



School of Education
Ed.D. in Organizational Improvement for Educational Leaders
Program Policy Statement

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Part I. Program History

A. Purpose Statement

The Ed.D. in Organizational Improvement for Educational Leaders practitioners from P-12 schools, P-12 school districts, higher education institutions, and other educational organizations.

The EdD program improves the leadership and decision-making capabilities of practitioners who work in educational organizations. Twenty-first century educators work in complex organizations with complex problems. Educational leaders are expected to make important decisions that influence teaching and learning, the core function of educational organizations. Effective educational leaders must access, analyze, and communicate relevant information, and, when they lack the information they need, they know how to gather such information. The EdD program equips practitioners with the knowledge, skills, and abilities to gather and use information effectively in decision-making and problem-solving related to improving their organizations.

The EdD program comprises 60 total credits. The core (33 credits) includes three content sections based on themes of organizational improvement paradigms, methods for driving improvement, and leading change. Other sections include the colloquia courses (1 credit each, taken six times for a total of six credits), nine (9) credits of electives, and twelve (12) credits of the Educational Leadership Portfolio: The Dissertation in Practice. . Coursework builds practitioners' knowledge and skills in scholarly analysis, empirical inquiry, organizational analysis, improvement planning strategies, and oral and written communication as well as in substantive domains of leadership theory, evaluation science, adult learning, and community engagement. curriculum, technology, and education policy. Nine credits of elective options allow students to pursue their academic interests, professional preparation needs, and career goals.

Core Section 1: Understanding the Context of Improvement (12 credits) includes coursework that addresses continuous improvement paradigms, historical foundations of education, the contexts in which educational organizational improvement efforts take place, and working within local educational systems.

Core Section 2: Methods of improvement (12 credits) includes ways of using research for organizational improvement; selecting, collecting, and analyzing secondary data; collecting and analyzing survey data; program evaluation.

Core Section 3: Leading change (9 credits) addresses capacity building in areas such as community engagement; designing, delivering, and assessing adult learning; and working with adults for improvement (e.g., facilitating and supporting teams).

Elective Section: Electives (9 credits) specializations allow students to address their own learning goals and needs in areas such as policy, technology, curriculum and instruction, or leading for equity.

Colloquium: (6 credits) Colloquium courses will address dispositional aspects of educational leadership and students will take them once per fall and spring term during the three years of their coursework.

Educational Leadership Portfolio: The Dissertation in Practice: (12 credits) A student's time in the EdD program culminates with the completion of a Dissertation in Practice (ELP: DIP) which

consists of identifying and addressing an organizational challenge, implementing an organizational improvement strategy to address that challenge, and reflecting on the effectiveness of the selected strategy.

| Section | Section Credits | |
|--|-----------------|------------------------|
| Core Section 1: Understanding the Context of Improvement | 12 | Total core credits: 33 |
| Core Section 2: Methods of improvement | 15 | |
| Core Section 3: Leading change | 6 | |
| Elective Section | 9 | |
| Colloquium Section | 6 | |
| Educational Leadership Portfolio: The Dissertation in Practice | 12 | |
| Total Program Credits: 60 | | |

The Doctor of Education represents the highest level of scholarly attainment in the professional field of education. As intellectual and professional leaders, EdD graduates are expected to inspire and lead by taking on complex problems and designing solutions across a broad range of P-12, higher education, and the broader landscape of educational organizations. educational environments.

B. Origin of the Program

Unlike many land-grant universities with schools of education, the University of Delaware did not offer a practitioner-oriented doctoral degree in educational administration prior to 1980. In the 1970s, the Dean and faculty members interested in educational administration and education policy in the University of Delaware's College of Education recognized a national trend in the emergence of "external degree" programs (e.g., the Nova University EdD) and surging enrollments in these programs. At the same time it was recognized that this was an opportunity to contribute to the academic and professional development of school and district educators in Delaware and to strengthen ties with these individuals. These trends and recognized needs led to the development of the College of Education's EdD program. The program was approved by the Faculty Senate in April, 1980. The first students matriculated in September 1981, and the program received permanent status in October 1985.

C. Administration and Faculty

The School of Education's Committee on Graduate Studies in Education (CGSE) is responsible for oversight of all SOE graduate programs, including the EdD program. The CGSE is composed of four School of Education faculty members, a School of Education graduate student member

selected by the School of Education Graduate Association, and the School of Education Director or his/her Designee who serves as the School of Education Graduate Coordinator. The CGSE approves course and credit requirements, admissions policies and standards, and degree completion policies and requirements. Management of the EdD program is handled by a School of Education faculty member who serves as the EdD program coordinator and works through committee meetings of faculty members affiliated with the EdD program (e.g., those who advise EdD students).

Admissions decisions are made by the EdD Admissions Committee. This committee consists of at least three faculty members, including the EdD program coordinator and two faculty members affiliated with the EdD program.

At the time of admission, an EdD student is assigned a faculty advisor who assists the student with course planning and other issues that arise as the student progresses through the program. The student may change their faculty advisor upon the written request to do so, and upon the agreement of the new faculty advisor to accept the student as an advisee. In some cases, a cohort of admitted students may be assigned to one or more faculty advisors who will advise the cohort as a group. Typically, the student's advisor chairs the student's Educational Leadership Portfolio: The Dissertation in Practice (ELP: DIP) committee. The Dissertation in Practice is the capstone project for completing the doctoral degree as explained below.

Faculty members who teach SOE graduate courses and advise graduate students must have a doctorate or equivalent. In some instances, faculty members with a master's degree and special expertise as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching and professional contributions to the field of education as well as endorsement of the School of Education Director.

D. Hybrid Learning Technology

The EdD program is a part-time academic degree program enrolling mostly full-time working professionals from throughout Delaware, Pennsylvania, Maryland, New Jersey, and elsewhere in the mid-Atlantic region. Hybrid learning technology, therefore, helps minimize geographical, scheduling, and commuting obstacles, and some courses may incorporate distance learning through hybrid formats (e.g., online sync, mix of in-person and online modalities, etc.). The EdD program is not a fully-online academic degree program, but the program may elect to adapt the modalities of some courses to better suit the needs of the School of Education, program faculty, or EdD students.

E. National Standards Alignment

The EdD program's conceptual framework aligns with the professional leadership standards as required by NCATE.

F. Degrees Offered

The degree awarded to students who complete this program is the Doctor of Education.

Part II. Admission

A. University Policy on Admission

Admission to the EdD program is competitive. Admission decisions are made on a number of criteria, including academic qualifications; leadership potential, experience, and accomplishments; the alignment between the applicant's professional and academic goals and the program's goals and objectives; and the expertise and availability of the program's faculty. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Applicants must submit all of the following items to the Graduate Admissions before admission can be considered:

- A completed Graduate Application must be submitted no later than February 28 for this program. Applicants submit this application online at <http://www.udel.edu/gradoffice/apply/>.
- A nonrefundable application fee must be submitted with the application, unless the applicant qualifies for one of the application fee waivers described at <http://www.udel.edu/gradoffice/apply/appfee.html>.
- Transcripts of all undergraduate and graduate studies must be uploaded as part of the application. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the international student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.
- Applicants must submit at least three letters of recommendation. These letters are obtained via the online recommendation process described at <http://www.udel.edu/gradoffice/apply/recommendation.html>.
- All students whose native language is not English must submit official copies of the TOEFL or IELTS test. The minimum acceptable score for the paper-based TOEFL test is 600; the minimum acceptable score for the Internet-based TOEFL test is 100. The minimum acceptable score for the IELTS is 7.0.
- It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957, give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226.

C. Specific Requirements for Admission into the Doctor of Education (EdD) Program

Decisions for admission to the EdD program are made by the EdD Admissions Committee described above. Students are admitted to the program based upon program capacity (which, from year to year, may limit the total number of students that can be accepted), advisor capacity, applicant qualifications, and applicant fit with the program goals and objectives, and the expertise of the program faculty. In addition to the University requirements above, applicants must meet the following requirements.

1. Applicants should hold a master's degree in a relevant area (e.g., educational leadership; literacy, mathematics, or science education; higher education; human services; special education; technology in education; organizational leadership) from an accredited university by the month

in which they begin doctoral work

2. Applicants must demonstrate scholastic ability by having achieved a minimum graduate grade point average of 2.75 on a 4.00 scale in their undergraduate degree and 3.00 on a 4.00 scale in their master's program. Applicants should be working in or toward a leadership role in their current position (e.g., administrator, coordinator, or teacher leader at a district/school, higher education, or education department in other organizations). A current Curriculum Vitae (C.V.) must be submitted as part of the application.
3. Three letters of recommendation from people qualified to assess the applicant's leadership skills and academic potential. One letter must be from the applicant's current supervisor. Recommendations must be submitted electronically as part of the online application.
4. A completed University of Delaware online graduate application.
5. Written responses to the following three prompts:
 - Explain why you are applying to this particular program. In other words, why do you want to be admitted to the Ed.D. in Organizational Improvement for Educational Leaders?
 - The Ed.D. in Organizational Improvement for Educational Leaders program requires that candidates be involved in planning and implementing a series of initiatives targeted at specific improvement needs that candidates identify and in which they may exercise leadership. Describe the contexts and responsibilities in your current position that would allow you to exercise leadership.
 - Describe a current problem or challenge you want to be able to address through your work in the EdD. Why do you think it is important to address this problem? This problem, challenge, or issue in your area of interest may typify the kind of issue that you would like to pursue as a leadership professional.
6. The GRE test is not a requirement to be considered for admission to the EdD program. However, applicants who are international students and whose native language is not English must submit evidence of their English ability through TOEFL or IELTS scores. Minimum acceptable scores are 100 for TOEFL iBT or 7.0 on the IELTS. International applicants who have completed a bachelor's or master's degree from an American university may have this requirement waived.
7. Additional materials are appropriate if they help to establish the candidate's ability to analyze, reason, interpret and write clear and persuasive prose. A grant proposal, report, journal article, or other succinct writing may be included with the application.

Part III. Degree Requirements for the Doctor of Education Program

A. Course Requirements

EdD Doctoral Core Courses (some course numbers pending) (11 courses at 3 credits per course for a total of 33 credits)

Core Section 1: Understanding the Context of Improvement (12 credits)

1. EDUC 843: Continuous Improvement Paradigms
2. EDUC 816: Historical Foundations for Education Leaders
3. EDUC 847: Systems of Education (including Community Engagement and Partnerships)
4. EDUC 820: Working within Local Educational Systems

Core Section 2: Methods of Improvement (15 credits)

1. EDUC 828: Research in Educational Decision-Making
2. EDUC 829: Measures of Improvement: Collecting and Analyzing Survey Data:
3. EDUC 845: Using Secondary Data in Educational Organizations (Statistics for Leaders)

4. EDUC 827: Analysis of Secondary Data for Decision Making
5. EDUC 863: Program Evaluation in Education

Core Section 3: Leading Change (6 credits)

1. EDUC 837: Adult and Professional Learning (Designing, delivering, and evaluating professional learning, communities of practice, socio cultural theories of learning, situative perspectives)
2. EDUC 849: Leading Teams of Adults in Improvement Efforts (including designing and supporting teams, facilitating teams, supervision, adult learning theory)

Students are expected to complete all core courses in the above three content sections. On rare occasions, extenuating circumstances may warrant a course substitution. On such occasions, students may write a petition to the School of Education's Committee on Graduate Studies in Education (CGSE) to request a course substitution. The petition should describe the extenuating circumstances that warrant the course substitution and explain the benefits of the course substitution that contribute to the student's scholarly development. The student's advisor and the EdD program coordinator must approve the petition before the petition is submitted to the CGSE. Ultimately, the CGSE reserves the right to approve or deny any petition, and their decision is final.

Electives (3 courses at 3 credits per course for a total of 9 credits)

Elective course options can be found in the UD Catalog. In addition to the courses on this list, the student's advisor can approve other electives based on the student's goals and needs. Any 600-level course in the University can be designated as an elective. The EdD program may offer several standards- or interest-based courses, including but not limited to (course numbers pending):

- Higher Education Policy
- P-12 Education Policy Educational
- Technology
- Teaching and Learning Leading for Equity

Colloquium (6 courses at 1 credit per course for a total of 6 credits)

EDUC 810: EdD Colloquium 1: The Grammar of an Educational Doctorate

EDUC 811: EdD Colloquium 2: Research Writing as a Genre

EDUC 823: EdD Colloquium 3: Colloquium 3: Bringing Improvement to Life in Organizations

EDUC 824: EdD Colloquium 4: Coalition Building for Equity and Improvement

EDUC 851; EdD Colloquium 5: Audience, Influence, and Partnerships

EDUC 861: Colloquium 6: Preparing for the Dissertation and Sustainability Considerations.

Colloquium courses will address dispositional aspects of educational leadership and students will take them once per fall and spring term during the three years of their coursework.

Education Leadership Portfolio: The Dissertation in Practice (3 courses at 4 credits per course for a total of 12 credits)

Education Leadership Portfolio: The Dissertation in Practice 1: Developing a DIP Proposal
Education Leadership Portfolio: The Dissertation in Practice 2: Collecting and Analyzing DIP Data
Education Leadership Portfolio: The Dissertation in Practice: Final DIP Preparation

Importantly, the Dissertation in Practice (DIP) courses (which may be offered in an independent study modality or as a faculty-led course) are repeatable, and students can register for 1 to 3 credits in order to further tailor their courses of study (i.e., a student can enroll in 1 credit of DIP 1 for the Fall semester and then the remaining 2 credits of DIP 1 during the subsequent Spring semester).

TOTAL CREDITS FOR DEGREE:

60 credits

A. Requirements and Regulations for Education Leadership Portfolio (ELP)

1) Purpose of the ELP. The Ed.D. is a professional degree with an applied project as its capstone requirement for doctoral completion – the Education Leadership Portfolio (ELP). The ELP connects theory with practice, academic work with professional work, and leadership development with organizational and/or instructional improvement. The ELP demonstrates the candidate's expertise and accomplishments related to a leadership initiative in his/her professional work. The ELP is directed by the student's advisor and an ELP committee.

2) ELP Components. The ELP consists of three primary parts: a **Problem Statement**, a **Final Reflection Essay**, and a coherent set of **Artifacts**. The **Problem Statement** describes the student's focus of inquiry, the context in which the student will study the problem and the student's role in the organization; and an improvement goal that includes the student's strategies for moving from what *is* to what *should be*. The **Final Reflection Essay** ties the entire portfolio together. It includes a description of the problem addressed, improvement strategies undertaken and their results, and reflections on both the success of the improvement efforts as well as the candidate's leadership development. **Artifacts** are linked to the student's focus of inquiry and reflect different approaches and methodologies for addressing the improvement goal. The artifacts are constructed in collaboration with the candidate's advisor, ELP committee members, and doctoral coursework instructors. They are connected to practice, focused on leadership and improvement, and aimed at specified organizational audiences (e.g., colleagues, staff, employees, constituencies). Examples of artifacts include, but are not limited to, needs assessments, problem or vision statements, literature syntheses, white papers, web designs or tools, professional development products, curriculum designs, policy briefs, data analysis reports, program evaluations, strategic plans, resource allocation plans, policy documents, and leadership communications. The artifacts are included as appendices to the final portfolio.

3) Establishment of the ELP Committee. During the last semester of a student's Ed.D. coursework, the student will select a doctoral advisory committee (henceforth, "ELP Committee") in consultation with the student's advisor. The ELP Committee shall include the student's advisor, a minimum of two additional University faculty from within the School of Education, and one member from outside of the program. The outside member may be a relevant individual from the student's place of employment. The student's advisor will serve as chairperson of the ELP Committee. The ELP advisor must be a member of the SOE faculty. SOE faculty who do not have regular faculty status may co-chair the ELP committee

provided that the other co-chair meets the definition for regular faculty status. The definition of faculty shall include professional staff who hold secondary faculty appointments. Faculty who have retired or resigned from the University may chair committees of students whose work began under their direction prior to their retirement or departure from the University. An advisor who is not employed full time by the University of Delaware may serve as co-chair of the committee provided that the other co-chair meets the conditions stated above.

Outside committee members shall include individuals not affiliated with the SOE. These may be individuals from outside of the University who are nationally recognized for their expertise in the area of study specified by the ELP, as well as faculty members from other units on campus. It is the responsibility of the ELP advisor to replace members who withdraw from the committee during the ELP process.

4) Schedule for ELP Completion. The ELP is a 12-credit project completed in three distinct stages: Development of ELP Problem Statement (ELP 1: EDUC 880), Conduct of Improvement Strategies (ELP 2: EDUC881), and Reflection on Leadership Efforts (ELP 3: EDUC 882). Students register for each 4-credit course in sequence. Students are not allowed to register for the next class until all work is completed for the previous course. Each stage (or course) is led by the student's advisor and supported by the student's ELP committee. Although students begin to develop artifacts during their Ed.D. coursework, students begin the formal ELP process after they have completed all doctoral coursework.

A student will first register for **ELP 1 (EDUC 880)**. In this course, the student constructs an **ELP pre-proposal document** which is composed of a problem statement (i.e., a concise description of the student's focus of inquiry) along with a brief description and rationale for the possible artifacts that are aligned to the student's focus of inquiry. Half of the artifacts may be based on student's work completed during Ed.D. coursework. After the ELP pre-proposal document is completed, it is sent by the student's advisor to the ELP Committee members for their feedback on the student's problem statement and proposed artifacts, and for recommendations related to both the problem statement and the composition of the proposed artifacts. With the committee's direction, the student then makes necessary revisions in the problem statement and constructs several proposed artifacts. These are presented to the committee in an official **ELP Proposal Defense**, where the student defends the problem statement, the initial artifacts, and negotiates the composition of the remaining ELP artifacts. The ELP Committee may decide to increase or decrease the total number of required artifacts depending on their scope and breadth, and how the artifacts address the candidate's improvement goal. At the successful completion of this defense, the advisor will construct an **ELP Proposal Defense Contract**, which highlights the revisions that the committee requires of the initial artifacts, and outlines the composition of the final ELP artifacts. When the ELP committee signs off on this contract the student will be considered to have completed the requirements for ELP 1 and will be allowed to register for 4 credits of ELP 2 (EDUC 881).

In **ELP 2 (EDUC 881)** the student will make revisions to the initial artifacts outlined in the ELP Defense Contract, and begin the process of developing the remaining artifacts under the direction of the committee. During ELP 2, the student is required to meet with the advisor and committee to review student progress and identify appropriate adjustments and revisions to the artifacts. At the end of ELP 2 the student will have completed all revisions to the initial artifacts that will be reviewed and approved by the ELP committee, and the student will be allowed to register for 4 credits of **ELP 3 (EDUC 882)**.

In **ELP 3 (EDUC 882)** the student will develop the remaining ELP artifacts and write the final reflection paper. At the conclusion of the ELP 3, and upon recommendation of the student's ELP advisor, the student will present and defend the ELP before the ELP committee in a formal **ELP Defense**. When the ELP committee signs the doctoral completion form, the student completes the doctoral program and is recommended for the Ed.D. degree.

5) Defending the ELP. The ELP defense will be scheduled only after the ELP advisor has determined that a defense is appropriate. The committee will have a minimum of two weeks to review the entire portfolio. The ELP defense will be open to the public, and notices will be emailed to all SOE faculty and graduate students at least one week prior to the defense date. The candidate will present a summary of the completed portfolio and will then field questions from the committee, attending faculty, and guests. After all questions have been answered, the ELP committee will meet to decide whether the ELP is accepted, rejected, or accepted pending revisions. Results of the meeting will then be presented to the student.

6) Processing the Final Portfolio. The ELP will consist of the following parts: an **Abstract**, the **Final Reflection Essay**, and **Appendices** that include the Artifacts. The initial pages will include signature pages that attest that the student has met the requirements of the ELP.

7) Registration Requirements for Graduation. Students must be registered for ELP 3 or in Doctoral Sustaining Status in the term in which the degree is officially awarded. Sustaining registration is required in summer or winter session only if the degree is awarded at the conclusion of that term. Students enrolled in Sustaining are considered full-time students. Students may only register for Sustaining Status for a maximum of two semesters.

Part IV. General Information Relevant to Graduate Students

A. Financial Assistance

EdD students are usually part-time graduate students and normally do not qualify for financial assistance. If an EdD student is full-time, however, the full-time EdD student is eligible to apply for the same assistantships and fellowships as full-time Ph.D. students.

B. Graduate Course Numbering System

Graduate credit may be earned for courses numbered 600 through 969. (Courses numbered 600 to 699 are graduate-level courses open to qualified, advanced undergraduates by permission of the instructor.)

C. Application for Advanced Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Graduate College. The application deadlines are February 15 for Spring candidates, March 10 for Summer candidates, September 15 for Fall candidates, and December 15 for Winter candidates. The application fee payment is required when the application is submitted.

D. Graduate Grade Point Average

All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "C-" do not count toward the degree even though the grade is applied to the overall index.

E. Time Limits for the Completion of Degree Requirements

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. Students entering a doctoral program with a master's degree are given 7 total school years. Students who change their degree plan and have transferred from one degree program to another degree program are given 10 consecutive semesters from the beginning of the first year in the latest program.

F. Extension of the Time Limit

An extension of the time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's adviser and the School of Education Director or Designee. The Director/Designee will forward the request to the Graduate College. The Graduate College will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

G. Transfer of Credit Earned as a Graduate Non-Degree Student at the University of Delaware

Students who complete graduate credits with the classification of GCND (Graduate College Non-Degree at the University of Delaware) may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The GCND credits, grades, and quality points become a part of the student's academic record and grade point average. GCND credit can be transferred provided that (1) the course was at the 600 to 800 level, (2) the course was taken within the time limit appropriate for the degree, and (3) the course was approved by the student's adviser and the School of Education Director or Designee.

H. Transfer of Credit from Another Institution

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to the student's advisor using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that transfer credits (1) were earned with a grade of no less than B-, (2) are approved by the student's adviser and the School of Education Director or Designee, (3) are in accord with the student's program requirements, (4) are not older than five years, and (5) were completed at an accredited college or university. The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

I. Transfer of Credit from the Undergraduate Division at the University of Delaware

Students who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number by arranging with the department to have these courses approved by their instructors before the courses are taken. These courses must be at the 600-level, and the

student must perform at the graduate level. These courses must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. If these criteria are met, the credits, grades, and quality points will transfer.