

**Online Graduate Programs
in
Developmental Education**



**Handbook for
Advisors & Students**

*Department of Developmental & Higher
Education Studies*

College of Education
Grambling State University
Grambling, Louisiana

2019 Edition

TABLE OF CONTENTS

PROGRAM PHILOSOPHY	4
Definition of Developmental Education	6
GENERAL INFORMATION	
Admission	6
Non-Degree Status	7
Re-Admission	7
Change of Concentration	7
Graduate Credit Load	8
Probation	8
Suspension	8
Program Applications and Forms	8
Approved Style Manual	9
MASTER OF SCIENCE DEGREE	
Admission to Graduate School	9
Admission to M.S. Program	9
Process	9
Requirements for Regular Admission	10
Permanent Advisor	10
The Advisor	10
Change of Advisor	10
Program of Study	10
Major Courses	10
Research Methods and Statistics	11
Concentration	11
English Proficiency	11
Electives	11
Practicum	11
Practicum Requirements	11
Critical Paper	12
Comprehensive Examination	12
Candidacy	13
Graduation	13
Qualifications to Apply	13
Re-Application	13

DOCTOR OF EDUCATION DEGREE

Admission to Graduate School	14
Admission to Ed.D. Program	14
Process	14
Temporary Advisement	14
Requirements for Regular Admission	15
Requirements for Conditional Admission	15
Major Professor	15
Doctoral Committee	16
Qualifications for Doctoral Committee Membership	16
Composition of Doctoral Committee	17
Committee Responsibilities	17
Program of Study	18
Major (Foundations CORE)	18
Concentrations	19
Evaluation and Research	19
English Proficiency	19
Electives	19
Internship	19
Dissertation	19
Transfer Credit	19
Qualifying Examination	20
Residency	21
Purposes	21
Options for Completing Residency	21
Appropriate Residency Activities	21
Candidacy	22
Advancement to Candidacy	22
Time Limit for Completing Degree	22
Internship	22
Comprehensive Examination	23
Dissertation	24
Overview	24
Dissertation Proposal	24
Oral Defense of Dissertation	25
Graduation	26
Qualifications to Apply	26
Re-Application for Graduation	26
Timeline for Dissertation Approval	27
Academic Regalia	27

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.

Underprepared adults 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 underprepared adults—developmental learners—whether in traditional or nontraditional educational settings.

Who are the Developmental Learners Grambling's graduates will be prepared to serve? They are those students 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 of all ages to improve 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 is a relatively young field evidencing 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 Developmental Practitioners.

Further, the philosophy of Grambling State University recognizes Developmental Education as the umbrella for services ranging from remediation to enrichment. It recognizes that even though a student might be intellectually capable, the absence of successful linking 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 remediating or enriching responses from Developmental Education Personnel. 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 welfare of 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 which 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)

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 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.
 - 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 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. 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.

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, 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" 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.

Petitions are accepted after the expiration of one semester or summer session. A suspended student cannot be re-admitted more than once in pursuit of a graduate degree.

Program Applications and Forms

All program applications and forms may be obtained from the office of the department or from the department's website. Applications and forms not directly related

to the program 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 *Publication Manual of the American Psychological Association*, 6th (or later) edition. 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, and from the *Guidelines for Preparing Research Proposals, Master's Projects and Thesis, and Doctoral Dissertation*.

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 GRE score reports, 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 an application for admission to the M.S. program. The application form is available in the departmental office and online at the department's website.

The completed application form should be returned along with any necessary supporting documentation. Applicants should have three letters of recommendations sent to the head of the department. Other needed documentation is secured by the department from the Graduate School.

When an individual's application materials are complete, they are evaluated by the department's graduate admissions committee. 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. Acceptable GRE scores on the new GRE (to be 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

Step 3: Permanent Advisor

The Advisor

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

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 degree plan options within the Master of Science degree program. Students may choose either the Thesis Option or the Non-Theses Option.

Major Courses

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

Research Methods and Statistics

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

Concentration

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

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.

Electives

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

Step 5: Practicum

Practicum Requirements

Each student is 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 and all the 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 will be notified of specific meeting dates by the instructor. Students should expect to attend at least one seminar on campus prior to starting work in the field.

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 may be obtained from the Instructor.

Step 6: Comprehensive Examination

A comprehensive written examination must be taken by all students pursuing the M.S. Degree. This examination is designed to test 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:

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 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 second time 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. The admission to Candidacy form is available from the Graduate School or the Department 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.
- 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.

DOCTOR OF EDUCATION DEGREE

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 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 any necessary supporting documentation. Other needed documentation is secured by the department from the Graduate School.

When an individual's application materials are complete, they are evaluated by the Department's Graduate Admissions Committee. The student is notified by the Department Head of the committee's decision.

Temporary Advisement

Upon applying 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. This time also may be used by students to select the faculty members who will be asked to serve on their Doctoral Committees.

Specifically, the temporary advisor will assist students in understanding the registration process, scheduling initial classes and selecting a committee.

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 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 GPA is less than a 3.0, the student is dismissed from the Programs.

Step 3: 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 (Council of Graduate School [CGS], 1991, p. 4; italicized information added);
- 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 (CGS,P.4);
- Be actively involved in advanced research and scholarship and the graduate programs of their institutions (CGS, p.4); 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.

Step 4: Doctoral Committee

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 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 is required. They shall be distributed as follows:
 A Major Professor/Chairperson of Doctoral Committee;
 A member with expertise in major area;
 A member with expertise in option area; or
 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 4. This depends upon the Student's Research Interest.
- b. One member and the major professor must have Graduate Faculty Status and expertise in the major area [see (a) above].
- c. At least two committee members, including the major professor must have doctoral directive status per the criteria of the School of Graduate Studies.
- d. The committee is established by mutual consent of student, major professor, department head and college dean.
- e. Membership on the committee may be changed by filing the appropriate forms and acquiring the approval from the major professor, department head, and the college dean.

Doctoral Committee Responsibilities

The Doctoral Committee will:

- Approve the student's Program of Study, Residency Activities, proposed Internship, proposed Professional Development Plan, 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 (Council of Graduate Schools [CGS], 1991, p. 4; italicized information added); and

Step 5: Program of Study

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

All Programs of Study must include a minimum of 60 semester hours beyond the Master's Degree. Appropriate course work 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 Program of Study does not reduce the 60 hours of Post-Master's course work required for the Doctorate. In other words, additional hours of course work must be added to the Doctoral Program of Study equal to the number of hours from the student's Master's Degree in which it is included. While GSU accepts comparable course work from other universities, a minimum of 36 semester hours of course work must be completed at Grambling State University. At least one-fourth of the course work must be at the 700 or 800 level.

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 549	Problems and Issues in Developmental Education	3
DEED 634	Professional and Technical Writing	3
DEED 631	Survey of Nontraditional Students	3
DEED 649	History and Philosophy of Higher Education	3
DEED 607	Learning Support Centers 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 Option Areas with committee approval. In such cases, the student must complete a minimum of 12 semester hours in each Option Area.

Option Areas

Option 1: Curriculum and Instructional Design

DEED 605 – Curriculum Methods & Materials for Teaching/Learning and Study Skills	3
DEED 621 – 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 622 – Administration of Postsecondary Developmental Programs and services	3
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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 617 – 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 the following 12 hours of course work in Research:

DEED 643	Intermediate Statistics	3
DEED 735	Advanced Statistics	3
DEED 736	Qualitative Research Methods.	3
DEED 737	Quantitative Research Methods	3

Dissertation Preparation

Each student is required to take 12 hours of course work in Dissertation Preparation:

DEED 726	Research in Dev. Ed - The Lit Review	3
DEED 728	Dissertation Proposal Development (Prerequisite - DEED 726)	3
DEED 796	Dissertation Preparation	6
*DEED 734	Administrative Internship (Prerequisite - Admission to Candidacy)	3

(* Internship may be waived for students with at least five years of work experience in the Field of Developmental Education OR for those students who have attended and completed the requirements of the Kellogg Institute.)

Option Areas

Curriculum and Instructional Design

DEED 605	Curriculum Methods & Materials for Teaching/Learning and Study Skills	3
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DEED 621	Instructional Systems Design	3
DEED 704	Theories of Instructional Design and Development	3
DEED 720	Research in Instructional Technology	

3

Higher Education Administration and Management

DEED 622	Administration of Postsecondary Development Programs and Services	3
DEED 714	Higher Education Organization, Administration and Policy	3
DEED 712	Institutional Planning, Research and Decision-Making	3
DEED 713	Fiscal and Business Affairs in Higher Education	3

Student Development and Personnel Services

DEED 617	Seminar: Current Trends & Issues in Counseling Developmental Learners	3
DEED 701	Theories of Student Development	3
DEED 708	Student Affairs Administration	3
DEED 715	Student Development: Problems & Issues	3

Total Hours Required for Program Completion - Minimum of 60 Semester Hours

A. Major (Foundations CORE)	27
B. Qualifying Examination (DEED 750)	0
C. Option	12
D. Research and Statistics	6
E. Internship (DEED 734)	3
F. Comprehensive Examination (DEED 799)	0
G. Dissertation Preparation (DEED 796)	12
H. Dissertation Defense (DEED 800)	0

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" DEED 634 or posting a minimum of 3.5 on the analytic portion of the GRE.

Dissertation Preparation

The student must include 6 hours of credit in Dissertation Preparation in his or her Program of Study. Additional hours in Dissertation Preparation may be required for a

student to complete the Dissertation, but no more than 6 hours may be included in the Program of Study. **A student must continuously register for Dissertation Preparation (DEED 796) every semester until the Dissertation is completed.**

Transfer Credit

Graduate credits applicable to the student's Degree Program from accredited institutions may be transferred, provided they are approved by the student's Doctoral Committee. Only courses in which a grade of "A" or "B" has been earned may be transferred. All transferred courses must be documented by Catalog Description and Course Syllabi. These documents must accompany the proposed Program of Study and be approved by the Major Professor, Program Coordinator and Department Head.

Step 6: Qualifying Examination

1. The Doctoral Qualifying Examination 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 Ed.D. 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 at another GSU Master's program or another institution, course transfer can be considered, but not guaranteed.
3. The Qualifying Examination tests for competence in the following courses: DEED 549 Seminar Problems & Issues in Developmental Education, DEED 600 Advanced Studies of the Developmental Learner, or DEED 705 Applied Psychology of Learning for candidates who were admitted Spring 2019 or later. and DEED 631 Survey of Nontraditional Students. The content will be tested with essay questions developed by Faculty with expertise in the Content Areas.
 - 3a. The essay questions will require students to synthesize content from the courses.
4. The student will be allowed to take the Qualifying Examination at any time after admission to the Doctoral Program but before completion of more than 27 hours.
 - 4a. A student admitted to the program conditionally will not be eligible to take the Qualifying Examination until he or she has had the conditional classification removed.

5. The Examination will be prepared by the Graduate Examinations Committee. The Chair of the Committee, in collaboration with the Department Head, will collect and maintain banks of test items. The committee will prepare the Examination each time it is administered. The Committee Chair, (or a designated member of the Committee), will administer the Examination. The Examinee's Essay 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 Residency can best be achieved by engaging students in a variety of meaningful experiences during times when they are continuously enrolled for several terms. 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 Requirements.

Options for Completing Residency

At the Doctoral Level, Residency is defined as continuous enrollment for specified periods of time during which a student earns a minimum of 18 semester credit hours. Specific credit-hour requirements are incorporated into the choices presented below. Students may complete any of the following choices to meet the Residency requirements.

1. *Orientation.* The department will organize a one-day orientation for new students. Students must attend the orientation. They can either come to campus or attend it virtually.
2. *Qualifying exam + seminar and consultation.* Students must arrange two days on campus for qualifying exam, seminar, and consultation. Students will take the qualifying exam on the first day. On the second day, the department will organize a half-day seminar in the morning. In the afternoon, students will meet with their advisors for consultation.

3. *Comprehensive exam + seminar and consultation.* Students must arrange two days on campus for comprehensive exam, seminar, and consultation. Students will take the comprehensive exam on the first day. On the second day, the department will organize a half-day seminar in the morning. In the afternoon, students will meet with their advisors for consultation.
4. *Departmental pre-grad celebration + commencement.* Students are required to come to campus for the departmental celebration and commencement. The departmental celebration will be arranged on the day before the commencement. Graduates will attend commencement next day.

Additionally, students may complete any 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.

Residency requirements for students admitted Spring 2019 or later

To satisfy the residency requirement, doctoral students must:

1. Attend on-campus or virtual orientation.
2. Come to campus for the Qualifying Examination and Workshops (2-day Event/meet with advisors, etc.).
3. Come to campus for Comprehensive Examination and Workshops (2-day Event/meet with advisors, etc.).
4. Attend Graduation.

Appropriate Residency Professional Activities

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

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

Step 8: Candidacy

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 is granted by the Graduate School on the recommendation of the student's Doctoral Committee after the student has (1) passed the Qualifying Examination, (2) made formal written application for advancement to Candidacy and (3) met the Residency Requirement. A 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.

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. Award of an extension, conditionally or unconditionally, is made in writing to the student by the Dean of the College of Educational and Graduate Studies.

Step 9: Internship

Each student must complete a 150-clock-hour internship 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 and submit the final grade to the Professor of Record. 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 are the responsibility of both the Department and the student's Doctoral Committee. The Examination will be administered only on campus by the Chair of the Graduate Examination Committee (GEC) or a designated member of the committee. The chair will facilitate the development of the components of the examination and the evaluation of student's responses.
2. The doctoral comprehensive examination will be 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 549, 600, 607, 631, 649, 705, 726, 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 developmental education major section of the

examination will be scored by the faculty who develop the questions 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. The student's responses will be evaluated by members of his or her doctoral committee 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 coordinated by the chair of the GEC. There will be two forms of this exam section: quantitative and quantitative-qualitative. The quantitative form will be for those students who opted to take advanced statistics (DEED 735) and will include knowledge and skills taught in DEED 643 (intermediate statistics) and 735. The quantitative-qualitative form will be for students who opted to take qualitative research (DEED 736). This form will cover knowledge and skills taught in DEED 643 and 736. Exam items will be some combination of essay, multiple choice, critique of a research design/study, etc.

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. **Once work begins on the dissertation, the student must register for dissertation preparation each term until the dissertation is completed and the student is graduated.**

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

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 prospectus 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. The results of the oral presentation are to be used by the doctoral committee and the candidate to revise the proposal, if necessary. 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 meeting and reporting the committee's findings in writing to the appropriate persons.

The written proposal must be approved by the doctoral committee prior to the initiation of the study. Should the research require use of human subjects, the proposal must also be approved by the Human Subjects Review Committee (IRB).

Oral Defense of 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. A defense must be formally requested by the student's major professor. 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.

Step 12: Graduation**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)
- G. 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.

Timeline for Dissertation Approval

<u>What</u>	<u>When</u>
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, Inc., 840 Union Street, Salem, Virginia 24153. The telephone number is (703) 387-0000.