Defense Date: _____

Defense Location: _____

Defense Time: _____

Candidate's Name (Print)	(Signature)	Date
Committee Chairperson (Print)	(Signature)	Date
Department Chairperson or Designee (Print)	(Signature)	Date
Dean of Graduate Studies & Research or Designee		Date

* This form should be submitted a minimum of 4 weeks prior to the candidate's desired thesis/dissertation defense date.
A flyer announcing the upcoming defense can be attached for advertisement purposes.*

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

GRADUATION POLICY

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

1. Name to Appear on Diploma: _____

2. Student ID#: _____

3. Major: _____ 4. Concentration: _____

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

Degree Requirements to be Completed and Year:

FALL____ SPRING____ SUMMER____

5. Address to Mail Diploma:

6. Phone: _____ E-mail: _____

Student's Signature: _____ Date: _____

To Be Completed By the Department Chairperson/Program Director:

Admission Date____ Candidacy Requirements Completed____ Date Admitted to Candidacy____

Total Credit Hours Transferred ____ Total Credit Hours Waived____

Culminating Activity Select One:

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

Other Requirements as noted: _____

Department Chairperson or Designee: _____ Date: _____

 _____ Date: _____

Dean, School of Graduate Studies and Research or Designee

Revised 10/15

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

EXTENSION OF TIME REQUEST FORM

I, _____ D# _____
Candidate's Name

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

Major (and Concentration if applicable) _____

Candidacy Admission Date: _____

The following courses are outside the matriculation limit:

Course Number	Course Title	Credit Hours	Semester and Year Completed

Student's Signature _____ Date _____

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

Chair, Advisory Committee _____ Date _____

Department Chairperson or Designee _____ Date _____

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

_____ Extension Rejected:

_____ Extension Approved through _____, 20____.

Dean, School of Graduate Studies and Research or Designee

Date _____

REVALIDATION OF CREDIT

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

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

Delaware State University

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

Comprehensive Examination Application

Name: _____

Delaware State University I.D. #: D100 _____

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, Jason Library room # 218 see: <http://www.desu.edu/academics/office-student-accessibility-services> ***to present documentation.***

(Do not write below this line)

.....

Application Approved: _____ **Application Denied:** _____

DEALWARE STATE UNIVERSITY
Department of Education
Master's Degree Program
Capstone Declaration Form

Student's name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: Home _____ Cell _____

Email: _____

Name of your Advisor: _____

Area of Concentration: _____

Date of Admission to Graduate Program: _____

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

Declaration of Capstone Option (Please check one of the following two options):

(a) Thesis

(b) Scholarly Research & Multimedia Presentation

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

Delaware State University

Education Department
Office of Graduate Programs
1200 N. DuPont Highway
Dover, DE 19901

Thesis Initiation Application

Student's Name: _____ DSU I.D. #: D _____

Student's Major: _____

Thesis Topic and Brief Description: (Attach a separate sheet if necessary)

Committee Members: (Printed Name, Signature and Date)

1) _____

2) _____

3) _____

Major Graduate Advisor: _____

Director of Graduate Programs: _____

Dean, College of Graduate Studies: _____

.....

Internal: Date Received: _____

Delaware State University

Education Department
Office of Graduate Programs
1200 N. DuPont Highway
Dover, DE 19901

Scholarly Research Paper/ Multimedia Presentation Initiation Application

Student's Name: _____ DSU I.D. #: D _____

Student's Area of Concentration: _____ E-mail address: _____

Proposed Date of Graduation: _____ Phone Number: _____

Scholarly Research Paper/ Multimedia Presentation Topic and Brief Description: (Attach a separate sheet if necessary)

Multimedia Presentation Date, Time, Location: _____

Committee Members: (Print Name)

1) _____

2) _____

3) _____

Major Graduate Advisor: _____

Director of Graduate Programs: _____

.....

Internal: Date Received: _____

DELAWARE STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES AND RESEARCH

REPORT OF GRADUATE CAPSTONE OUTCOMES

Submission Date: _____ Presentation Date: _____

Candidate's Name: _____ D#: _____

Degree and Major (Concentration): _____

Department and College: _____

Paper/Project Title: _____

Non-Thesis Outcome Alternatives (check one):

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

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

Approval:

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

DELAWARE STATE UNIVERSITY SCHOOL OF GRADUATE STUDIES AND RESEARCH

REPORT OF DOCTORAL CAPSTONE OUTCOMES

Submission Date: _____ Presentation Date: _____

Candidate's Name: _____ D#: _____

Degree and Major (Concentration): _____

Department and College: _____

Paper/Project Title: _____

Non-Thesis Outcome Alternatives (check one):

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

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

Approval:

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

APPENDIX – R

To: Dr. Sandra F. DeLauder, Dean, School of Graduate Studies and Research

The members of the Committee approved the Thesis of _____
as presented on _____
Candidate's Name
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

Approved

Department Date
Department Chairperson or Designee

College Date
Academic Dean or Designee

Date
Dean, School of Graduate Studies & Research or Designee

APPENDIX – S

To: Dr. Saundra F. DeLauder, Dean, School of Graduate Studies and Research

The members of the Committee approved the Dissertation of _____
Candidate's Name
 as presented on _____
Date

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

_____ in _____
Degree Name Major/Program Name

_____ 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 Studies and Research or Designee

APPENDIX – T

(Thesis/Dissertation Title Page Format)

JUDGEMENT AND FEELINGS IN THE AESTHETIC
THEORY OF BERNARD BOSANQUET

by

VELVA JEANNL OSBORNE

A THESIS (or DISSERTATION)

Submitted in partial fulfillment of the requirements
for the degree of _____ in
the _____ Graduate
Program of Delaware State University

DOVER, DELAWARE

20_____

EXAMPLE FORMAT for TABLE of CONTENTS, FIGURES, and TABLES

Title Page	i
Copyright Page (if used)	
Dedication Page (optional).....	ii
Acknowledgement Page (optional).....	iii
Abstract	iv
Table of Contents	v
List of Tables	vi
List of Figures or Illustration	vii
Text	1
Introduction	1
Methods	4
Results	7
Discussion/Conclusion	10
Reference List or Works Cited	11
Appendices	15
Glossary (if used)	16
Index (optional).....	17
Biography/Curriculum Vita	18

CHECKLIST FOR THESIS OR DISSERTATION SUBMISSION

Quality of Paper:

- _____ 25%-100% cotton paper, standard white
- _____ 8 ½ x 11inch

Standard of Typing:

- _____ Times New Roman, 12 point/font
- _____ A quality printer must be used in black print, but may also include color print where appropriate

Title Page Margins:

- _____ Title page centered and typed in all capital letters (do not bold)
- _____ 2" at the top
- _____ 1 ½" at the left
- _____ 1" at the right

Abstract page, Table of Contents page (subject headings throughout the paper should be listed in the table of contents and bolded), List of Tables page, first page of Bibliography and List of Figures or Illustrations page (and all pages prior to chapter 1):

- _____ List the title of these pages in bold print and centered
- _____ 2" at the top
- _____ 1" at the bottom
- _____ 1 ½" at the left
- _____ 1" at the right
- _____ List with Roman Numerals

Margins that begin a new chapter:

- _____ 2" at the top (beginning with chapter heading-please bold & center)
- _____ 1" at the bottom (beginning with page number at the bottom centered)
- _____ 1 ½" at the left
- _____ 1" at the right

Margins that begin the second page of a chapter (and sequential pages):

- _____ 1 ½" at the top (beginning with page number in upper right-hand corner)
- _____ 1" at the bottom
- _____ 1 ½" at the left
- _____ 1" at the right

Pagination:

- _____ Page number placement consistent throughout paper
- _____ Pages prior to chapter 1 should be lower-case Roman numerals, centered from the bottom 1 inch margin
- _____ Arabic numerals for the remainder of the paper with each chapter having pages numbered at bottom center of page (1" margin) and sequential pages in the upper right-hand corner

of the page (1 ½" margin).

Body:

- _____ Double-spaced
- _____ Paragraphs indented
- _____ New paragraph should not begin at bottom of page unless there is space for two lines
- _____ Long quotations should be single-spaced with triple spacing before and after
- _____ After the 2-inch top margin of the title page, double space, center the chapter title (in all capital letters), triple space, and begin text.

Organization of Thesis/Dissertation:

- _____ Front Flyleaf (blank page)
- _____ Thesis/Dissertation Committee Approval Sheet
- _____ Title Page
- _____ Copyright Page (if used)
- _____ Dedication Page (optional)
- _____ Acknowledgement Page (optional)
- _____ Abstract
- _____ Table of Contents
- _____ List of Tables
- _____ List of Figures or Illustrations
- _____ List of Abbreviations
- _____ Text (main body of Thesis/Dissertation)
- _____ Reference List or Works Cited
- _____ Appendices
- _____ Glossary (if used)
- _____ Index (optional)
- _____ Curriculum Vitae
- _____ Back Fly Leaf (blank page)

Final Steps:

- _____ Signature page(s) signed by all parties except for the Dean of Graduate Studies
- _____ All pages checked and in proper order; no missing pages
- _____ Placed in unpadding manila envelope with name, degree, title of thesis/project

Graduate Student

Date

Committee Chair


Date

Curriculum Sequence Sheet for 2015 Cohort

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION, HEALTH & PUBLIC POLICY EDUCATION DEPARTMENT DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP					
Year One Fall Semester			Year One Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 817	Dissertation Seminar I: Writing	1	EDUC 805	Qualitative and Quantitative Research Methods	3
EDUC 800	The Superintendent as CEO	3	EDUC 888	Action Research in Education	3
EDUC 801	Contemporary Issues in American Education	3			
	Total Credits	7		Total Credits	6
Year One Summer Block I			Year One Summer Block II		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 803	Human Resource Management	3	EDUC 818	Dissertation Seminar II: Prospectus Workshop	1
			EDUC 820	Dissertation Research I: IRB Prep Workshop & Prospectus - Qualifying Exam	3
	Total Credits	3		Total Credits	4
Year Two Fall Semester			Year Two Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 809	Technology Applications	3	EDUC 806	Educational Policy	3
EDUC 804	Effective Administration	3	EDUC 807	Leading School Change	3
	Total Credits	6		Total Credits	6
Year Two Summer Block I			Year Two Summer Block II		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 812	Applied Educational Administrative Internship	3	EDUC 813	Applied Educational Administrative Internship	3
	Total Credits	3		Total Credits	3
Year Three Fall Semester			Year Three Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 821	Dissertation Research II: Proposal Prep & Defense	3	EDUC 819	Dissertation Seminar III: Defense Preparation	1
EDUC 808	Organizational Strategic Planning	3	EDUC 822	Dissertation Research III: Oral Defense Prep	3
			EDUC 823	Dissertation Research IV: Completion/Defense	3
	Total Credits	6		Total Credits	7
			Total Credits: 51		

Revised: Spring 2015

Curriculum Sequence Sheet for Ed. D. in K-12: Cohort 2016

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION HEALTH AND PUBLIC POLICY EDUCATION DEPARTMENT DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP IN K – 12 (for 2016 Cohort)					
Student Name:			Student ID:		
Year 1: Fall			Year 1: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 800	The Superintendent as CEO-Effective Management And Executive Skills	3	EDUC 805 (Core Course)	Quantitative Research Methods in Education	3
EDUC 801	Contemporary Issues in American Education	3	EDUC 888 (Core Course)	Action Research and Qualitative Research Methods in Education	3
Total Credits		6	Total Credits		6
Year 1: Summer-I			Year 1: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 803 (Core Course)	Human Resource Management /Personnel Administration * Capstone option declaration	3	EDUC 818	Research Seminar II: Dissertation/Project Study/Case Study - Prospectus Workshop	1
EDUC 817	Research Seminar I: Dissertation/Project Study/Case Study - Writing	1	EDUC 820	Research Course I: Dissertation: IRB Prep & Developing Prospectus Project Study: Identifying the Problem Case Study: Selecting the Problem - Qualifying Exam	3
Total Credits		4	Total Credits		4
Year 2: Fall			Year 2: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 821	Research Course II: Dissertation: Proposal Completion & Defense Project Study: Development of Project Case Study: Presentation of Analysis	3	EDUC 806	Educational Policy: Political, Social, Economic, Legal, and Cultural Issues	3
			EDUC 807	Leading School Change at a time of Increasing Demands, Pressures, and Societal Change	3
EDUC 804	Effective Administration, Staff Development, School Plant and Facilities	3	EDUC 819	Research Seminar III: Dissertation/Project Study/Case Study-Final Research Document Preparation	1
Total Credits		6	Total Credits		7
Year 2: Summer-I			Year 2: Summer-II		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 812	Internship: Applied Educational Administration	3	EDUC 813	Internship: Applied Educational Administration	3
Total Credits		3	Total Credits		3
Year 3: Fall			Year 3: Spring		
Course	Course Name	Cr.	Course	Course Name	Cr.
EDUC 808 (Core Course)	Organizational Strategic Planning and Program Analysis	3	EDUC 822	Research Course III: Dissertation/Project Study/Case Study – Research Doc. Finalization & Defense Prep	3
EDUC 809	Technology Applications - Apply for candidacy	3	EDUC 823	Research Course IV: Dissertation/Project Study/Case Study – Research Doc. Completion, Defense & Submission process	3
Total Credits		6	Total Credits		6
			Total Credits for the Program = 51⁺		


*Students must select a preliminary capstone option and submit the Capstone Option Declaration form in the office of Education Graduate Programs

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

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

⁺ Program's curriculum is being revised and the revised curriculum for 2017 cohort will have 55 credit hours to be completed in three and a half years.

Curriculum Sequence Sheet for Ed. D. in Higher Ed.: Cohort 2016

DELAWARE STATE UNIVERSITY COLLEGE OF EDUCATION, HEALTH & PUBLIC POLICY EDUCATION DEPARTMENT DOCTOR OF EDUCATION (ED. D.) IN EDUCATIONAL LEADERSHIP FOR HIGHER EDUCATION (for 2016 Cohort)					
Student Name:			Student ID:		
Year One Fall Semester			Year One Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 802	Leadership in Higher Education: Theory & Practice	3	EDUC 805	Quantitative Research Methods	3
EDUC 801	Contemporary Issues in American Education	3	EDUC 888	Action Research & Qualitative Research Methods in Education	3
Total		6	Total		6
Year One Summer Block I			Year One Summer Block II		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 803	Human Resource Management	3	EDUC 818	Research Seminar II: Dissertation/Project Study/Case Study -	1
EDUC 817	Research Seminar I: Dissertation/Project Study/Case Study - Writing	1	EDUC 820	Research Course I: IRB Prep & Developing proposal Dissertation Project Study (Identifying the Problem) Case Study (Selecting the Thesis/ Principle/ Problem Qualifying Exam	3
Total		4	Total		4
Year Two Fall Semester			Year Two Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 821	Research Course II: Proposal Completion & Defense Dissertation Project Study (Development of Project) Case Study (Presentation of	3	EDUC 816	Ethics & Law in Higher Education	3
EDUC 814	Public Policy and Higher Education	3	EDUC 824	Globalization of Higher Education - International	3
			EDUC 819	Research Seminar III: Dissertation/ Project Study/Case Study – Final Research Document Preparation	1
Total Credits		6	Total		7
Year Two Summer Block I			Year Two Summer Block II		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 812	Applied Educational Administrative Internship	3	EDUC 813	Applied Educational Administrative Internship	3
Total Credits		3	Total Credits		3
Year Three Fall Semester			Year Three Spring Semester		
Course	Course Name	Cr	Course	Course Name	Cr
EDUC 825	Institutional Strategic Planning in Higher Education	3	EDUC 822	Research Course III: Dissertation/Project Study/Case Study – Research Doc.	3
EDUC 809	Technology Applications	3	EDUC 823	Research Course IV: Dissertation/Project Study/Case Study – Research Doc.	3
Total Credits		6	Total Credits		6
			Total Credits:		

Fall 2017 Academic Calendar

August 28 (Monday)	Classes Begin at 8 a.m.
August 28 (Monday)	Late Registration Begins
September 4 (Monday)	Labor Day (University Closed)
September 6 (Wednesday)	Last Day for Adding Classes
September 6 (Wednesday)	Last Day to Change Course(s) to Audit Status
September 6 (Wednesday)	Late Registration Ends
September 7 (Thursday)	Documentation for Non-Attendance Submission Begins
September 7 (Thursday)	Effective Date for \$10 Per Drop Processing Fee
September 7 (Thursday)	Effective Date for Receiving a Grade of "W" for Dropped Courses
September 7 (Thursday)	General Faculty Meeting
September 8 (Friday)	Last Day for Submission of Committee Forms to School of Graduate Studies and Research for approval. <i>Thesis students should establish committees no later than the end of the 2nd semester of full-time enrollment; Ed.D. students should meet this milestone by the end of the 3rd semester of full-time enrollment; Ph.D. students, by the 5th semester of full-time enrollment.</i>
September 8 (Friday)	Last Day for Graduate Students to Meet Financial Obligations
September 8 (Friday)	Academic Early Alert Begins
September 11 (Monday)	Documentation for Non-Attendance Submission Ends
September 14 (Thursday)	Convocation
September 22 (Friday)	Applications & Audits for December Commencement <i>due to Graduate Studies for review and approval prior to submission to the Registrar's Office by September 29</i>
October 2-6 (Monday-Friday)	Midterm Evaluations Administered
October 5 (Thursday)	Last Day to Remove Incompletes
October 8-15 (Sunday-Sunday)	Homecoming Week
October 9 (Monday)	Mid-Term Grades Due in Chairs' Offices
October 13 (Friday)	Last Day to Schedule a Thesis or Dissertation Defense with School of Graduate Studies and Research for December 2017 graduation
October 13 (Friday)	Last Day for Submission of Candidacy Forms <i>along with supporting documentation to the School of Graduate Studies and Research for approval. Students must be in academic good standing in order to meet this milestone. Students must complete the requisite number of course requirements (as noted in the Plan of Study) with minimum GPA of 3.0 (some programs may have more stringent requirements) along with identified activities designated to meet the culminating activity. Graduate students must meet candidacy requirements (as determined in your Program of Study) no later than one semester prior to graduation. Doctoral students must meet candidacy requirements no later than two semesters prior to graduation (or sooner if noted in your program of study).</i>
October 16-November 3 (Monday-Friday)	Academic Advisement Period
October 21 (Saturday)	Fall Open House
October 30 (Monday)	Financial Aid SAP Appeal Due for Spring 2018
November 3 (Friday)	Financial Aid 60% Completion Date
November 6 (Monday)	Priority Pre-Registration
November 7-November 22 (Tuesday-Wednesday)	Preregistration for Spring and Summer
November 10 (Friday)	Last Day to Complete the Thesis or Dissertation Defense for December 2017 graduation.
November 13-December 1 (Monday-Friday)	Fall Course Evaluations
November 14 (Tuesday)	Exit Interview for December Graduates
November 15 (Wednesday)	Last Day to Drop/Withdraw from the University
November 22 (Wednesday)	Residence Halls Close at 8 p.m.
November 23-26 (Thursday-Sunday)	Thanksgiving Recess
November 27 (Monday)	Last Day for December 2017 Graduates to File thesis or dissertation outcome reports to the School of Graduate Studies and Research
December 1 (Friday)	Last Day to Submit Final Copies of the Thesis or the Dissertation via ProQuest with the School of Graduate Studies and Research for review/approval. No thesis/dissertation will be accepted without full approval of the Advisory Committee, College and School of Graduate Studies and Research. <i>Please review the Thesis/Dissertation Handbook: sgsr.desu.edu/admissions/current-students. Questions regarding general formatting of theses/dissertations may be forwarded to gradstudies@desu.edu for review. Outcomes reports must have been submitted by the noted deadline for review and approval of all submissions.</i>
December 7 (Thursday)	Last Day of Classes
December 8 (Friday)	Reading Day
December 11-15 (Monday-Friday)	Final Examinations
December 15 (Friday)	Winter Recess Begins (Students)
December 15 (Friday)	Residence Halls Close at 8 p.m.
December 16 (Saturday)	December Commencement
December 18 (Monday)	Non-thesis Outcomes Reports Due to the School of Graduate Studies for December 2017 graduation.
December 18 (Monday)	Final Grades Due
December 23-January 1 (Saturday-Monday)	Winter Recess (University Closed)

Spring 2018 Academic Calendar

January 8 (Monday)	Classes Begin at 8 a.m.
January 8 (Monday)	Late Registration Begins
January 11 (Thursday)	General Faculty Meeting at 11 a.m.
January 12 (Friday)	Plans of Study Due for Fall 2017 Enrollees
January 12 (Friday)	Deadline for Submission of Committee Forms to School of Graduate Studies and Research for approval.
<i>Thesis students should establish committees no later than the end of the 2nd semester of full-time enrollment; Ed.D. students should meet this milestone by the end of the 3rd semester of full-time enrollment; Ph.D. students, by the 5th semester of full-time enrollment.</i>	
January 15 (Monday)	Martin Luther King Jr. Observance (University Closed)
January 17 (Wednesday)	Late Registration Ends
January 17 (Wednesday)	Last Day to Add Classes
January 17 (Wednesday)	Last Day to Change Course(s) to Audit Status
January 18 (Thursday)	Documentation for Non-Attendance Submission
January 18 (Thursday)	Effective Date for \$10 Per Drop Processing Fee
January 18 (Thursday)	Effective Date for Receiving a Grade of "W" for Dropped Courses
January 19 (Friday)	Last Day for Graduate Students to Meet Financial Obligations
January 19 (Friday)	Academic Early Alert Begins
January 19 (Friday)	Deadline for Submission of Applications & Audits for May Commencement to Graduate Studies for review and approval for submission to the Registrar's Office by February 1
February 8 (Thursday)	Founders Day
February 12-16 (Monday-Friday)	Midterm Evaluations Administered
February 15 (Thursday)	Last Day to Remove Incompletes
February 19 (Monday)	Mid-Term Grades Due in Chairs' Offices
February 26-March 30 (Monday-Friday)	Spring Faculty Evaluations
February 26-March 23 (Monday-Friday)	Academic Advisement/Registration for Summer 2018 and Fall 2018
March 5-9 (Monday – Friday)	Spring Break (MEAC)
March 16 (Friday)	Financial Aid 60% Completion Date
March 16 (Friday)	Deadline for Submission of Candidacy Forms along with supporting documentation to the School of Graduate Studies and Research for approval. Students must be in academic good standing in order to meet this milestone. Students must complete the requisite number of course requirements (as noted in the Plan of Study) with minimum GPA of 3.0 (some programs may have more stringent requirements) along with identified activities designated to meet the culminating activity. Graduate students must meet candidacy requirements (as determined in your Program of Study) no later than one semester prior to graduation. Doctoral students must meet candidacy requirements no later than two semesters prior to graduation (or sooner if noted in your program of study).
March 16 (Friday)	Last Day to Schedule a Thesis or Dissertation Defense with School of Graduate Studies and Research for May 2018 graduation
March 28 (Wednesday)	Last Day to Drop Classes/Withdraw from University
March 30-April 2 (Friday-Monday)	Easter Recess (University Closed)
April 3 (Tuesday)	Priority Pre-Registration
April 4-13 (Wednesday-Friday)	Pre-Registration for Fall
April 12 (Thursday)	Exit Interview for May Graduates
April 13 (Friday)	Last Day to Complete the Thesis or Dissertation Defense for May graduation.
April 20 (Friday)	Delaware State University Research Day
April 20 (Friday)	Last Day for May Graduates to File Thesis or Dissertation Outcome Reports to the School of Graduate Studies and Research
April 26 (Thursday)	Last Day of Classes
April 27 (Friday)	Reading Day
April 27 (Friday)	Last Day to Submit Final Copies of the Thesis or the Dissertation via ProQuest with the School of Graduate Studies and Research for review/approval. No thesis/dissertation will be accepted without full approval of the Advisory Committee, College and School of Graduate Studies and Research.
<i>Please review the Thesis/Dissertation Handbook: sgsr.desu.edu/admissions/current-students. Questions regarding general formatting of theses/dissertations may be forwarded to gradstudies@desu.edu for review. Outcomes reports must have been submitted by the noted deadline for review and approval of all submissions.</i>	
April 30-May 4 (Monday-Friday)	Final Examinations
May 4 (Friday)	Residence Halls Close at 8 p.m.
May 7 (Monday)	Non-thesis Outcomes Reports Due to the School of Graduate Studies for May 2018 graduation.
May 7 (Monday)	Final Grades Due
May 10 (Thursday)	General Faculty Meeting
May 13 (Sunday)	May Commencement
May 31 (Thursday)	Financial Aid SAP Appeals Due for Fall 2018

SECTION – 6

Frequently Asked Questions

1. If I have a degree in a non-education field, will I be accepted into an education graduate program?

Yes, however, you might be required to take undergraduate pre-requisite course(s) that provide you with the necessary foundation in professional education.

2. What happens if I take more than 9 graduate credit hours before being admitted to a program?

Although it is the student's decision to take any number of graduate courses that they choose, only 9 credit hours can be accepted into a master's program.

A maximum of nine (9) credits can be transferred into a declared program providing the credits:

- Are transferred from an accredited higher education institution;
- Were taken within five years prior to admission into the graduate program.

Transfer credits for applicants admitted to doctoral programs with an earned master's degree from an accredited institution will be evaluated on an individual basis by the department and approved by the Dean of the respective College. Supporting documentation must be provided by the student with the request for transfer of credit. The respective Graduate Program Director and Department Chairperson, and the Dean of Graduate Studies and Research must give written approval at the time of admission for the transfer credits.

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

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

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

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

5. What is candidacy?

A student applies for Candidacy:

For the Masters" Program:

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

For 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.

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

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

7. What is meant by “capstone experience”?

The capstone experience is the culminating or exit requirement for all graduate students. Each program has different capstone requirements. Kindly refer to the specific program you are interested in.

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

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

9. 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.

10. Who are considered full-time graduate students?

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

11. What is the Add/Drop procedure?

Courses may be added or dropped online or by using a drop/add slip during the periods prescribed in the Academic Calendar. Courses dropped during the official drop/add period will not appear on the student's transcript.



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