

**Online Graduate Programs  
in  
Developmental Education**



**Handbook for  
Advisors & Students**

*Department of Developmental and  
Higher Education Studies*

College of Education  
Grambling State University  
Grambling, Louisiana

**2023 - 2025 Edition**

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## **THE PHILOSOPHICAL FOUNDATION OF GRADUATE PROGRAMS IN DEVELOPMENTAL EDUCATION**

Recent societal changes have resulted in overwhelming numbers of young and older adults pursuing postsecondary degrees. While many of these persons evidence adequate intellectual capacity, they lack academic and psychological preparedness for the challenge and are often unable to perform up to their capacity or to meet minimum academic standards. Inadequate backgrounds in the Basic Skills, Social-Emotional Maladjustments to the Learning Environment, confused Self-Concepts and lack of proper Career Guidance are accepted generally as significant deficits which plague, retard, and often prevent academic and personal growth and development. Ultimately, these adults are denied the level of success they might otherwise achieve.

College students require unique services from personnel who have received preparation designed specifically to complement their needs. In response, the College of Education at Grambling State University, by offering Advanced Degree Programs in Developmental Education, embraces as part of its mission and responsibility the preparation of qualified personnel to serve and enhance the success of all college students including underprepared adults—developmental learners—whether in traditional or nontraditional educational settings.

Who are the students that Grambling's graduates will be prepared to serve? They are those students (including Developmental Learners) who for various reasons: (a) perform poorly or unevenly on standardized achievement tests; (b) need preparatory or review work in basic skills subjects before pursuing regular degree programs; (c) undertake enriching experiences to improve average and below average academic performance; (d) require non-instructional support that leads to self-awareness, academic responsibility and "careerwiseness;" (e) need remediation in areas where academic growth fails to occur at an acceptable rate; and/or (f) require additional training to meet changing job demands.

It is the belief that Developmental Learners need assistance in achieving growth in one of a combination of academic, social-emotional areas. They might have such needs as entrants, or their needs may emerge throughout their academic careers. Thus Developmental Education Personnel must be prepared to render services at all levels of the academic ladder. They must be prepared to examine the Developmental Learner from a holistic perspective and utilize this perspective to (a) create supportive learning climates; (b) provide appropriate curriculum and instruction; and (c) help him/her to adjust to the changes in life-style demanded by postsecondary studies and environments.

Graduates of Grambling's advanced degree programs in Developmental Education will be prepared specifically to assist adults learners of all ages to achieve ACADEMIC SUCCESS by improving their study skills and academic performance in areas such as Reading, English and Mathematics through the delivery of instruction in regular classroom settings, tutorial programs, counseling activities, and related support services. Because Developmental Education and Student Success are interconnected fields whose focus is continual growth and scientific maturation, various personnel are in demand across the nation and in all sectors of society. Hence, Grambling will prepare not only practitioners for the areas cited above, but also managers, program developers, administrators and researchers to facilitate the work of Student Success Practitioners.

Further, the philosophy of Grambling State University recognizes Developmental Education as the foundation and umbrella for Student Success services ranging from remediation to enrichment. It recognizes that even though a student might be intellectually capable, the absence of successful learning experiences and/or the preference for a certain academic area play a major role in how well the student performs academically in a given area. Assessments of student performance may yield prescriptions which call for remediation or enrichment. In large measure, and based upon the definition of Developmental Learners, remediation and enrichment differ only in the degree to which there is an absence of experience **or** intellectual preference in an area on the part of the learner. This philosophical viewpoint permeates the educational programs at all graduate degree levels in Developmental Education at Grambling State University and serves to guide faculty in the development of Curriculum and Instruction.

Finally, the advanced degree programs in Developmental Education at Grambling State University are designed as comprehensive strategies which focus not only upon the success of all college students including Developmental Learners, but also upon building a sense of scholarship, commitment and community among students. Degree candidates are challenged to utilize previous experiences and new information in a manner that allows them to make maximum contribution to the University's program and subsequent personal career endeavors. Working together with peers on joint study and research projects; participating in professional organizations and meetings; building upon existing knowledge bases; sharing new knowledge through professional forums; providing constant program feedback; utilizing available training resources and searching out others where few or none are readily at hand; mastering the arts of inference, synthesis and application; assuming early personal responsibility for advanced academic learning; and ensuring that high program standards be maintained are all basic contributions that each candidate is expected to make.

### **Definition of Developmental Education**

Developmental Education is a field of practice and research within Higher Education with a Theoretical Foundation in Developmental Psychology and Learning Theory. It promotes the cognitive and affective growth of all post-secondary learners, at all levels of the learning continuum.

Developmental Education is sensitive and responsive to the individual differences and special needs among learners.

Developmental Education Programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies (National Organization for Student Success [formerly the National Association for Developmental Education]).

## GENERAL INFORMATION

### **Admission**

1. A Baccalaureate Degree from an accredited college or university is a prerequisite for admission to graduate programs at Grambling State University.
2. A student must apply to the Department of Developmental and Higher Education Studies separately for admission to a program in Developmental Education. **Admission to the Graduate School does not mean automatic admission to a degree program.** Admission to a particular program is dependent upon acceptance by the department.
3. All students seeking full admission to a program must submit acceptable scores on the Graduate Record Examination (GRE) and demonstrate English proficiency.
  - A. Graduate Record Examination  
A student must take and submit acceptable GRE scores to the Graduate School prior to admission to the program. General information about the GRE may be obtained from the Educational Testing Service (ETS, <https://www.ets.org/>). Program specific

requirements may be obtained from the department. No GRE scores older than 5 years will be accepted.

B. English Proficiency

Demonstrated English proficiency is required of all students entering graduate programs at Grambling State University. Students may choose to demonstrate this proficiency by posting a minimum grade of “B” in DEED 634 or posting a minimum of 3.5 on the analytic portion of the GRE.

### **Non-Degree Status**

An applicant who meets all requirements for admission as a graduate student but does not wish to earn a degree at Grambling State University may be admitted as a non-degree student. The student may not earn more than 12 semester hours of graduate credit to be applied later to a graduate degree. Such credit must be approved by the Department of Developmental and Higher Education Studies and the Graduate School and must be appropriate to the program. Credits earned with less than a grade of “B” will not be applied.

### **Re-Admission**

A student who completes one degree and wishes to continue studies for a second degree at the same or a higher level must be re-admitted to the Graduate School and must apply for admission to the new degree program. The procedure is as follows:

- A. Complete a Re-Admission Form. This form may be obtained from the Graduate School.
- B. Complete the application process for each new program as directed by the Department of Developmental and Higher Education Studies.  
Application credentials for one program may not be transferred to another program. This policy includes letters of reference. New letters of reference must be submitted with each new application.
- C. For students who seek readmission to a degree program that they did not complete, previously taken courses that are 10 years old or older or that have undergone substantial revisions since the student last took the course, will not be accepted towards a degree.

### **Change of Concentration**

An admitted student who wishes to change to another concentration within a developmental education degree program must notify the current advisor and the department head. To initiate this procedure, a student must submit to the department

head a letter requesting the change. Following a review of the request a decision will be made about the need for changes in the advisory assignment and the program of study. These decisions will be communicated in writing to the dean of the College of Education and the student.

### **Graduate Credit Load**

Generally, 9 credit hours are considered to be a full load for full-time graduate students during the regular fall and spring semesters. Any semester hours over 9 must be approved by the Advisor/Major Professor, Department Head, Program's Dean and the Dean of the School of Graduate Studies with documentation to include: GPA of 3.0 or better and copy of the transcript. The same holds true for a Graduate Assistant. During a regular Summer Session, 6 hours are considered to be a full load.

### **Probation**

Any graduate student with regular status whose cumulative grade point average falls below 3.0 will be placed on probation. A student who is re-admitted on probation may be removed from such status when and if the cumulative grade-point average is increased to 3.0 or better. Failure to maintain a current semester average of 3.0 or better while on probation will result in suspension.

### **Suspension**

A student may not accumulate more than 9 semester hours of "C," with no grades of "C" earned in required Major/CORE Courses. No grade **below** "C" is acceptable. A student with a grade of "D" or "F" is automatically dropped from the program and must petition the Graduate Council for re-admission and must also reapply to the Department of Developmental and Higher Education Studies. **A student who has been suspended more than once from the School of Graduate Studies will not be re-admitted to the graduate degree programs within the Department of Developmental and Higher Education Studies.**

## **Program Applications and Forms**

All program applications and forms may be obtained from the department's website. Applications and forms not directly related to the degree programs in Developmental Education but needed by all students may be obtained from the Graduate School or the Graduate School website.

## **Approved Style Manual**

All written work in the graduate programs should be formatted according to style specification as given in the latest edition of the *Publication Manual of the American Psychological Association*. This publication is available in the university bookstore. Other information on matters of approved style can be found in the School of Graduate Studies, available from the Department of Developmental and Higher Education Studies, and from the *Guidelines for Preparing Research Proposals, Master's Projects and Thesis, and Doctoral Dissertation* (See Graduate School website.)

# **MASTER OF SCIENCE DEGREE**

## **Step 1: Admission to Graduate School**

Applications for admission to the Graduate School can be obtained from the Graduate School or the Graduate School website. This form must be completed and returned with the required application fee. Supporting documents that are required include the GRE score report, official transcripts of all undergraduate and graduate work completed and three letters/forms of reference. An individual must be admitted to the Graduate School before enrolling in courses at the university.

## **Step 2: Admission to M.S. Program**

### **Process**

Following admission to the Graduate School, the individual must submit to the Department of Developmental and Higher Education Studies an application for admission to the M.S. program.

The application form is available online at the department's website.

The completed application form should be returned along with all required supporting documentation. Applicants should have three letters of recommendations sent to the head of the department.

When an individual's application materials are complete, the department's graduate admissions committee evaluates them. The student is notified by the Department Head of the committee's decision regarding admission to the M.S. program.

### **Requirements for Regular Admission**

1. A Baccalaureate Degree from an accredited college or university in the United States or proof of equivalent training at a foreign university
2. A minimum 2.5 GPA on the Baccalaureate Degree or 3.0 on the last Master's Degree earned.
3. A writing sample on the application form - 500 words minimum
4. Admissions Committee may interview the applicant
5. Additional requirements (as determined by Graduate Admissions Committee.)

### **Requirements for Conditional Admission**

1. At least a 2.3 grade point average on the Baccalaureate Degree
2. All other requirements as specified for regular admission

The status of a student admitted conditionally is reevaluated after 12 hours of work have been completed. If the GPA on the 12 hours of credit is 3.0 or higher, without a grade of C or lower, in any of the four courses, the conditional status is removed, and the student is granted Regular Status. **If the cumulative GPA is less than a 3.0, the student is dismissed from the Program.**

## **Step 3: Advisement**

### **The Advisor**

The department head will assign a permanent advisor when a student is admitted to the program. The student is responsible for making initial contact with the advisor.

The advisor will guide the student in course selection each semester and ensure that the student remains on-track for graduation.

### **Change of Advisor**

The permanent advisor continues to serve throughout the student's matriculation in the Master's Program, unless it is determined that the relationship is not in a student's best interest. A request for change in advisory assignment should be submitted to the department head.

### **Step 4: Program of Study**

There are two (2) degree plan options within the Master of Science degree program. Students may choose either the Thesis Option or the Non-Thesis Option.

### **Major Courses**

The program of study includes the following major core courses: DEED 543, DEED 544, DEED 545, DEED 556, and EDL 555.

### **Research Methods and Statistics**

The program of study also includes the following research methods and statistics courses: EDL 549 and EDL 573.

### **Concentrations**

With the assistance of the advisor, the student must select a concentration from among the following option areas:

**NON-THESIS OPTIONS:** Post-Secondary Guidance and Counseling (DEED 578, DEED 580, DEED 583, DEED 548); Reading (DEED 547, DEED 605, DEED 606, DEED 618, DEED 548); Learning Center Management (DEED 601, DEED 605, DEED 607, DEED 548).

**THESIS OPTIONS:** Post-Secondary Guidance and Counseling (DEED 578, DEED 580, DEED 583, EDLD 511 & EDLD 512); Reading (DEED 547, DEED 605, DEED 606, DEED 618, EDLD 511 & EDLD 512); Learning Center Management (DEED 601, DEED 605, DEED 607, EDLD 511 & EDLD 512).

### **English Proficiency**

Demonstrated English proficiency is required of all students entering graduate programs at Grambling State University. Students demonstrate this proficiency by posting a minimum grade of “B” in DEED 634.

### **Electives**

Students will choose one or more electives (3 hours minimum) in consultation with the Advisor.

<b>STEP 5: Practicum or THESIS</b>
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### **Practicum Requirements**

Students who are pursuing the NON-THESIS degree option are required to complete a semester-long supervised Practicum (DEED 548) and related seminar. Prerequisites for this experience include completion of at least twelve semester hours in the major, all required courses in the concentration and approval by the advisor. Applications may be obtained from the department office or website. The completed form should also be returned to the department head.

The practicum seminar operates on a variable schedule basis. Students should expect to meet with the course instructor, (either on – campus or virtually) at least once prior to starting work in the field. The practicum experience should include no less than 60 clock hours, completed at an approved practicum site.

### **Practicum Portfolio**

Each practicum student must summarize and evaluate practicum experiences in a Portfolio. The Portfolio should set forth newly acquired competencies and explain how these competencies will be used in working with Developmental Students. This Portfolio must be submitted to the Practicum Instructor and the Advisor. Instructions for developing the Portfolio, required hours and other information will be obtained from the Instructor.

## **Thesis Requirements**

A student who is planning to write a master's thesis/project must submit an intent form to the School of Graduate Studies that has been approved by the thesis/project director, committee members, the department head, and the school/college dean prior to registering for thesis/project credit and no later than one semester before the thesis/project is presented for public oral defense.

Students who are pursuing the Thesis option are required to complete two capstone courses – EDLD 511 (1 hour) AND EDLD 512 (2 hours). The Capstone Thesis Project involves (a) identifying and developing an approved topic, problem or issue **within the student's option area**, (b) compiling and synthesizing related research and data (the literature review), (c) a project proposal and implementing a project or intervention and (d) presenting results via a thesis defense. Capstone I (EDLD 511) focuses on the first two requirements: (a) identifying a problem or issue within the student's option area, (b) compiling and synthesizing related research and data (writing the literature review). Capstone II (EDLD 512) focuses on the final two requirements: (c) implementing a project or intervention (proposal) and (d) presenting results (thesis defense)

## **Thesis Committee**

Each student pursuing the Thesis option will have a Thesis Committee. The Thesis Committee shall be composed of the student's advisor, one other departmental faculty member and the Department Head.

## **Step 6: Comprehensive Examination**

All students pursuing the NON – THESIS OPTION of the M.S. Degree must take a written comprehensive examination. This examination is designed to assess a student's competence and knowledge in the core courses and area of concentration. The comprehensive examination should be taken after a student has met the following criteria:

- A. Completed a minimum of 15 semester hours in the program core;
- B. Completed a minimum of 6 semester hours in the area of concentration
  - \* The Comprehensive Examination can be taken no sooner than the semester prior to graduation.

All eligible students must register for the examination at the beginning of the semester in which the examination is desired. The examination will be prepared and administered by the department with input from faculty members who have knowledge of the student's program. All written examinations will be evaluated using a Rubric by designated faculty as determined by the department. A student who fails the

comprehensive examination will be allowed to take the examination only one additional time. If the student fails the exam twice, she/he will be dismissed from the program.

### **Step 7: Candidacy**

#### **Candidacy**

Admission to the M.S. program does not mean that a student is a candidate for the degree. To become a candidate for the M.S. degree the student must have passed the Comprehensive Examination or successfully defended the Master's Thesis. The admission to Candidacy form is available from the Graduate School or the Department of Developmental and Higher Education Studies or Website.

### **Step 8: Graduation**

#### **Qualifications to Apply**

To qualify to apply for graduation, the M.S. Degree Candidate must have met all of the criteria listed below:

- A. Completed all required course work with a grade point average of 3.0 or better.
- B. Passed successfully all required course and program examinations and been advanced to Candidacy.
- C. Filed in the Department's office a copy of the approved Portfolio documenting the Practicum Experience or a copy of the approved final THESIS.
- D. Submitted all required program forms as evidenced by the files in the office of the department head (i.e. completed the Master's Checklist).

#### **Re-Application**

If a student does not meet all of the above criteria or is unable to meet the deadlines, the student must reapply for graduation. The same application for graduation and program requirement deadlines hold for re-application for graduation.

#### **Statute of Limitations for Courses**

The Plan of Study (PoS) should consist of graduate coursework not older than six (6) years at the time of PoS filing. On rare occasions, the graduate advisor may determine that coursework older than six (6) years could be applicable to a student's current PoS. The advisor must provide documented justification for inclusion of such coursework at the time of PoS submission. Justification must consist of an explanation of how the

student will achieve currency in the subject matter content of the old coursework during the time to degree. The School of Graduate Studies reviews all justifications; approval is not guaranteed.

## DOCTOR OF EDUCATION DEGREE

The Doctor of Education Degree program is an online, 60 credit- hour (minimum) program of study. The program is organized as follows:

A. Major (Foundations CORE).....	27 hrs.
B. Qualifying Examination.....	0 hr.
C. Options.....	12 hrs.
D. Research and Statistics.....	6 hrs.
E. Internship.....	3 hrs.
F. Comprehensive Examination.....	0 hrs.
G. Dissertation Preparation.....	12 hrs.
H. Dissertation Defense.....	0 hr.

### Step 1: Admission to Graduate School

Applications for admission to the Graduate School can be obtained from the Graduate School and Graduate School website. This form must be completed and returned with the required application fee. Supporting documents that are required include GRE score reports, three letters/forms of reference and official transcripts of all undergraduate and graduate work completed. An individual must be admitted to the Graduate School before enrolling in courses at the university.

### Step 2: Admission to Ed.D. Program

#### Process

Following admission to the Graduate School, the individual must submit to the Department of Developmental and Higher Education Studies an application for admission to the Ed.D. Program. The application form is available in the departmental office and online.

The completed application form should be returned along with all required supporting documentation. When an individual's application materials are complete, the Department's Graduate Admissions Committee evaluates them. The student is notified by the Department Head of the committee's decision.

### **Requirements for Regular Admission**

1. A Master's Degree from an accredited college or university
2. At least a 3.25 GPA on the last degree earned
3. At least a score of 290 (Verbal & Quantitative) and 3.0 Analytical on the new GRE
4. Writing Sample on the Application Form – 500 words minimum
5. Possible interview with the Admissions Committee

### **Requirements for Conditional Admission**

1. A Master's Degree from an accredited college or university
2. At least a 3.0 GPA on the last degree earned
3. At least a score of 280 (Verbal & Quantitative) and a 2.5 Analytical on the new GRE
4. Writing Sample on the Application Form – 500 words minimum
5. Possible interview with the Admissions Committee
6. Evidence of Compensating Strengths as defined by the Department and evaluated by the Admissions Committee

The status of a student admitted conditionally is reevaluated after 12 hours of course work have been completed. If the GPA on the 12 hours of course work is 3.0 or higher, without a grade of C or lower, in any of the four courses and all other conditions (as indicated in the official letter of admission) have been met, the conditional status is removed, and the student is granted Regular Status. **If the cumulative GPA is less than a 3.0, the student is dismissed from the Program.**

### **Step 3: Advisement**

#### **Temporary Advisement**

Upon acceptance to the program, a student will be assigned a temporary advisor. The purpose of temporary advisement is to provide the initial guidance that students need to make a successful start in their program. It also gives students time to become familiar with departmental faculty and the university and to determine the focus of their research interests. Students may also use this time to select the faculty members who serve on their Doctoral Committees. Specifically, the temporary advisor will assist students in understanding the registration process, scheduling initial classes and selecting a committee.

#### **Step 4: Doctoral Committee**

##### **Doctoral Committee Chairperson: The Major Professor**

The Major Professor of the graduate student:

- Serves as Chairperson of the student's Doctoral Committee and works with the Doctoral Committee Members to direct the student's training and research activities;
- Assists the student in developing a Program of Study;
- Facilitates the process involved with the administration of the Comprehensive Examination;
- Approves the student's course schedule for each registration period;
- Provides leadership in an annual review of each student's progress on the Dissertation and shares that appraisal with the student;
- Helps the student select manageable topics and to discourage him/her from undertaking that which is too broad in scope (and too simple to be significant) to complete in a reasonable and timely fashion
- Formulates clear, written understanding, at the onset, about respective rights to the data generated and other intellectual products in cases where graduate student's research is enmeshed in their advisor's projects
- Be actively involved in advanced research and scholarship and the graduate programs of their institutions; and
- Provides leadership to the committee which will:
  1. Approve the student's Program of Study, Residency Activities, proposed Internship, readiness for required examinations, Dissertation Topic, Dissertation Proposal and all aspects of the Dissertation, and all other specified areas of the program.
  2. Assist in the administration and evaluation of the Comprehensive Examination.
  3. Make sure that Dissertation meets School of Graduate Studies' requirements regarding content, style, format, etc.

### **Qualifications for Doctoral Committee Membership**

- Must be actively involved in advanced research and scholarship and in the graduate programs of their institution;
- Must hold a Terminal Degree in his/her field of instruction or the highest degree in his/her field, to serve as a Departmental Faculty Member or as an External Member;
- Must be a member of Grambling State University's Graduate faculty (if not an external member);
- Must have expertise in the major area of Developmental Education; or must have expertise in one of the options: Curriculum and Instructional Design; Higher Education Administration and Management; or Student Development and Personnel Services; or must have training and experience in Statistics, Measurement and Research Methods/Designs;
- Must be competent in the candidate's research topic or methodology, if serving as the Major Professor

### **Composition of Doctoral Committee**

- a. **A minimum of four (4) members who ALL have graduate faculty status is required.** They shall be distributed as follows:

- A Major Professor/Chairperson of Doctoral Committee; must be a member of the DHES department, have Graduate Faculty Status and expertise in the major area;
- A member with expertise in option area who is from the DHES department;
- A member with expertise in statistics, measurement, and research methods (qualitative or quantitative); and
- A member who is external to the university.

Note: In some instances, Committee Membership may be less than four (4). This depends upon the student's research interest and approval of the Department Head.

- b. At least two committee members, including the major professor must have doctoral directive status per the criteria of the School of Graduate Studies.
- c. The committee is established by mutual consent of student, major professor, department head and college dean.

- e. To change the membership of the committee, students must file the appropriate Change in Committee Request form and acquire the approval of the major professor, department head, and the college dean.

### **Doctoral Committee Responsibilities**

The Doctoral Committee will:

- Approve the proposed Internship, readiness for required Examinations, Dissertation Topic, Dissertation Proposal, Dissertation completion and all other specified areas of the program;
- Assist in the administration and evaluation of the Comprehensive Examination;
- Work with the Major Professor in directing the student's training and research activities;
- Assist the Major Professor in conducting an annual review of each student's progress on the Dissertation;
- Assist the Major Professor with helping the student to select manageable topics and to discourage him/her from undertaking that **which is too broad in scope (and too simple to be significant)** to complete in a reasonable and timely fashion.

### **Step 5: Plan of Study**

The student must complete a Plan of Study form and submit it for approval **during the first semester after admission to the Ed.D. Program**. Plan of Study Forms are available in the departmental office and online. A Plan of Study is official when the student's Doctoral Committee, Department Head, Dean of the College of Educational and Graduate Studies have approved it. The typical student may expect to devote three years of full-time graduate study to his or her program. The officially approved Plan of Study will be filed in the departmental office.

All Plans of Study must include a minimum of 60 semester hours **beyond** the Master's Degree. Appropriate coursework that is part of the student's Master's Degree may be used to meet specific course requirements for the Ed.D., **but the inclusion of Master's Degree courses in the student's Plan of Study does not reduce the 60 hours of Post-Master's coursework required for the Doctorate**. While GSU accepts comparable coursework from other universities, **a minimum of 36 semester hours of must be completed at Grambling State University**. At least one-fourth of the coursework must be at the 700 or 800 level.

### **Transfer Credit**

Graduate credits applicable to the student's Degree Program from accredited institutions may be transferred, provided the courses are no older than six years old, and the student's Doctoral Committee approves the courses. Further, only courses in which a grade of "A" or "B" has been earned may be transferred. A Catalog Description and Course Syllabi must accompany and document all transferred courses. These documents must accompany the proposed Program of Study and be approved by the Major Professor, Program Coordinator and Department Head.

### **Major (Foundations (CORE))**

The Program Core (Major) consists of a minimum of 27 hours of work selected from the following courses.

a. Required courses:

DEED 749	Problems and Issues in Developmental Education	3
DEED 607	Learning Support Centers of Higher Education	3
DEED 741	Advanced Studies of Non-Traditional & Developmental Learners	3
DEED 634	Professional and Technical Writing	3
DEED 742	History and Philosophy of Higher Education	3
DEED 705	Applied Psychology of Learning	3
DEED 719	The Community College	3
DEED 792	Advanced Program Evaluation	3
DEED 793	Advanced Curriculum Development	3

### **Options**

Each student must select and pursue an Option Area in Developmental Education. The Option must be selected from among the following areas: Curriculum and Instructional Design; Higher Education Administration and Management; and Student Development and Personnel Services.

A minimum of 12 semester hours of course work must be completed in the Option Area. A student may pursue two Option Areas with committee approval. In such cases, the student must complete a minimum of 12 semester hours in each Option Area.

#### **Option 1: Curriculum and Instructional Design**

DEED 605 – Curriculum Methods & Materials for Teaching/Learning and Study Skills	3
DEED 739 – Instructional Systems Design	3

DEED 704 – Theories of Instructional Design and Development	3
DEED 720 – Research in Instructional Technology	3

### **Option 2: Higher Education Administration and Management**

DEED 740 – Administration of Postsecondary Developmental Programs and services	3
DEED 712 – Institutional Planning, Research and Decision-Making	3
DEED 713 – Fiscal and Business Affairs in Higher Education	3
DEED 714 – Higher Education Organization, Administration & Policy	3

### **Option 3: Student Development and Personnel Services**

DEED 738 – Seminar: Current Trends & Issues in Counseling Developmental Learners	3
DEED 701 – Theories of Students Development	3
DEED 708 – Student Affairs Administration	3
DEED 715 – Student Development: Problems and Issues	3

### **Research**

Each student is required to take a minimum of 6 hours of coursework in Research:

DEED 743	Intermediate Statistics and either:	3
DEED 736	Qualitative Research Methods	3

#### **OR**

DEED 737	Quantitative Research Methods	3
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#### **Optional Research Elective**

DEED 745	Advanced Statistics	3
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### **English Proficiency**

Demonstrated English proficiency is required of all students entering graduate programs at Grambling State University. Students demonstrate this proficiency by posting a minimum grade of “B” DEED 634 or an equivalent graduate level writing course.

## Dissertation Preparation

A minimum of 12 hours of coursework is required for completion of the dissertation preparation component of the Doctor of Education degree program. The required courses are:

DEED 726 – Research in Developmental Education	
The Literature Review	3
DEED 728 - Dissertation Proposal Development	3
DEED 796 - Dissertation Preparation	6

**\*Although a student must continuously register for DEED 796 - Dissertation Preparation every semester until the Dissertation is completed, no more than 6 hours will be included on the Program of Study.**

### Step 6: Qualifying Examination

1. The Doctoral Qualifying Examination (**DEED 750**) is a 5-hour examination that is administered only on campus.
2. The Examination tests for competence in the first level Educational Research Course (EDL 549) and the first level Statistics Course (EDL 573). These two courses are prerequisites to the Research and Statistics requirements for the doctoral degree. If, however, a student can provide evidence of competence in these Introductory Courses, (e.g., Course Description, Course Syllabus, etc.), as a result of having taken them in another GSU master's program or in a master's program at another accredited institution, course transfer can be considered, but not guaranteed.
3. The Qualifying Examination also tests for competence in the Foundational Core courses: DEED 749, DEED 741 and DEED 705.
4. The exam is composed of essay questions, developed by Faculty with expertise in the Content Areas. The essay questions will require students to synthesize content from the courses.
5. The student is allowed to take the Qualifying Examination at any time **after admission to the program BUT before completion of 27 hours of coursework**. A student admitted to the program conditionally is not be eligible to take the Qualifying Examination until he or she has had the conditional classification removed.
6. The Graduate Examinations Committee (GEC) prepares the Examination. The Chair of the GEC, in collaboration with the Department Head, will collect and

maintain banks of test items. The GEC will prepare the Examination each time it is administered. The GEC Chair, (or a designated member of the Committee), will administer the Examination. The Examinee's Essays will be circulated to members of the Department for evaluation using a Rubric developed by the Committee. The Rubric will require Faculty to identify strengths and weaknesses of students' Essays.

## Step 7: Residency

### Purposes

The purposes of the Residency are to provide students opportunities to (a) be socialized into their scholar-practitioner-manager roles, (b) experience scholarly activities beyond those in their respective Programs of Study, (c) develop knowledge not afforded by scattered and part-time course work and (d) pursue and synthesize program-related knowledge, skills and values in a scholarly and supportive environment. The belief is that engaging students in a variety of meaningful experiences during times when they are continuously enrolled for several terms can best meet the Residency requirement. Only courses taken on the Grambling State University campus after the student is admitted to the Doctoral Program can be used to fulfill the Residency Requirement.

### Completing Residency

At the Doctoral Level, Residency is defined as completion of specific required activities (as described below) **and** continuous enrollment for specified periods of time during which a student earns a minimum of 18 semester credit hours. Required activities and credit-hour requirements are presented below.

Required activities are:

1. *Virtual Student Orientation*: The department will organize a one-day, virtual orientation for new students. Students must attend the orientation.
2. *Qualifying exam*: Students must arrange for one day on campus to take the qualifying exam.
3. *Comprehensive exam*: Students must arrange for one day on campus to take the comprehensive exam.
4. *Commencement*: Students are required to come to campus for the commencement. A departmental celebration will be arranged on the day of or before the commencement.

**Additionally, students must complete one of the following choices to meet the Residency credit hour requirement.**

1. Complete 2 consecutive semesters or 2 consecutive summers earning a minimum of 9 credit hours each semester or summer session.
2. Complete 3 academic terms (semester or summer) during a 24-month period earning a minimum of 6 credit hours per term.

**Appropriate Residency Professional Activities**

Doctoral Students are expected to become actively involved in a variety of Professional Activities that are not part of required course work. Examples of activities are provided below. Students and their Doctoral Committees are encouraged to include other appropriate experiences not presented here.

1. Completing a service project requiring scholarly work but for which no academic credit is received.
2. Assisting faculty in teaching, research or service for which there is no remuneration or academic credit.
3. Conducting one or more workshops or short-term seminars.
4. Attending and presenting at professional meetings, conferences and institutes.
5. Joining and participating in a graduate student association.
6. Participating as a committee member in a regional or national professional association concerned with developmental education.
7. Writing proposals for research grants.
8. Managing research projects.
9. Writing for publication.

The doctoral committee must approve a student's report of residency activities. The student should file a Graduate Residency Approval Form with the department head after the residency has been completed.

**Step 8: Advancement to Candidacy**

Admission to a program does not mean that a student is a candidate for the Doctor of Education Degree. Advancement to candidacy for the doctoral degree is granted by the School of Graduate Studies on the recommendation of the department after the student has (1) achieved regular admission status; (2) submitted an approved plan of study to the School of Graduate Studies; (3) passed the required candidacy or qualifying examination; (4) completed all required pre-candidacy courses; (5) earned a 3.0 GPA in all graduate work taken; (6) demonstrated English Proficiency by earning at least a "B" grade in course designated for that purpose; (7) met the **Residency Credit Hour Requirement**; and (8) the program has submitted the completed "Admission to Candidacy" form to the School of Graduate Studies. **A doctoral student must be advanced to candidacy at**

**least nine months prior to the granting of the degree to assure sufficient time for work on the Dissertation.**

### **Step 9: Internship**

Each student must complete a 150-clock-hour internship (**DEED 734**) in the Option Area. This supervised field-based experience must be completed at an approved site and involve working with or providing services primarily for Developmental Learners. Applications may be obtained from the department office. Prerequisites for the Internship include:

- A. Advancement to Candidacy;
- B. Completion of at least 9 semester hours in the Option; and
- C. Approval of the Doctoral Committee.

Students are supervised and evaluated jointly by the Site Supervisor and the Major Professor. At the conclusion of the Internship Experience, the student must submit a Portfolio to the Professor of Record for the Internship (DEED 734), which in turn will be submitted to the Department Head. The Major Professor will have the opportunity to review its contents, however, the Professor of Record for DEED 734 assigns the final grade. Guidelines for the Portfolio may be obtained from the Major Professor or the Professor of Record. The Internship Experience will be evaluated as Pass or Fail and will carry 3 Semester Hours of credit.

### **Waiver of Internship Requirement:**

The Administrative Internship requirement can be waived for students with at least five years of verified work experience within the field of developmental education or if they have attended the Kellogg Institute.

### **Step 10: Comprehensive Examination**

1. The development, administration and evaluation of the Doctoral Comprehensive Examination (**DEED 789**) are the responsibility of both the Department and the student's Doctoral Committee. The Chair of the Graduate Examination Committee (GEC) or a designated member of the committee will administer the Examination. The chair will facilitate the development of the components of the examination and the evaluation of student's responses.
2. The doctoral comprehensive examination is an 8-hour examination consisting of three sections: the developmental education major, the student's option area and research/statistics.
  - 2a. The developmental education major section is a departmental responsibility through the GEC and will be essay in nature. Students will be allowed 4 hours for this portion of the examination. The

questions will be developed by faculty who teach the major courses (DEED 607, 705, 726, 741, 742, 749, 792 and 793) working as a group to prepare questions that are not necessarily course specific but that require synthesis of knowledge and skills from two or more courses. The faculty who develop the questions will score the developmental education major section of the examination using a rubric developed in collaboration with the GEC.

- 2b. Development of the concentration area portion of the examination is the responsibility of the student's doctoral committee, but the GEC will administer it. The student will be allowed 2 hours to complete this section of the examination. Questions will include essays, multiple choice items, case studies, etc. at the discretion of the student's committee. Members of the student's doctoral committee will evaluate responses using a rubric developed by the committee for that purpose.
- 2c. The third section of the examination will address research and statistics. Students will be allowed 2 hours to complete this section. This section will be developed and evaluated by faculty with expertise in these areas and coordinated by the chair of the GEC. Exam items will be specific to the particular research and statistics courses that the student has taken.

## Step 11: Dissertation

### Overview

To satisfy requirements for the doctoral degree, a student must demonstrate mature scholarship and the ability to conduct independent research. The intent of the research should be that its findings will contribute significantly to knowledge and practice in developmental education. **After completion of DEED 726 and DEED 728, the student must register for DEED 796 each term until the dissertation is completed and defended.**

It is the responsibility of the major professor to supervise preparation of the dissertation proposal and the dissertation study. Final approval of the dissertation by the doctoral committee is prerequisite to the awarding of the degree, regardless of the number of credit hours devoted to the study or the grades earned.

The editorial style for the dissertation proposal and the dissertation is the current edition of the *Publication Manual of the American Psychological Association*, and the *Guidelines for Preparing Research Proposals, Master's Projects and Thesis, and Doctoral Dissertations* which is available from the department office and from the School of Graduate Studies.

### **Dissertation Proposal**

After completion of DEED 726, DEED 728 and DEED 789, the student will present and defend the dissertation proposal (also referred to as the dissertation prospectus). The dissertation proposal is a detailed and specific plan of the proposed dissertation study. **A proposal cannot be submitted until the student has been advanced to candidacy.** The approved dissertation proposal becomes a contract between the student and the doctoral committee.

Written and oral presentations of the proposal are made to the doctoral committee for its approval. The committee has the responsibility of ascertaining the soundness, significance and feasibility of the proposed study. It will also assess the appropriateness of the proposed methods and analyses. Submission of the written proposal to the committee must be made at least two weeks prior to the oral presentation. The major professor is responsible for scheduling the oral defense. The results of the oral presentation are to be used by the doctoral committee and the candidate to revise the proposal, if necessary. Upon approval of the defense, the Major Professor reports the committee's findings in writing to the appropriate persons. Note, the Doctoral Committee must approve the written proposal and oral defense prior to initiation of the study.

In addition, all studies involving human subjects, must be submitted to Grambling State University's Institutional Review Board - Human Subjects Review Committee (GSU-IRB), for approval **prior to the initiation of the study.**

### **Oral Defense of Final Dissertation**

Each final dissertation study must be defended at an oral examination administered by the student's doctoral committee. This committee may be augmented by faculty members from the College of Education and the university at the discretion of the Dean of the College of Education and the dean of the Graduate School. The candidate and the doctoral committee may recommend the names of additional faculty members to serve on the examining committee should this expansion become desirable.

The student must register for DEED 800 and must complete the oral defense of the dissertation **at least 5 weeks before the degree conferral date.** The student's major professor must formally request a defense. Revisions to the dissertation recommended by the examining committee must be made prior to a student's clearance for graduation.

The examining committee must certify in writing the results of the examination. Grades of "satisfactory", "unsatisfactory" or "re-examination" may be awarded for the student's performance. Examination results must be reported to the department head and registrar.

<b>Step 12: Graduation</b>
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### **Qualifications to Apply**

Before applying for graduation, the doctoral candidate must have met all of the criteria listed below:

- A. Completed all required course work with a minimum 3.2 GPA;
  - B. Successfully passed all required course and program examinations;
  - C. Been advanced to candidacy;
  - D. Completed and defended the dissertation study and in process of making final revisions or is working on the final draft of the dissertation and anticipates defending the study and submitting approved copies to the department head at least 9 weeks prior to graduation;
  - E. Registered for dissertation preparation credit the term of graduation; and
  - F. Submitted all required program forms as evidenced by files in the offices of the department; and the dean of the Graduate School. (i.e., completed doctoral program checklist)
- \* **All doctoral students must participate in the hooding and graduation ceremonies.**

### **Re-Application for Graduation**

If a student does not meet all of the above criteria, or is unable to meet the deadlines, the student must reapply for graduation. Re-application requires that the student register again for dissertation credit and pay any additional fees assessed by the university. The same application for graduation and program requirement deadlines holds for re-application for graduation.

### **Time Limit for Completing Degree**

Students are expected to complete all requirements for the Doctoral Degree within six years after advancement to Candidacy. If a student does not complete degree requirements within this period, the student's Doctoral Committee may petition the Dean of the College of Educational and Graduate Studies for an extension of Candidacy beyond the six-year period. The Dean of the College of Educational and Graduate Studies will notify the student, in writing, if an extension is granted.

### **Statute of Limitations for Courses**

The Plan of Study (PoS) should consist of graduate coursework not older than six (6) years at the time of PoS filing. On rare occasions, the graduate advisor may determine that coursework older than six (6) years could be applicable to a student's current PoS. The advisor must provide documented justification for inclusion of such coursework at the time of PoS submission. Justification must consist of an explanation of how the student will achieve currency in the subject matter content of the old coursework during the time to degree. The School of Graduate Studies reviews all justifications; approval is not guaranteed.

### **Timeline for Dissertation Approval**

<b><u>What</u></b>	<b><u>When</u></b>
Submit completed and approved copy of the dissertation to the department head (approved by doctoral committee)	9 weeks prior to graduation date
Notification of oral defense of dissertation	At least 7 weeks prior to graduation date and two weeks prior to defense
Complete oral defense of dissertation	At least 5 weeks prior to graduation date
Submit five (5) final signed copies of the approved dissertation to the department head	At least 4 1/2 weeks prior to graduation
Transmit five (5) final approved and signed copies of Dissertation to the Graduate School	At least 4 weeks prior to graduation

### **Academic Regalia**

The university has designed special academic regalia for the doctoral degree. The complete regalia can be purchased only from Oak Hall Cap and Gown Company. The online ordering link is [grambling.shopoakhalli.com](http://grambling.shopoakhalli.com).

<b>Checklists</b>
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Grambling State University  
 College of Education  
 Department of Developmental and Higher Education Studies  
 Important Steps in the **Master of Science Degree Program** (Developmental Education)

**Submission/Matriculation Checklist**

All documentation and forms **MUST BE TYPED.**

- \_\_\_\_\_ **STEP 1.**     Application and Admission to the Grambling State University School of Graduate Studies.
- \_\_\_\_\_ **STEP 2.**     Application for Admission to Graduate Programs in Education.

<b>After formal admission to the department, move to STEP 3.</b>
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- \_\_\_\_\_ **STEP 3.**     Meet with assigned advisor.
- \_\_\_\_\_ **STEP 4.**     Complete Plan of Study.
- \_\_\_\_\_ **STEP 5.**     Admission to Candidacy
- \_\_\_\_\_ **STEP 6.**     Complete Practicum Experience or Thesis Project
- \_\_\_\_\_ **STEP 7.**     Comprehensive Exam (Non-Thesis degree plans **ONLY**).
- \_\_\_\_\_ **STEP 8.**     Application for Graduation

Grambling State University  
 College of Education  
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 Important Steps in the **Doctor Education Degree Program** (Developmental Education)

**Submission/Matriculation Checklist**

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<b>After formal admission to the department, move to STEP 3.</b>
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\_\_\_\_\_ **STEP 3.**      **Advisement**  
 Temporary Advisement

\_\_\_\_\_ **STEP3a**      Complete Preliminary Plan of Study

\_\_\_\_\_ **STEP 4.**      Doctoral Committee Selection

\_\_\_\_\_ **STEP 5.**      Approved Plan of Study

\_\_\_\_\_ **STEP 6.**      Qualifying Examination

\_\_\_\_\_ **STEP 7.**      Complete Credit Hour Requirement for Residency

\_\_\_\_\_ **STEP 8.**      Advancement to Candidacy

\_\_\_\_\_ **STEP 9.**      Internship or Internship Waiver

\_\_\_\_\_ **STEP 10.**    Comprehensive Examination

\_\_\_\_\_ **STEP 11.**    Dissertation Proposal Defense

Final Dissertation Defense

\_\_\_\_\_ **STEP 12.**    Application for Graduation