

EDUC 842: Assessment of Special Populations

This course emphasizes methods of assessing the needs and strengths of young children (birth to 5 years of age), and children with low incidence disabilities (including physical, cognitive, and sensory disabilities). Attention is given to planning school-based interventions that include progress monitoring within a response to intervention model, and developing behavior support plans based on functional behavior assessment. Students will demonstrate their knowledge through an examination, homework assignments, and participation in class discussions.

Objectives:

- Students will develop skills in the evaluation, selection, administration, and interpretation of psychological tests that address cognitive, social, emotional, and behavioral areas of development for young children and children with low incidence disabilities (Standards 2.1, 2.8).
- Students will identify best practices in educational planning and programming for young children and children with low-incidence disabilities (Standards 2.3).
- Students will develop skills in utilizing assessment information to develop empirically-based recommendations useful to parents and teachers (Standards 2.2, 2.7).
- Students will become familiar with best practices in prevention and intervention for learning and behavioral difficulties commonly found in young children and children with low incidence disabilities (Standards 2.3, 2.4, 2.6).
- Students will understand how information gathered as part of the assessment process contributes to special education eligibility under Delaware law (Standard 2.10).

EDUC 870: Child Neuropsychology

This course examines approaches to child neuropsychological assessment and interpretation, including applications to childhood learning and neurodevelopmental disorders. Primary attention is given to:

- Reviewing the basic foundations of human and child neuropsychology (Standard 2.8)
- Learning specific assessment techniques and approaches to interpretation (Standard 2.1)
- Increasing understanding of childhood and adolescent disorders (including: acquired neurological disorders and diseases, neuropsychiatric disorders, genetic/metabolic disorders, and developmental disorders, and psychopharmacology) (Standard 2.8)
- Learning the application of neuropsychological assessment results to practical educational remediation (Standards 2.3, 2.4)

Required Courses for the PhD Only

NOTE: All of the above courses are required for the PhD, with the exception of EDUC 623; PhD students typically take an 800-level development course instead.

EDUC 805: Proseminar I

This course introduces first year doctoral students to topics in educational research and policy,

along with the ways in which educational researchers use qualitative methods to examine these issues. Students will also develop and evaluate scholarly writing in the qualitative tradition. Students will:

- Improve understanding of the role of qualitative research in studying education. (Standard 2.9)
- Strengthen scholarly dispositions and research interests through investigating several topics in depth relevant to education practices. Topics include school reform, social contexts of education, teacher education, learning and development, and curriculum and instruction. (Standards 2.3, 2.4, 2.5, 2.8)
- Improve writing, speaking, listening, and research skills to facilitate participation in education scholarship (Standards 2.2, 2.9)

EDUC 806: Proseminar II

In this proseminar, students learn how to review research with a quantitative focus and to assess the evidence critically. Students read and evaluate a range of studies that employ experimental research designs as well as ones that are correlational in nature. Additionally, students practice framing their own research questions and proposing a research project that addresses the questions. (Standard 2.9) More generally, scholarly and practical communication are emphasized, both orally and in writing, along with APA publication standards and style. (Standard 2.2)

The course is organized around substantive topics that are being investigated in the field and by faculty members at SOE. The topics include math, language, literacy, educational interventions for high-risk students, school climate, motivation, and educational leadership. (Standards 2.3, 2.4, 2.5, 2.8)

EDUC 832: Practicum in School Psychology IV

In this practicum, doctoral students are expected to reflect on their training and practicum experiences to this point in the program and, based on this reflection, identify goals and objectives for this practicum. Thus, each student's plan is expected to be individualized and designed to enhance the applied skills that the student identifies as important for his/her continued professional development. The course includes two major parts: 1) two days per week field experience and 2) individual or small group supervision provided by the site supervisor and the University supervisor. Students will develop greater depth and breadth in their assessment, counseling, consultation, and program evaluation skills, as needed, to support their professional development (Standards 2.1, 2.2, 2.8, and 2.10 addressed for all students; Standards 2.3, 2.4, 2.5, 2.6, 2.7, and 2.9 addressed as needed for individual student goals).

EDUC 840 Research Colloquium in Education (1 credit per semester; minimum of 4 credits required)

A detailed analysis of the research currently under way at the University of Delaware and other institutions, including doctoral dissertations, that has application to human learning in an educational environment. Students attend weekly lectures and follow-up discussion sessions with expert speakers. (Standards 2.1 and 2.9)

EDUC 850: Methods of Educational Research I (Qualitative)

This course introduces students to the purposes and nature of qualitative research, the kinds of questions pursued through qualitative inquiry, and the different types of research designs used to address qualitative questions (**Standard 2.9**). Students will be exposed to various data collection methods such as observation, interviewing, and focus groups; and they will develop skills and dispositions needed to conduct qualitative research studies as they practice these methods (**Standard 2.1**). Students will learn the characteristics that make qualitative research a valid and reliable form of research for addressing educational phenomena.

EDUC 856: Methods of Educational Research II (Quantitative)

The statistics and research designs taught in this course will enable students to comprehend and perform analyses shown in the "Results" sections of studies using univariate statistical methods. The course spans two, integrated units. The first unit introduces students to research designs and discusses both internal and external validity threats. The second unit is the largest. It provides instruction on how to perform univariate statistical tests. Each statistics lecture will contain the following elements: (1) an introduction to a specific technique such as the analysis of variance (ANOVA), (2) discussion of assumptions underlying application of the statistical technique, (3) step-by-step instructions on how to use SPSS (or other programs) to calculate the statistic, (4) presentation of how to interpret output from the program, (5) how to conduct an a priori power analysis for the technique, and (6) provision of a template write-up showing how to incorporate the output into the "Data Analysis" and "Results" sections of a research paper. (**Standards 2.1, 2.2, 2.9**)

Quantitative Methods Core

NOTE: Students may choose between the qualitative and quantitative methods core; however, students are strongly encouraged to take the quantitative core.

EDUC 812: Regression and Structural Equation Modeling

The emphasis of this course is on familiarizing graduate students in with the language, logic, and implementation of Structural Equation Modeling (SEM).

SEM refers to a family of methods that all involve tests of a priori statistical models of covariances. These models typically feature observed or latent variables, error terms, and hypothesized relations—directional or nondirectional—among them. Specific techniques included in the SEM family include path analysis (PA), confirmatory factor analysis (CFA), and the evaluation of "hybrid" models with features of both path analytic and factor models. SEM is increasingly used in many areas of the social sciences to test a wide variety of hypotheses, including those about causality, measurement, and change over time. About three-quarters of the course will cover the fundamental techniques of Regression (linear, multiple and logistic), Path Analysis, and Confirmatory Factor Analysis, and the rest of the time will be spent on basic SEM hybrid models. (**2.1, 2.9**)

EDUC 865: Educational Measurement Theory

This course deals with the psychometric issues concerning the construction of an

educational/psychological instrument or questionnaire on a domain of interest. The course provides the technical knowledge necessary for test construction and responsible test use (Standards 2.1, 2.10). The topics to be covered in this course include principles of test construction, classical true-score theory, reliability, validity, Rasch measurement scaling, and procedures to identify biased items.

The main emphasis of the course will be on the conceptual understanding of the theoretical concepts and the logic that underlie standard test construction and their applications to real data. In this regard, each of these conceptual concerns of high quality of assessment and measurement will be applied and explored in the context of real data collection situations of interest to the students (Standard 2.1). As part of the course, students will construct a test, refine it, collect data, and analyze the data to produce a psychometrically sound instrument including a Rasch scale for items (Standard 2.9).

EDUC 874: Applied Multivariate Data Analysis

The purpose of this course is to provide students with an introduction to a variety of widely-used multivariate techniques. This is not a course in statistics per se; we do not emphasize statistical formulas and mathematical derivatives. Instead, focus will center on the *applied use* of multivariate techniques in the analysis of data (Standards 2.1, 2.9).

The statistics taught in this course will enable students to comprehend the "Results" sections of studies using multivariate statistical methodologies. Each unit of instruction will contain the following elements: (1) an introduction to a specific statistical technique under consideration (e.g., multivariate analysis of variance), (2) discussion of assumptions underlying application of the statistical technique, (3) step-by-step instructions on how to use SPSS (or other programs) to perform the analysis, (4) presentation of how to interpret output from the program, (5) how to conduct an a priori power analysis for the technique, and (6) provision of one or more template write-ups showing how to incorporate the output into the "Data Analysis" and "Results" sections of a research paper using the format of the American Psychological Association.

Appendix G
Alumni Survey 2015
 (for 2012 and 2013 cohorts)

Year of Graduation (i.e., completed internship):

Please rate the overall effectiveness of the University of Delaware’s program in providing you with knowledge and skills in each of the following NASP domains of school psychology practice described below. Please highlight or bold your answer using the following scale:

1 = Very Ineffective 2 = Ineffective 3 = Effective 4 = Very Effective

Data-Based Decision Making and Accountability – School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. School psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1 ----- 2 ----- 3 ----- 4

Consultation and Collaboration – School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. School psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

1 ----- 2 ----- 3 ----- 4

Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

1 ----- 2 ----- 3 ----- 4

Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods to implement and evaluate services that support socialization, learning and mental health.

1 ----- 2 ----- 3 ----- 4

School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School

psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

1 ----- 2 ----- 3 ----- 4

Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

1 ----- 2 ----- 3 ----- 4

Family–School Collaboration Services – School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships/interactions with community agencies for enhancement of academic and social behavioral outcomes for children.

1 ----- 2 ----- 3 ----- 4

Diversity in Development and Learning – School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

1 ----- 2 ----- 3 ----- 4

Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system level.

1 ----- 2 ----- 3 ----- 4

Legal, Ethical, and Professional Practice – School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional

standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in response ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

1 ----- 2 ----- 3 ----- 4

Overall, what do you consider to be the strengths of the program?

Overall, what do you consider to be the weaknesses of the program?

The following is the current course sequence (as of Fall 2014) in the specialist program. Please review the courses and answer the questions.

Year 1:

Fall

EDUC 618 Introduction to School Psychology
 EDUC 663 Counseling Skills Laboratory
 EDUC 817 Individual Intelligence Testing
 EDUC 744 Educational Measurement and Progress Monitoring

Winterim

EDUC 814 Psychological Assessment of Children
 EDUC 623 Applied Human Development

Spring

EDUC 671 Practicum in School Psychology
 EDUC 870 Child Neuropsychology OR EDUC 842*
 EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities
 EDUC 830 Consultation and Intervention: School Discipline

Year 2:

Fall

EDUC 831 Advanced Counseling Techniques
 EDUC 671 Practicum in School Psychology
 EDUC 813 Child Psychopathology

EDUC 691 Applied Statistics and Research Design

Spring

- EDUC 671 Practicum in School Psychology
- EDUC 651 School-Based Family Issues and Interventions
- EDUC 841 Consultation and Intervention: Mental Health
- EDUC 842 Assessment of Special Populations OR EDUC 870*

Year 3:

EDUC 688 Internship in School Psychology (3 credits per semester)

*EDUC 870 and EDUC 842 are now offered every other year. The first and second year cohorts take them together.

Please list topics and skills that you think we should cover more extensively in our program.

Please list any courses in the above curriculum that you think should be substantially revised or eliminated. Please include a brief description of the revisions you would recommend.

Please list any courses in the above curriculum that you think should be taught at a different point in the sequence. Please include a brief explanation.

Do you have any recommendations to improve practica or internship? If so, please explain briefly?

Do you have any recommendations about assistantships? If so, please explain briefly?

Based on your experience, would you have preferred to take courses over the summer instead of taking them during winter session?

Please tell us any other recommendations you have that might be helpful in improving the program.

Appendix H PhD in Education Individual Program Plan

This document is designed to help you plan and monitor your program of study. It is the student's responsibility to update it each spring and be sure that it is appropriately filed in the School of Education Director's Office.

Student's Name: _____
Student's Phone: _____
Student's Email: _____
Primary Advisor: _____
Secondary Advisor: _____

Semester of Program Entry: _____
Anticipated Graduation Date (semester/year): _____

Date original IPP submitted to SOE Director's Office: _____
 (The IPP must be on file no later than the start of the third semester in the program.)

Annual Evaluations:

(Annual evaluations must be completed each spring with your advisor.)

| Year in Program | Date Self-Assessment Submitted to Advisor | Date Faculty Evaluation Submitted to SOE Director | Notes (If progress is not satisfactory in any area, attach description of plans for remediation) |
|-----------------|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| (5) | | | |
| (6) | | | |

FIRST YEAR ASSESSMENT:

All students in the program are required to successfully pass the First Year Assessment, which serves as the qualifying exam for the program. The First Year Assessment occurs during finals week of the spring semester. It is designed and administered under the supervision of the Doctoral Core Committee (DCC). Students may not take the exam if they have an "Incomplete" in any of the first year core courses. Students must pass the exam on their first or second attempts; retakes must be completed by August 1 (see procedures documents for more detail).

| Exam Attempt | Date Taken | Passed (Y/N) |
|--------------|------------|--------------|
| | | |

COURSE REQUIREMENTS

Course substitutions: Students are expected to complete all the required courses in the degree program, as well as the courses in their area of specialization. On rare occasions, extenuating circumstances may warrant a course substitution. On those occasions, students may write a petition to the SOE's Committee on Graduate Studies in Education (CGSE) requesting a course substitution. The petition should describe the extenuating circumstances that warrant the request and

explain the benefits that accrue to the students’ scholarly development. The student’s advisor must approve the petition before it is submitted to the CGSE.

First Year Common Content Core (12 credits):

| Course | Semester planned | Semester completed | Grade |
|--|------------------|--------------------|-------|
| EDUC 805 Proseminar I | | | |
| EDUC 806 Proseminar II | | | |
| EDUC 850 Qualitative Research and Evaluation Designs in Educational Settings | | | |
| EDUC 856 Introduction to Statistical Inference | | | |

Research Methods Core (9 credits):

(Students choose the quantitative or qualitative course sequence. In some cases, and with the approval of their advisor, students may fulfill the methodology core by choosing courses from both tracks.)

| Course | Semester planned | Semester completed | Grade |
|---|------------------|--------------------|-------|
| <i>Qualitative Core</i> EDUC 852 Critical and Interpretive Methods in Education Research | | | |
| <i>Qualitative Core</i> EDUC 858 Advanced Qualitative Research Methods | | | |
| <i>Qualitative Core</i> EDUC 859 Ethnographic Research | | | |
| <i>Quantitative Core</i> EDUC 812 Regression and Structural Equation Modeling | | | |
| <i>Quantitative Core</i> EDUC 865 Educational Measurement Theory | | | |
| <i>Quantitative Core</i> EDUC 874 Applied Multivariate Data Analysis | | | |

Elective (Second Specialization) Content Courses (6 credits):

(Students choose 6 credits from one or more of the specialization area courses outside of their own specialization area; courses marked with asterisks in the individual specialization area requirements are available to meet this requirement, subject to enrollment minimums.)

| Course | Semester planned | Semester completed | Grade |
|--------|------------------|--------------------|-------|
|--------|------------------|--------------------|-------|

| | | | |
|--|--|--|--|
| | | | |
| | | | |

Colloquium Courses: (minimum of 4 credits):

| Course | Semester planned | Semester completed | Grade |
|--|------------------|--------------------|-------|
| EDUC 840 Research Colloquium in Education (1 credit) | | | |
| EDUC 840 Research Colloquium in Education (1 credit) | | | |
| EDUC 840 Research Colloquium in Education (1 credit) | | | |
| EDUC 840 Research Colloquium in Education (1 credit) | | | |
| | | | |
| | | | |

Specialization Requirements

(Complete only the area to which you were admitted. Courses marked with asterisks are available to fulfill the 6 credits of elective content described above.)

Evaluation, Measurement, and Statistics

(NOTE: Students in this specialization are expected to take the quantitative sequence above for the research methods core)

| Course | Semester to be taken | Semester completed | Grade |
|--|----------------------|--------------------|-------|
| EDUC 863 Principles of Program Evaluation* | | | |
| EDUC 873 Multilevel Models in Education* | | | |
| EDUC 826 Mixed Methods in Social Science Research* | | | |
| Research methods elective (specify): | | | |

Additional requirements for Evaluation, Measurement, and Statistics Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|----------------|-------------------|--------------------|
| Specialty exam | | |
| | | |
| | | |

Learning Sciences

| Course | Semester to be taken | Semester completed | Grade |
|--|----------------------|--------------------|-------|
| EDUC 804 Foundations of the Learning Sciences* | | | |
| EDUC 815 Design of Learning Environments* | | | |

| | | | |
|---|--|--|--|
| EDUC 819 Disciplinary Knowledge in Learning Sciences* | | | |
|---|--|--|--|

Additional requirements for Learning Sciences Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|----------------|-------------------|--------------------|
| Specialty exam | | |
| | | |
| | | |

Literacy Development and Learning Problems

| Course | Semester to be taken | Semester completed | Grade |
|---|----------------------|--------------------|-------|
| EDUC 802 Reading Development and Instruction* | | | |
| EDUC 807 Writing Development and Instruction* | | | |
| EDUC 822 Critical Issues in Literacy Development and Learning Problems* | | | |

Additional requirements for Literacy Development and Learning Problems Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|---------------------|-------------------|--------------------|
| Comprehensive paper | | |
| | | |
| | | |

Mathematics Education

| Course | Semester to be taken | Semester completed | Grade |
|---|----------------------|--------------------|-------|
| EDUC 833 Research and Theory of Mathematics Learning* | | | |
| EDUC 834 Research and Theory of Mathematics Teaching* | | | |
| EDUC 835 Research and Theory of Mathematics Curriculum* | | | |
| EDUC 836 Research and Theory of Mathematics Teacher Education and School Improvement* | | | |

Additional requirements for Mathematics Education Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|--------------------------|-------------------|--------------------|
| Second year exam | | |
| Second year study report | | |
| | | |

Sociocultural and Community-Based Approaches to Education

| Course | Semester to be taken | Semester completed | Grade |
|---|----------------------|--------------------|-------|
| EDUC 854 Topics in Equity in Education* | | | |
| EDUC 855 Topics in Sociocultural Theories of Education* | | | |
| EDUC 732 Community-Based Practicum | | | |

| | | | |
|---|--|--|--|
| Elective (usually from outside SOE; specify): | | | |
|---|--|--|--|

Additional requirements for Sociocultural and Community-Based Approaches to Education Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|----------------|-------------------|--------------------|
| Secondary exam | | |
| | | |
| | | |

School Psychology

(NOTE: Students in this specialization typically are expected to take the quantitative sequence above for the research methods core. In addition, because these students earn both a masters and educational specialist degree as part of the doctoral program, there are many more required courses in this specialization than in the other areas.)

| Course | Semester to be taken | Semester completed | Grade |
|---|----------------------|--------------------|-------|
| EDUC 618 Introduction to School Psychology* | | | |
| EDUC 623 Applied Human Development (or 800 level development course)+ | | | |
| EDUC 651 Family-School Collaboration and Diversity* | | | |
| EDUC 663 Counseling Skills Lab | | | |
| EDUC 671 Practicum I | | | |
| EDUC 671 Practicum II | | | |
| EDUC 671 Practicum III | | | |
| EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities | | | |
| EDUC 744 Educational Assessment and Progress Monitoring | | | |
| EDUC 813 Childhood Psychopathology* | | | |
| EDUC 814 Psychological Assessment of Children | | | |
| EDUC 817 Individual Intelligence Testing | | | |
| EDUC 830 Consultation and Intervention: School Discipline* | | | |
| EDUC 831 Advanced Counseling Techniques | | | |
| EDUC 832 Practicum IV | | | |
| EDUC 841 Consultation and Intervention: Mental Health | | | |
| EDUC 842 Assessment of Special Populations | | | |
| EDUC 870 Child Neuropsychology | | | |
| | | | |
| EDUC 867 Doctoral Internship (6 credits) | | | |

+Students are expected to take an 800 level human development course; may be in SOE or another department; the 623 course may be used only in circumstances where an 800 level course is unavailable.

Additional requirements for School Psychology Specialization:

| Requirement | Date Taken/Passed | Retake Date/Passed |
|-------------|-------------------|--------------------|
|-------------|-------------------|--------------------|

| | | |
|---|--|--|
| Comprehensive Exam (for masters degree) | | |
| Praxis Exam (for specialist degree) | | |
| | | |

Other Requirements for All PhD Students

Dissertation Coursework (at least 9 credits):

All Ph.D. students must complete 9 credits of Doctoral Dissertation, EDUC 969. These 9 credits may be taken during one semester, or may be distributed over 2-3 semesters.

| Course: | Semester to be taken: | Semester completed: |
|---------------------------------|-----------------------|---------------------|
| EDUC 969: Doctoral Dissertation | | |
| | | |
| | | |

Scholarly Apprenticeship Requirements:

1. Presentation at a national or international conference:

| Complete citation for presentation | Date Completed: |
|------------------------------------|-----------------|
| | |

2. At least one paper submitted for publication to a peer reviewed journal where the student is at least co-author:

| Complete citation for paper | Date Completed: |
|-----------------------------|-----------------|
| | |

3. Participation in School of Education Research Forum:

(Note: Students are expected to participate for at least four years and in additional years if they are funded.)

| Year in program (requirement) | Title of Contribution | Date |
|-------------------------------|-----------------------|------|
| | | |

| | | |
|------------------------------------|----|--|
| First year (attendance) | NA | |
| Second year (poster) | | |
| Third year (paper) | | |
| Fourth year (paper) | | |
| Fifth year (paper) | | |

4. Supervised teaching experience:

(Note: This requirement can be fulfilled by teaching as instructor of record, either as part of a teaching assistantship or s-contract, or by co-teaching or apprentice teaching with a faculty member for credit through independent study. Students who do not have a Teaching Assistantship should consult with their advisors and/or specialization area coordinators in finding appropriate activities to fulfill this requirement. Students also are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning while fulfilling this requirement.

| | |
|-----------------------------------|------------------------|
| Description of experience: | Date Completed: |
| | |

Dissertation Committee:

Date (Month/Year) Committee Formed (or you anticipate forming): _____

| Role | Name |
|----------------|-------------|
| Chair | |
| SOE member | |
| SOE member | |
| Outside member | |

Proposal Defense and Advancement to Candidacy:

All students must pass an oral defense of their dissertation proposal in order to advance to doctoral candidacy.

Date of successful proposal defense: _____

Residency Requirements:

University Policy requires all doctoral students to complete one year of full-time study (9 credit hours), either in a fall-spring or spring-fall sequence.

Dates of Residency: _____

APPENDIX I
PHD IN EDUCATION
ANNUAL PROGRESS REPORT
Student Self-Assessment

Specialization faculty members review all students' progress in the spring of each year. To facilitate this review, students must:

1. Update their Individual Program Plan (IPP)
2. Answer the questions below
3. Submit both documents, with an updated version of their CV, to their advisor by the date requested (typically May 15)

Students will receive feedback from the faculty no later than July 1.

Self-Assessment Questions

1. Describe your professional and career goals. How have these changed in the past year? What implications do any goal changes have for your IPP?
2. Describe your progress during the past academic year toward the degree and describe your accomplishments during this time period. Include specific information regarding progress toward completion of both coursework and the scholarly apprenticeship requirements.
3. Describe your planned activities for the upcoming academic year. Be specific about the items in your IPP that you are targeting for progress/completion.
4. What was your assistantship assignment this year (include supervisor's name)? Describe your activities and provide an assessment of the quality of your work. If you experienced difficulties in your assistantship, what steps did you take to resolve them?
5. What is your assistantship assignment for next year (if applicable)? Include supervisor's name.
6. Describe any questions or concerns you have regarding completion of the program as outlined in your IPP. What assistance do you want from faculty in continuing to progress toward graduation?