

Graduate Programs in Developmental Education



Handbook for Advisors & Students

Department of Educational Leadership

College of Education
Grambling State University
Grambling, Louisiana

2003 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.

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.

Our belief is 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 students 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 Association for Developmental Education)

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| GENERAL INFORMATION |
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| Admission |
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1. A baccalaureate degree from an accredited college or university is a prerequisite for admission to graduate programs at Grambling State University. **Admission to the Graduate School does not mean automatic admission to a degree program.**
2. A student must apply to the Department of Educational Leadership separately for admission to a program in developmental education. 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 the GRE prior to completing 15 semester hours of course work toward a degree. Full admission status will not be awarded until an acceptable score is on file in the Graduate School and the department office.

General information about the GRE may be obtained from the University Testing Center. Students may call the director of University Testing for information. 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 HUM 507, ENG 505 or DEED 634 or posting a minimum of *500* on the verbal portion of the GRE.

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| Non-Degree Status |
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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 15 semester hours of graduate credit to be applied later to a graduate degree. Such credit must be approved by the College of Education 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 Educational Leadership. 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, 9-12 credit hours are considered to be a full load for graduate students during the regular fall and spring semesters. During a regular summer session, 6 hours is considered to be a full load.

A graduate assistant, however, will not be permitted to schedule more than nine semester hours in a regular semester. With the approval of the major advisor, department head, and dean of the Graduate School, a graduate assistant with a superior academic record may schedule a maximum of 12 semester hours.

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 6 semester hours of “C.” 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. Applications and forms not directly related to the program but needed by all students may be obtained from the Graduate School.

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*, 4th 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 of Educational Leadership, 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 Department of Educational Leadership offices. 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 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 Educational Leadership an application for admission to the M.S. program. The application form is available in the departmental office.

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, and the student is notified 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.
2. A minimum 2.5 GPA on the last degree earned.
3. Acceptable GRE scores. (to be determined by graduate admissions committee.)

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 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

Major Courses

The program of study must include the following major core courses: DEED 543, DEED 544, DEED 545, EDL 555 and DEED 548.

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: reading, mathematics, English, science or postsecondary guidance and counseling. A minimum of 9 semester hours of course work must be completed in the concentration area. Concentrations in English, and science should include and in mathematics must include graduate course work taken outside the College of Education.

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 HUM 507, ENG 505 or DEED 634 or posting a minimum of 500 on the verbal portion of the GRE.

Electives

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

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| Step 5: Practicum |
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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 area of concentration and approval by the advisor. Applications may be obtained from the department office. 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.

Critical Paper

Each practicum student must summarize and evaluate practicum experiences in a critical synthesis paper. The paper should set forth newly acquired competencies and explain how these competencies will

be used in working with developmental students. A copy of this paper must be submitted to the instructor and the instructor. Instructions for developing the paper 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:

- A. Completed course work in the foundations core
- B. Completed a minimum of 15 semester hours in the program core
- C. Completed a minimum of 12 semester hours in the area of concentration
- D. Made application to the department head during the semester prior to the semester the examination is desired.

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 (pass/fail) 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 of Educational Leadership.

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 advisor's office a copy of the approved critical paper 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 department of Educational Leadership offices. This form must be completed and returned with the required application fee. Supporting documents that are required include GRE score reports, three letters 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 Educational Leadership an application for admission to the Ed.D. program. The application form is available in the departmental office.

The completed application form should be returned along with any necessary supporting documentation. The applicant should secure recommendations from three individuals who must submit the recommendation to 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. Individuals who meet admission requirements may be invited for an interview after which a decision will be made regarding admission to the Ed.D. program.

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, understanding program admission requirements and scheduling initial classes.

Requirements for Regular Admission

1. A master's degree from an accredited college or university.
2. A minimum 3.0 GPA on the last degree earned.
3. A minimum GRE score of 1000 (V/Q) or 1500 (V/Q/A).

Requirements for Provisional Admission

1. A master's degree from an accredited college or university.
2. A minimum 3.0 GPA on the last degree earned.
3. A GRE score as determined by the following scale:

| GRE score | GPA on last degree |
|---------------------------------|---------------------------|
| 950-999 (V/Q)/1425-1499 (V/Q/A) | 3.01 - 3.38 |
| 900-949 (V/Q)/1350-1424 (V/Q/A) | 3.39 - 3.57 |
| 850-899 (V/Q)/1275-1349 (V/Q/A) | 3.58 - 3.75 |
| 800-849 (V/Q)/1200-1274 (V/Q/A) | 3.76 - 4.00 |

The status of a student admitted provisionally is reevaluated after 12 hours of work have been completed. If the GPA on the 12 hours of credit is 3.5 or better, the provisional status is removed and the student is granted regular standing. If the GPA is less than 3.5 the student is dismissed from the program.

Step 3: Major Professor

The major professor/chairperson/major advisor 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 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 those cases where graduate students' 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 dissertation committee which will:
 1. approve the student's program of study, residency activities, proposed internship, readiness for required examinations, dissertation proposals, dissertation topic 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 instruction-reading; higher education administration and management; instructional systems and technology; or student development and personnel services; or
must have expertise in a specific cognate area (if necessary); or
must have training and experience in statistics, measurement and research methods/designs;
- Must be competent in the candidate's research topic and/or methodology if serving as the major professor/major advisor.

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;
 - A member with expertise in cognate area (if necessary);
 - A member with expertise in statistics, measurement, and research methods (qualitative or quantitative); and

A member who is external to the university.

- b. One member and/or 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/program director 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 proposals. Dissertation topic and all aspects of the dissertation, 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 in 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
- Be actively involved in advanced research and scholarship and the graduate programs of their institutions (CGS, p. 4).

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. A program of study is official when it has been approved by the student's doctoral committee, department head, dean of the College of Education and dean of the School of 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 66 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 plan of study does not reduce the 66 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 plan of study equal to the number of hours from the student's master's degree that is included in it. 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 24 hours of work selected from the following courses.

a. Required courses:

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| DEED 549 | Problems and Issues in Developmental Education |
| DEED 631 | Survey of Nontraditional Students |
| DEED 649 | History and Philosophy of Higher Education |
| DEED 707 | Organization and Administration of Learning Centers Programs |
| DEED 726 | Research in Developmental Education |
| DEED 792 | Advanced Program Evaluation |

b. Selection of a MINIMUM of TWO (2) courses from the following:

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| DEED 600 | Proseminar I: Advanced Studies of the Developmental Learner |
| DEED 705 | Media and Applied Psychology of Learning |
| DEED 793 | Advanced Curriculum Development |

Concentrations

Each student must select and pursue a concentration area in developmental education. The concentration must be selected from among the following areas: curriculum and instruction-reading; higher education administration and management; instructional systems and technology; and student development and personnel services.

A minimum of 15 semester hours of course work must be completed in the concentration area. A student may pursue two concentration areas with committee approval. In such cases, the student must complete a minimum of 15 semester hours in each concentration area.

Evaluation and Research

Each student is required to take the following 9 hours of course work:

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| DEED 643 | Intermediate Statistics |
| DEED 728 | Advanced Research Design |
| DEED 735 | Advanced Statistics or |
| DEED 736 | Qualitative Research Methods. |

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 HUM 507, or DEED 634 or posting a minimum of *500* on the verbal portion of the GRE.

Electives

A minimum of 6 hours of elective courses are required in the student’s program of study.

Internship

The student must complete a 3 credit hour internship. Substitutions or transfer courses are not permitted to meet this requirement.

Dissertation

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.

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 or course syllabus. These documents must accompany the proposed program of study.

Step 6: Qualifying Examination

1. The doctoral qualifying examination is a 5-hour examination.
2. The examination tests for competence in first level educational research course (EDL 549) and first level statistics course (EDL 573) because these are prerequisite to the research and statistics requirements for the Ed.D. This portion of the examination will have 75 multiple-choice questions. The Graduate Examination Committee (GEC) will determine the passing level on the research and statistics section.
3. The qualifying examination tests for competence in the following master’s level courses: EDL 555, DEED 543 and DEED 544 because a knowledge of these areas is prerequisite to some courses required in the doctoral major: DEED 600 Advanced Studies of the Developmental Learner (DEED 543), DEED 705 Applied Psychology of Learning (EDL 555) and DEED 793 Advanced Curriculum Development (DEED 544).
 - 3a. Content/competence in EDL 555, DEED 543, and DEED 544 will be tested with combination of multiple choice questions and essays. There will be 75 multiple-choice questions developed by faculty with expertise in these areas. The essay questions will be developed by faculty with expertise in these areas but will be less course-specific than heretofore. The essay questions will require students to synthesize content from the three courses.

4. Students will be allowed 2.5 hours (150 minutes) to complete the multiple choice sections of the examination (totaling 150 questions). Students will be allowed 2.5 hours to complete the essay portion of the exam.
5. 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 21 hours.
 - 5a. A student admitted to the program provisionally will not be eligible to take the qualifying examination until he or she has had the provisional classification removed.
6. The examination will be prepared by the GEC. The chair of the committee – working 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. Their chair – or individuals designated by the committee – will score the multiple choice sections of the examination. Examinees' essays will be circulated to members of the department for evaluation using a rubric developed by the committee. The rubric and evaluation forms will require faculty to identify strengths and weaknesses of students' essays.

Step 7: Residency

Purposes

The purposes of 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 options presented below.

Students may complete any of the following options to meet the residency requirement:

- A. Register as a full-time student for 2 consecutive regular semesters earning a minimum of 9 semester hours each term.

- B. Register as a full-time student for 3 consecutive summers earning a minimum of six semester hours each summer term.
- C. Register as a full-time student consecutively for two summers earning a minimum of 6 semester hours each term and one fall or spring semester (immediately preceding or following one of the summer sessions) earning a minimum of 6 semester hours.
- D. Register for and earn a minimum of 18 semester hours credit during 2 consecutive semesters (or summers).

Appropriate Residency 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 Education 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 Education.

Step 9: Internship

Each student must complete a 150-clock-hour internship in the area of concentration. 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 concentration; and
- C. Approval of the doctoral committee.

Students are supervised and evaluated jointly by supervising persons at the cooperating site and the major professor. At the conclusion of the internship experience, the student must file a written report with the department head, the internship supervisor and the major professor. Guidelines for this report may be obtained from the major professor. The internship experience will be evaluated as pass or fail and will carry 3 semester hours of credit.

Step 10: Comprehensive Examination

1. The development, administration and evaluation of the doctoral comprehensive examination is the responsibility of both the department and the student's doctoral committee. The examination will be administered 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 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 option 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 *Publication Manual of the American Psychological Association*, 5th edition, as modified by 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.

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. Upon receipt of the request, a defense schedule will be arranged the dean of the Graduate School. 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 dean of the College of Education, 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.)

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 hold 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.