

# *University of Delaware School of Education*

## Ph.D. in Education Student Handbook

Welcome to the PhD in Education program at the University of Delaware. This handbook is designed to assist students in successfully completing the Ph.D. in Education. It provides additional details beyond those contained in the *Program Policy Statement* (approved by Faculty Senate in 2013; revised 2016). Students should also review procedural documents from their own specialization areas. Most of the information here is available on the School of Education webpage; this document is designed to put all pertinent information in a single place.

**IMPORTANT NOTE:** If there are discrepancies between the Handbook, specialization area documents, or the webpage and the official policy statement, the *Program Policy Statement* takes precedence.

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## BACKGROUND

### Program History and Purpose

The PhD Program in the School of Education seeks to prepare scholars whose research will address critical problems in education, develop our understanding of teaching and learning in diverse contexts, and lead to improved outcomes for all learners. There is no more important goal, nationally and globally, than educating all children and youth so that they may develop to their fullest potential. However, much remains to be discovered about how best to achieve this goal, given variation in learners, contexts, and opportunities. Our mission, to prepare the educational researchers of tomorrow, is accomplished through the implementation of a rigorous doctoral program that emphasizes high quality educational research utilizing varied methodological approaches. The program is grounded in interdisciplinary perspectives, including those from anthropological, sociological, psychological, and cognitive science traditions.

The PhD program prepares students to assume leadership roles in both academic and non-academic settings. The program requires a shared first year core that provides the foundation needed to frame and begin investigating important research questions. Specializations within the program build on this foundation and offer students the opportunity to pursue individualized programs of study that capitalize on faculty expertise both within the School of Education and across the University. By engaging in ongoing research and producing evidence of their accomplishments through apprenticeship activities, graduates are well positioned to contribute to solving significant educational problems throughout their careers.

### Origin of the Program

Until the late 1990s, the two departments in the former College of Education offered the Ph.D. in Education. Some requirements overlapped, but each program stood on its own, and within each program there were several specialization areas. In 1998, the College of Education was combined with two other UD Colleges, and at that time the two Education departments merged to form a School of Education. As a result, one PhD program was developed in the new School, with eight different specializations (a ninth area was created in 2005, and a joint program with Economics began in 2009). The program's core courses and many other requirements were revised in 2004, and minor modifications were adopted in 2007 (with Senate approval in both years).

In the years since the last program revision, there have been substantial changes in faculty and in the education landscape. The doctoral program outlined here reflects our commitment to the scholarly study of teaching, learning, and educational processes through a rigorous, cohesive program that is sustained by the research interests and strengths of the faculty.

## Administration and Faculty

The Committee on Graduate Studies in Education (CGSE) is the SOE-level committee that administers all the graduate programs, including the Ph.D. and M.A. program in Education. The committee is composed of five faculty members from the School of Education, including the coordinator of the PhD program, a graduate student member selected by the Education Graduate Association, and the Director of the School of Education (or designee).

Additionally, a Doctoral Core Committee (DCC) is charged with maintaining the integrity of the Doctoral Content Core by setting academic expectations for these core courses and ensuring coordination in subject matter across the Content Core. The DCC also assists in the development and administration of the First Year Assessment (see below). The DCC consists of at least four faculty members who are active participants in the Ph.D. program, including the instructors of the first year content and methods core courses, the coordinator of the PhD program, the chair of the CGSE, and the Director of the SOE or designee (ex officio member). The chair of the DCC must not simultaneously serve as chair of CGSE or as coordinator of the doctoral programs. As with other SOE standing committees, the members of the DCC are approved in a manner consistent with the by-laws of the SOE.

Finally, a Doctoral Admissions Committee is charged with making admissions decisions. This committee consists of at least four faculty members including the chair of CGSE, the chair of the DCC, and the coordinator of the PhD program. In addition, the Director of the School of Education (or designee) serves on this committee (ex officio). Specialization area coordinators submit recommendations for admissions, with a rationale and information on potential stipend sources, to the Admissions Committee in January of each year. The committee reviews the recommendations, ranks candidates, and makes final decisions about admission offers, based on candidate qualifications and program capacity.

Students are admitted to a specialization area within the Ph.D. program, in accordance with their admission application. All students are accepted into one of 6 specialization areas: 1) ***Evaluation, Measurement, and Statistics***, 2) ***Learning Sciences***, 3) ***Literacy Development and Learning Problems***, 4) ***Mathematics Education***, 5) ***School Psychology***, 6) ***Sociocultural and Community-Based Approaches to Education***. At the time of admission, all students are assigned primary and secondary faculty advisors from the specialization area into which they have been admitted. The primary advisor assists students in choosing their courses, and also assists students in constructing their Individual Program Plans by the beginning of the third semester (September 1; see IV, B, 3 below). If the primary advisor cannot continue working with a student through to graduation for any reason, the secondary advisor will assume this role. If the secondary advisor is unable to fulfill this role, the specialization faculty will work with the student to resolve the advisement issue. Additionally, students may change faculty advisors upon their written request to do so, and upon the

agreement of the new advisor to accept this student as an advisee. It is customary for the student's advisor to become the chair of the student's dissertation committee (see IV, C, 1 below).

See the [Program Policy Statement](#) for more details on admissions requirements and procedures.

## Getting Started in the Program

### UD login and PIN

The first step in becoming a CEHD graduate student is accepting your offer of admission in the electronic application system. A few days later, you will receive an email from the [Office of Graduate and Professional Education](#) containing a UD login and PIN.

In late June, you should have received an email from the Assistant Dean for Graduate Services, indicating your faculty advisor and giving you some [important information](#) about becoming a new student. Also included in this email was a list of recommended courses for first semester graduate students in each academic program. Once you have received your PIN and contacted your faculty advisor to verify the courses to take, you are able to register any time the [course registration](#) period is open. Students in most programs do not have difficulty obtaining places in their first semester courses because we reserve spaces for our students in the required courses.

Also included in an attachment to the email was information about all of the **orientation sessions and activities** for new students, so plan to attend these important University, College and (in some cases) Program level sessions. Some of these orientation sessions are required, so please plan your schedule accordingly.

### Information about Assistantship

If you have an assistantship, be sure that all required forms are completed as soon as possible (in order to be paid!). Contact Mr. David Hannah ([dhannah@udel.edu](mailto:dhannah@udel.edu), 302- 831-2394) for such forms. Also, be sure to contact your assistantship supervisor as soon as possible to be sure your start dates are arranged.

### Orientation

There is also a wealth of information about getting started on campus, including getting your ID card that is available through the [Office of Graduate and Professional Education](#). Pay close attention to the times of the various program orientation activities that you may be required to attending, including ones required by the university, by the College of Education and Human Development, and by your program. There is a required orientation for all new UD international graduate students, whether you are funded or not.

## On-boarding Process

On-boarding for newly funded graduate students (This is how to become established in the payroll system if you have an assistantship.) If you cannot attend and you have an assistantship, you will need to contact [Human Resources](#) to make alternate arrangements to be on-boarded. You would need to fill up the [form for initiating payroll deduction](#).

## Advisor

Students in the Ph.D. program are assigned both a primary and secondary advisor at the time of admission. Every attempt is made to match the research interests of students with those of their advisors. However, there is no guarantee that the advisor initially appointed will eventually oversee the student's dissertation research. Students are free to seek new advisors if their interests or the interests of their advisors change. When students desire to change advisors, they should discuss this with their current advisor and the program coordinator.

All new students should download the [PhD Individualized Program Plan](#) and use it to track their progress through the program.

## Graduate StUDent Connect Program

Graduate StUDent Connect Program is designed to help new graduate students successfully transition into graduate studies at UD, connect them with other graduate students at UD, and foster a greater sense of community among graduate students on campus. Please visit [Graduate Connect Program Webpage](#) for more information.

# DEGREE REQUIREMENTS

## Course Requirements

The Doctor of Philosophy in Education requires a minimum of 46 credits of graduate-level coursework and 9 credits of dissertation for a total minimum of 55 credits. Most students will take far more than this minimum in order to complete apprenticeship and specialization requirements or maintain full time status. Typically, at least four years of full time study (with at least 18 credits per year) is needed to graduate; a fifth year of study is common.

## Graduate Grade Point Average Requirement

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, the grades in courses applied toward the degree program must equal at least 3.0. 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. Candidates should see that their instructors have submitted all final grades. Temporary grades of "S" (Satisfactory) are assigned for 868 (Research) and 969 (Doctoral Dissertation) until a final letter grade is submitted upon the completion of the thesis or dissertation.

### Core Course Requirements

Educational research applies multiple theoretical and disciplinary perspectives to understand and address critical educational problems. Thus, the core content courses are designed to cover topics or themes of *practical importance* from *multiple theoretical and disciplinary perspectives*. Additionally, students choose primarily a qualitative or quantitative set of courses to fulfill the methodology core requirements and to become informed consumers of research using multiple methods, and a deep understanding of specific methodological tools needed to advance their own research. In some cases, and with the approval of their advisor, students may fulfill the methodology core by choosing courses from both tracks.

In the first year of the program, the core content and core research methods courses are designed to help students understand the relationships between methods and research questions, and to assist them in making informed choices about the methodological tools they will emphasize throughout the remainder of their programs. Students should consult their advisors in developing their Individual Program Plans, recognizing that not all courses are offered each year. Students can consult the [PhD course plan schedule](#) to plan their programs of study. However, this schedule is subject to adjustment and students should attend carefully to the registration process. A template with a suggested course schedule has been provided in [Appendix A](#).

#### Course Requirement Summary Table

|  |    |
|--|----|
| <p>Content core (EDUC 805, 806, plus two core courses from one or more specialization areas outside of the student's specialization):<br/>All PhD in Education students take the following courses:</p> <p style="padding-left: 40px;">EDUC 805    Proseminar 1<br/>EDUC 806    Proseminar II<br/>EDUC 850    Qualitative Research in Educational Settings<br/>EDUC 856    Introduction to Statistical Inference</p> | 12 |
| <p>Research methods core</p> <p>Students choose a set of methodology courses; a minimum of 9 credits is required:</p> <p style="padding-left: 40px;"><i>Qualitative Methods Core –</i></p>   | 9  |



|   |   |    |
|---|---|----|
| EDUC 852  | Critical and Interpretive Methods in Educational Research |    |
| EDUC 858  | Advanced Qualitative Research Methods                     |    |
| EDUC 859  | Ethnographic Research                                     |    |
| <i>Quantitative Methods Core –</i>  |   |    |
| EDUC 812  | Regression and Structural Equation Modeling               |    |
| EDUC 865  | Educational Measurement Theory                            |    |
| EDUC 874  | Applied Multivariate Data Analysis                        |    |
| Colloquium in education (EDUC 840) (four semesters; 1 credit each semester)   |   | 4  |
| Primary Specialization Core (see area requirements) All students take required courses in their specialization areas (see below). |   | 9  |
| Secondary specialization courses  |   | 6  |
| Supervised research/independent study/elective (as needed for specialization or to maintain full time status)                     |   | 6  |
| Dissertation  |   | 9  |
| TOTAL   |   | 55 |

### Specialization Area Requirements

These areas vary in how specialized knowledge and skills are acquired, but each requires a combination of supervised research, independent study, and two-four specialization courses. All students will take at least two additional specialization core courses from one or more areas outside of their primary area. Specialization core courses that meet this requirement are listed below and are updated as needed on the SOE website. Students must choose courses carefully to ensure that this requirement is met, recognizing that most courses are offered every other year (some may be offered less frequently depending on enrollments).

**Evaluation, Measurement, and Statistics:** Students in this specialization are prepared to develop, critically evaluate, and properly use quantitative and mixed methodologies to advance educational research. Students will develop expertise in psychometric theory, advanced statistical modeling, mixed methods, and program evaluation. In fulfilling the requirements for all Ph.D. students listed above, students in this specialization are required to take the three courses from the quantitative track (812, 865, and 874). Three additional primary specialization courses are required (which are also available to other students as outside specialization courses):

EDUC 863 Principles of Program Evaluation

EDUC 873 Multilevel Models in Education

EDUC 826 Mixed Methods in Social Science Research

Students must take one additional methodology course as an elective; this elective must be approved as part of the student's Individual Program Plan. Although these courses

were designed for students in the SOE's PhD program, they also are available to all UD PhD students.

**Learning Sciences:** Students in this specialization are prepared to understand the cognitive and social processes that undergird learning and to use that knowledge to design effective learning environments. Students develop an interdisciplinary focus encompassing study of instruction and learning as products of the interplay of contextual, developmental, cognitive, and technological influences. In addition to the requirements for all Ph.D. students listed above, three specialization courses are required (which are also available to other students as outside specialization courses):

EDUC 804 Foundation of the Learning Sciences

EDUC 815 Design of Learning Environments

EDUC 819 Disciplinary Knowledge in Learning Sciences

**Literacy Development and Learning Problems:** Students in this specialization are prepared to focus on literacy development and instruction with particular attention to at-risk learners, including those with high incidence disabilities. There is a balanced emphasis on reading and writing, including developing these skills in digital environments. In addition to the requirements for all Ph.D. students listed above, three specialization courses are required (which are also available to other students as outside specialization courses):

EDUC 802 Reading Development and Instruction

EDUC 807 Writing Development and Instruction

EDUC 822 Critical Issues in Literacy Development and Learning Problems

**Mathematics Education:** Students in this specialization focus on critically examining issues of teaching and learning mathematics. A distinctive feature is the integration of teaching and research experiences. Opportunities include conducting research studies on a variety of issues related to teaching, learning, and teacher education; teaching sections of mathematics content and methods courses for prospective K-8 teachers; and participating in course instructor groups to study and revise components of these courses. In addition to the requirements for all Ph.D. students listed above, four specialization courses are required (which are also available to other students as outside specialization courses):

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

NOTE: the fourth specialization course fits into the curriculum in an "elective" slot (in the "required coursework" chart above).

**School Psychology:** Students in this specialization are provided with a strong foundation in psychological theory and research and are prepared to use a collaborative, data based problem solving approach when applying this foundation to help solve social, emotional, and academic problems faced by children, families, teachers, and schools. This specialization area is somewhat different from the others in that students complete all requirements for the Educational Specialist degree simultaneously with the requirements for the Ph.D. There is a substantial amount of coursework associated with the Ed.S. degree; students should consult the School Psychology Handbook for more details. Ph.D. students also complete an additional practicum course. The following courses are required for both Ed.S. students and Ph.D. students in the specialization; these are also available to Ph.D. students in other specialization areas:

- EDUC 618: Introduction to School Psychology
- EDUC 651: Diversity and Family-School Collaboration
- EDUC 813: Childhood Psychopathology
- EDUC 830: Consultation and Intervention – School Discipline

**Sociocultural and Community-Based Approaches to Education:** Students in this specialization focus on the theoretical and conceptual principles related to the study of equity and the science of diversity. Students develop expertise on contextual and cultural foundations of education and on community-centered approaches to educational issues that are responsive to the needs of local communities and promote equitable educational outcomes for students. Particular attention is given to populations and communities historically underserved by schooling institutions. In addition to the requirements for all Ph.D. students above, students in this specialization complete a community-based practicum (EDUC 732) and an elective course from a related discipline, usually in another department. Two specialization courses are required (which are also available to other students as outside specialization courses):

- EDUC 854: Topics in Equity in Education
- EDUC 855: Topics in Sociocultural Theories of Education

NOTE: EDUC 732 fits into the curriculum in lieu of a third specialization course (in the “required coursework” chart above).

## **Non-Registered Degree Requirements**

### **Additional Information about Courses**

#### **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.

## **Transfer of Credit**

*Transfer of Credit Earned as a Continuing Education Student at the University of Delaware:* Students who complete graduate credits with the classification of CEND (Continuing Education Non-degree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600 or 800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's advisor and the Director of the School of Education, and (d) the course was in accord with the student's Individual Program Plan.

*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 advisor using a [Request for Transfer of Graduate Credit form](#). A maximum of 9 credits required for the degree will be accepted provided that such credits: (a) were earned with a grade of no less than B, (b) are approved by the student's advisor and the Director of the School of Education, (c) are in accord with the student's IPP, (d) are not older than five years, and (e) 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.

*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. They 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. The credits, grades, and quality points will transfer.

## **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.

Preparation for this assessment begins in the fall semester through a formative assessment that is part of the first year content and methodology core courses. Specifically, as part of the fall proseminar, students will critique an article that reflects methodologies and questions addressed during the fall semester courses. The instructor(s) of the fall proseminar will evaluate the critique, and students will receive

written feedback on the strengths and weaknesses of their work. This feedback will be shared with students' advisors and is intended to be a helpful benchmark of academic progress. This process is repeated as part of the spring proseminar and methodology core courses.

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 will have one week to critique a research article.

The DCC will work with faculty teaching the first year core courses to select the article for critique and develop the scoring rubric. The DCC will assign three readers who are members of the doctoral faculty (i.e., faculty who meet the requirements to chair dissertation committees; see IV.C.1 below) to evaluate each critique. At least one of the three readers will be from outside the student's specialization area. A masked review process will be used and the readers will work together to reach consensus on the adequacy of the paper and develop feedback for the student.

Students whose response is judged to be below the established passing criteria will be allowed a second opportunity to take the exam (with a different article). The same readers plus two additional doctoral faculty members assigned by the DCC will evaluate the second exam. Students must retake the exam by August 1. Feedback will be provided. Students who do not meet criteria the second time are dismissed from the Ph.D. program.

## Scholarly Apprenticeship Requirements

As part of their program requirements, all Ph.D. students must submit evidence of the following accomplishments to their specialization area faculty, and a copy of the supporting documentation will be placed in their file in the SOE Director's Office.

### Research Forum

Research experience is to begin in students' first year and continue throughout the program. The College sponsors a yearly Research Forum in which all doctoral students are expected to participate. Others, such as faculty, master's students and undergraduates seeking an honors degree are also invited to participate. All doctoral students participate according to the following schedule: first year students attend other students' presentations; second year students present a poster session; third and fourth year students present a paper.

### Peer-Reviewed Paper

At least one paper must be submitted for publication to a peer-reviewed journal where the student is a co-author. The submitted article will serve as evidence of this accomplishment.

### **Conference Presentation**

Students must present their work at a national conference in the student's area of expertise. A copy of the conference program will serve as evidence of the accomplishment.

### **University Teaching**

Students must develop skills in university teaching. 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 are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning while fulfilling this requirement.

### **Individual Program Plan**

By the beginning of the third semester of enrollment, students will write an Individual Program Plan (IPP) [See Appendix B] that must be approved by the student's advisor. The IPP will include a listing of the courses the student plans to take to fulfill research methods core requirements and specialization area requirements, and it will outline a timeline of research the student intends to undertake. The PhD coordinator will ensure that IPPs are completed on time, conform to policy requirements, and are on file in the SOE Director's Office.

Each student's coursework is specified in the Individual Program Plan of study, developed by the student and advisor, and submitted to the Director's Office of the SOE **no later than the beginning of the third semester** in the program. It is the student's responsibility to ensure that the IPP is developed, updated, and filed with the Director's office. Please visit the [Individualized Program Plan](#) webpage for more information.

### **Annual Review**

The specialization area faculty completes an annual review of each student's academic progress. The review will include an assessment of the student's performance in classes, their progress in completing IPP goals and the Scholarly Apprenticeship requirements, and the quality of their work in teaching or research assistantships. Prior to review by the program area faculty, the student will complete the Annual Appraisal form under the supervision of his or her advisor, including input from the student's assistantship supervisor, and submit the completed form to the specialization area coordinator for the area's review. The student, the student's advisor, and the PhD Program Coordinator will be informed in writing about the results of the review. The student's advisor is responsible for ensuring that the program area review is discussed with the student. The PhD coordinator is responsible for monitoring completion of the annual review process and ensuring that each student's results are on file in the SOE Director's Office.

## Residency Requirements

At least four academic years of graduate work are normally required for the Ph.D. degree. At least one continuous academic year must be devoted exclusively to full-time study (9 credit hours per semester) in the major field in residence at the University of Delaware. This residency requirement may be fulfilled using a fall and spring semester combination or a spring and fall semester combination, but summer or winter sessions do not meet the qualification. Course credit earned in a master's program at the University of Delaware may be applied toward the doctoral degree residency requirement if the candidate is receiving both degrees from the University in the same major field.

## Additional Information about Program Requirements

### Degree Requirements for the Master of Arts in Education

A Masters of Arts in Education degree is available to students in good standing who want to obtain a master's degree in conjunction with their doctoral degree, or for students in good standing who must leave the doctoral program prematurely because of family, health or personal reasons. Students are not admitted directly to the M.A. program, since the program requirements are embedded within the Ph.D. requirements. Full-time Ph.D. students typically would be expected to complete the requirements for the M.A. degree at the end of their fourth semester. To obtain the M.A. degree, students submit the completed Application for Advanced Degree to the Office of Graduate Studies by the deadline date stated in the University Calendar for the semester in which they intend to have their degree conferred.

**Course Requirements:** The Master of Arts in Education requires 31 credits of graduate-level coursework. The required coursework includes:

|   |   |
|---|---|
| First Year Content Core Courses (EDUC 805, 806)   | 6 |
| Primary Specialization Core Courses   | 6 |
| Research Methods Core Courses (EDUC 850, 856, plus one additional core course in qualitative or quantitative methods) | 9 |
| Colloquium  | 4 |
| Additional Core Specialization Courses (primary or secondary) or electives  | 6 |

Candidates for the M.A. degree must have regular status and must be in good standing in order to obtain the M.A. degree (i.e., pass all courses, successfully pass the First Year Assessment, and maintain a 3.0 GPA.)

### Education Specialist Degree (Ed.S.) in School Psychology

Students who are admitted to the Ph.D. program with a specialization in School Psychology may obtain M.A. and Education Specialist (Ed.S.) degrees in School Psychology by completing all the coursework required for these two degrees as their specialization coursework within the Ph.D. Program. Full-time Ph.D. students in the school psychology specialization typically would be expected to complete the



requirements for the M.A. degree at the end of their fourth semester and requirements for the Ed.S. after completion of their internship year (typically the fifth year). **To obtain the M.A. and Ed. S. degrees, students submit the completed Application for Advanced Degree to the Office of Graduate Studies by the deadline date stated in the University Calendar for the semester in which they intend to have their degree conferred.**

## Doctoral Candidacy

### University Requirements and Deadlines for Admission to Doctoral Candidacy

Upon the recommendation of the doctoral student's advisor and the Director of the SOE, students may be admitted to candidacy for the Ph.D. degree. The stipulations for admission to doctoral candidacy are that the student has (1) completed all required coursework, (2) completed one academic year of full-time graduate study in residence at the University, and (3) had a dissertation proposal accepted by the dissertation committee.

### Registration Information Based Upon Status of Candidacy

#### Registration Requirements Prior to Doctoral Candidacy

Course registration requirements are determined by the student's approved program of study. Once the student has registered for all course requirements in a program of study but has not yet met all of the stipulations for passing into candidacy, the student must maintain registration during the fall and spring semesters in course(s) or in three to twelve credits of Pre-Candidacy Study (964). Pre-Candidacy Study (964) is graded pass/fail. If the student registered in Pre-Candidacy Study is admitted to candidacy before the end of the free drop/add period of the next semester, the registration in Pre-Candidacy Study (964) for the preceding semester may be changed to the course, Doctoral Dissertation (969). Students who are pre-candidates and are holding a graduate assistantship or tuition scholarship must be registered for a minimum of six graduate credits, and those holding a fellowship must be registered for a minimum of nine graduate credits.

#### Registration Requirements After Admission to Candidacy

Registration in Doctoral Dissertation (969) and Doctoral Sustaining (999) is restricted to students who have attained candidacy status. Once a student has met all of the stipulations for candidacy, the student is required to register in nine credits of Doctoral Dissertation (969). Once the student has registered in nine credits of Doctoral Dissertation, the student is required to maintain matriculation in the doctoral program by registering in Doctoral Sustaining (999) in subsequent semesters until the degree is awarded. All students must be registered 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 credit are considered full-time students.



## Time Limits for the Completion of Degree Requirements

### Time Limits to Complete the Degree

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. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students completing the requirements for the master's degree who are subsequently granted permission to continue toward the doctoral degree are given an additional ten consecutive semesters. Students entering a doctoral program with a master's degree are given ten consecutive semesters to complete the requirements. Students entering a doctoral program without a master's degree are given fourteen consecutive semesters to complete the requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

### Extension of the Time Limit

An extension of 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 advisor and the Director of the School of Education (or designee). The Director will forward the request to the Office of Graduate and Professional Education. This Office 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.

## The Dissertation Process

### Doctoral Defense, Regulations Governing Dissertations, and Graduation Procedures

All School of Education doctoral students in their final semester of graduate school should carefully follow the procedures outlined in the [Doctoral Defense and Final Review Procedures](#).

[This document](#) is intended to guide School of Education faculty and doctoral students through the departmental and college doctoral defense and document submission procedures. Faculty and students should refer to the Office of the Graduate and Professional Education for all university-wide policies. It is the student's responsibility to carefully follow all procedures.

If you have any questions about any of the procedures, please contact [Christina Johnston](#), Assistant Dean of Graduate Services, or [David Hannah](#), Academic Support Coordinator, in the College of Education and Human Development. For more information, please visit [Doctoral Defense and Graduation Procedures](#) webpage.

## Writing the Dissertation

Every student completes an original research project that addresses a significant problem in education. The dissertation allows students to demonstrate their expertise in developing, implementing, and communicating the results of research. As the culminating experience in the PhD program, the dissertation is expected to reflect excellence and readiness to graduate. Students are responsible for meeting all deadlines in the development and defense of the dissertation. Please consult the [Thesis Manual](#) for more information.

NOTE: The dissertation must be written in the format outlined by the University of Delaware Office of Graduate and Professional Education's Thesis and Dissertation Manual. Please visit the [UD Thesis webpage](#) For more information regarding formatting guidelines.

## Establishment of Dissertation Committee

The student and his/her advisor will create a dissertation committee with at least four members at the time the student begins to develop the dissertation proposal. At least three members shall be SOE faculty with expertise relevant to the student's dissertation topic, one of whom shall be the committee's chairperson. The chairperson should have an established record of publication and/or scholarship in the field of the dissertation and shall be a full-time member of the faculty of the University; 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.

The committee must also include at least one external member chosen from a different academic unit or from outside the University of Delaware. The external member(s) should normally be expected to have an established record of publication and/or scholarship in the field of the dissertation. Students are encouraged to seek the external member from outside the University in order to broaden the perspectives of the committee. Faculty at the University of Delaware who serve in the capacity of an external member may have a secondary or adjunct appointment in the doctoral candidate's unit, but the primary appointment must be in a different unit. It is the responsibility of the dissertation advisor to replace members who withdraw from the committee during the dissertation process.

## Financial Assistance

Financial assistance for students in the Ph.D. program is obtained from a variety of external sources and will therefore vary in form and availability. Assistance will be

awarded on a competitive basis to applicants who best fit the needs of the granting agencies and sponsoring faculty. Tuition scholarships may be available with or without associated stipends. Students receiving full stipends will be expected to work up to 20 hours per week on faculty projects and students are expected to maintain full-time status. Funding is awarded annually and is contingent upon availability and student performance in prior years.

Students may be funded for a **maximum of four years**. Students in good standing may petition for a fifth year of funding and must submit a written request to the Chair of the Committee on Graduate Studies in Education in January of the fourth year of study. The request should include the rationale for an additional year of funding and be accompanied by letters of support from the student’s advisor and specialization area coordinator. The CGSE will consider the student’s progress toward graduation, past performance on assistantships, and availability of funding in determining whether to award a final year of funding.

Graduate students are paid the 15<sup>th</sup> and 30<sup>th</sup> of each month, so it is important to get registered in the Payroll system so that you can receive your first paycheck on September 15. Although funded graduate students will receive a tuition scholarship (applied directly to their financial account), they will still be responsible for paying the student fees for the fall semester. These fees can be paid directly or can be withdrawn over 4 pay periods from their stipend check.

## Student Resources

### Professional Development for Students

#### Professional Associations

In order for students to remain current with the issues, it is recommended that students learn more about the professional associations and organizations that are linked with their field of study by becoming an active member. Along with providing updated topics, these associations may provide opportunities for students to engage in workshops and conferences and to apply for funding through grant and fellowship programs. Many associations make it worthwhile for students by providing a discounted membership to join. Below are organizations that are associated with education research. Some are linked to a specific area of topic while others have a general representation in education research.

|  |   |
|--|---|
| <a href="http://www.aera.net/">AERA American Educational Research Association (AERA)</a>   | http://www.aera.net/                        |
| <a href="http://www.eval.org/">American Evaluation Association (AEA)</a>   | http://www.eval.org/                        |
| <a href="http://www.appam.org/">Association for Public Policy Analysis and Management (APPAM)</a>  | http://www.appam.org/                       |
| <a href="http://www.apa.org/about/division/div7.aspx">American Psychological Association- Division 7: Developmental Psychology (APA)</a> | http://www.apa.org/about/division/div7.aspx |

|   |   |
|---|---|
| <a href="http://www.apa.org/about/division/div15.aspx">American Psychological Association- Division 15 : Educational Psychology (APA)</a>                             | <a href="http://www.apa.org/about/division/div15.aspx">http://www.apa.org/about/division/div15.aspx</a>   |
| <a href="http://www.apa.org/about/division/div16.aspx">American Psychological Association- Division 16: School Psychology (APA)</a>                                   | <a href="http://www.apa.org/about/division/div16.aspx">http://www.apa.org/about/division/div16.aspx</a>   |
| <a href="http://cogdevsoc.org/">Cognitive Development Society (CDS)</a>   | <a href="http://cogdevsoc.org/">http://cogdevsoc.org/</a>   |
| <a href="http://www.cec.sped.org/">Council for Exceptional Children (CEC)</a>   | <a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a>   |
| <a href="http://www.aera.net/SIG143/DisabilityStudiesinEducationSIG143/tabid/12121/Default.aspx">Disabilities Studies in Education Special Interest Group of AERA</a> | <a href="http://www.aera.net/SIG143/DisabilityStudiesinEducationSIG143/tabid/12121/Default.aspx">http://www.aera.net/SIG143/DisabilityStudiesinEducationSIG143/tabid/12121/Default.aspx</a> |
| <a href="http://ies.ed.gov/">Institute of Education Sciences (IES)</a>  | <a href="http://ies.ed.gov/">http://ies.ed.gov/</a>   |
| <a href="http://www.literacyworldwide.org/about-us/news-events/annual-conference">International Literacy Association (ILA)</a>  | <a href="http://www.literacyworldwide.org/about-us/news-events/annual-conference">http://www.literacyworldwide.org/about-us/news-events/annual-conference</a>                               |
| <a href="http://www.literacyresearchassociation.org/">Literacy Research Association (LRA)</a>   | <a href="http://www.literacyresearchassociation.org/">http://www.literacyresearchassociation.org/</a>   |
| <a href="http://www.nasponline.org/">National Association for School Psychology (NASP)</a>  | <a href="http://www.nasponline.org/">http://www.nasponline.org/</a>   |
| <a href="http://www.ncte.org/">National Council of Teachers of English (NCTE)</a>   | <a href="http://www.ncte.org/">http://www.ncte.org/</a>   |
| <a href="http://www.nctm.org/">National Council of Teachers of Mathematics (NCTM)</a>   | <a href="http://www.nctm.org/">http://www.nctm.org/</a>   |
| <a href="http://www.nea.org/">National Education Association (NEA)</a>  | <a href="http://www.nea.org/">http://www.nea.org/</a>   |
| <a href="https://www.sree.org/">Society for Research on Educational Effectiveness (SREE)</a>  | <a href="https://www.sree.org/">https://www.sree.org/</a>   |
| <a href="http://www.srcd.org/">Society for Research Child Development (SRCD)</a>  | <a href="http://www.srcd.org/">http://www.srcd.org/</a>   |
| <a href="https://www.triplesr.org/">Society for the Scientific Study of Reading (SSSR)</a>  | <a href="https://www.triplesr.org/">https://www.triplesr.org/</a>   |
| <a href="http://www.s-r-a.org/">Society for Research on Adolescence</a>   | <a href="http://www.s-r-a.org/">http://www.s-r-a.org/</a>   |

## School of Education Travel Policies for Conferences and Professional Development

Whenever possible, the School of Education will dedicate a fraction of its discretionary funds to support the presentation of scholarly work at regional and national conferences. The amount of funding will vary from year to year, and each fall the Director will determine what the School can offer to faculty and graduate students who apply for support.

### Guidelines for All Reimbursed Travel:

- Travel is governed by [UD Travel Policy](#). All travel must be approved in advance. Travel that is not approved in advance cannot be reimbursed.
- [Marilis Cruz](#) will handle travel arrangements. Do not charge hotel or airfare to your own credit card. A [University of Delaware procurement card](#) must be used.
- Per Diem will now be permitted for meals and incidental expenses for conference travel according to the [University policy](#). (Per Diem Reimbursements (meals and incidental expenses) are processed through the WORKS system along with mileage and tolls, if any.
- Verification of expenses, submission of reimbursements, and settling must be submitted no later than 30 days after the ending date of the travel.
- Original receipts are required for all charges placed on your University credit card such as hotel and airfare expenses. Receipts must be scanned and attached to the corresponding transaction in the WORKS system by the cardholder. Original receipts should still be sent to the cardholders' card administrator.

- A Principle Investigator (PI) on grant-supported travel may require original itemized receipts for their travel reimbursements. The PI should communicate this in writing to the card administrators handling the grant. Actual expenses cannot exceed the per diem rates established for the location and day of travel (i.e. 75% of per diem on first/last day of travel). Please visit webpage for [per diem rates](#).

### **Graduate Student Travel:**

Only full time graduate students are eligible for support. Each request for funding must explain how the trip advances the applicant's career goals.

Support for graduate students will be prioritized as follows:

- Full time doctoral students whose program requires a presentation and who are requesting SOE support for the first time.
- Other full time doctoral students requesting SOE support for the first time.
- Masters/specialist students requesting SOE support for the first time.
- Doctoral students who previously received SOE funds (it is very unlikely that SOE will fund more than two trips for a student during their doctoral program)
- Other applicants

NOTE: Whenever there are more applications than funds, the applicants who are first and second authors (as well as the applicants who are in their third or fourth year of study) will receive priority within the four categories listed above.

*Procedures:* Students must [apply for support](#) (the current maximum grant is \$500) through the Office of Graduate Studies. The SOE will then award up to \$500. Upon return from the conference, students will provide evidence (e.g., a copy of the program or a letter from their adviser) of their presentation.

### **Graduate Student Organizations**

The Graduate Student Senate (GSS) is the advocacy and interdepartmental social organization for graduate students. The association sponsors monthly meetings and social functions, such as happy hours, picnics, and museum tours. Graduate student representatives from GSA attend faculty senate committee meetings, Board of Trustee committee meetings, and meetings of the President's Council. At the GSS meetings, the representatives discuss issues relevant to graduate students. Please visit the [GSS webpage](#) for more information

The Education Graduate Association (EGA) is a student-run association that represents the needs of graduate students in the School of Education. The Association sponsors

meetings and social functions. The purpose of these meetings is to address student concerns and discuss issues relevant to graduate students. Graduate student representatives from EGA attend the School's undergraduate and graduate curriculum committee meetings and faculty meetings (if they so desire). The representatives then report back to the EGA regarding issues pertaining to graduate students. Please visit the [EGA webpage](#) for more information.

## Library Resources

### Morris Library Services

The Morris Library is the main branch of the University of Delaware libraries. The collection in this library supports all disciplines. The library has over 2.8 million printed volumes. In addition, 80% of the 31,000 journals and magazines with the library subscribes are electronic journals available 24/7 to all University students, faculty and staff. Over 300 databases speed research with links to full articles via “Get It” buttons. For many graduate students, Morris is their “home away from home,” and many students and faculty consider their web site to be one of the best on campus. Graduate students are eligible to reserve study carrels.

The School of Education has a librarian responsible for collection development and library instruction in subject areas that support the curriculum and research needs of the University of Delaware. The School of Education contact is [Margaret Grotti](#), (302) 831-6310.

### [Morris Library](#)

181 S. College Ave. Newark, De 19716

(302) 831-2965 For library hours, call (302) 831-BOOK

### Education Resource Center

Located on the ground floor of Willard Hall, the [Education Resource Center \(ERC\)](#) provides many valuable services to students. The ERC has a regular circulating collection containing 20 education-related periodicals, curriculum materials (kindergarten through eighth grade), children's books, and professional books and training resources on education-related topics, including: regular and special education, educational research, school counseling and educational psychology. The ERC also has three special collections: standardized tests, faculty reserve readings, and education-related periodicals. Please note that a select group of reference books, manuals, and testing kits are shelved directly behind the check-out desk. Additionally, a range of software is available for students on the computers, including programs SPSS, programs to score standardized tests, and software for coding. In order to check out materials, students need an ERC user number, which can be obtained at the circulation desk free of charge. To find out more information regarding the ERC, call them at (302) 831-2335 or [visit their website](#).

## Miscellaneous Information

### Keys and Mailboxes in Willard Hall

Students who are funded by the School of Education will have a mailbox in room 130. Correspondence for other students will be sent to their home or email address. (Every school psychology student has a mailbox located in Willard Hall Education Building, Room 210B. This is the primary place where faculty will place memos, your papers, etc. Check your mailbox on a regular basis.)

Students who have an office in Willard Hall or who have a business reason for needing keys to Willard Hall (office suites and/or the outer building) or have a mailbox in room 130 (and 210b for school psychology students) may obtain keys from Ms. Marilis Cruz, 120 Willard Hall, 302-831-8695, [mcruz@udel.edu](mailto:mcruz@udel.edu). A \$20 cash deposit is required to cover all keys needed and will be refunded when you return the key.

### Graduate Student Lounge in Willard Hall

School of Education graduate students are welcome to use the lounge in room 009 Willard Hall. Please feel free to use this area between classes and for small group meetings. It should be left unlocked throughout the day. Please help us save energy and turn off the lights when you leave. Supporters have generously donated equipment like a coffee maker, refrigerator, tea kettle, etc. Students are responsible for cleaning up after using any of the equipment. Donations of supplies for coffee and tea are always welcome. There is also a computer for checking email. We hope that you will regularly use this valuable space. If there are any problems with the lounge, please notify an EGA officer or our office staff.

## Frequently Asked Questions:

### How can I find the University calendar?

A good source of information for important dates throughout the semester such as registration days, holidays and other important deadlines is the [University of Delaware Academic Calendar](#). You can also access a calendar of UD events [online](#).

### Do I need to be enrolled every fall or spring semester?

Graduate students must be continuously enrolled each fall and spring semester while completing their degree program. If for any reason a graduate student is unable to enroll in any given semester, they must ask for a [leave of absence](#). The time of absence will not affect the limitation of time for completion of the degree requirements.

In addition, students must be aware that to be eligible to graduate, students must be enrolled in at least one course or in sustaining credit during the semester they intend to



graduate. For example, if you are planning to graduate in February, you must be enrolled in the winter session.

### **What is considered full-time and part-time study?**

To be considered full-time, graduate students must be enrolled in 9 credits in the fall and spring semesters. Students who receive assistantship contracts must be enrolled full-time.

According to the University, graduate students enrolled in fewer than 9 credits each fall and spring term are considered part-time. However, for federal financial aid eligibility, students generally need to be enrolled “half-time” which would be 4.5 credits – but because there are no courses for 1.5 credits, this means 6 credits in practice. If you have any questions about eligibility for financial aid, please consult the [Office of Student Financial Services](#).

### **How do I transfer credit earned through the Professional and Continuing Studies at the University of Delaware?**

Students who have earned credits as a continuing education non-degree student (CEND) at the University of Delaware may “roll in” a maximum of 9 previously earned graduate credits after they matriculate in a program. The CEND courses can be transferred if they are courses at the 600- through 800-level, if the course was appropriate to the specific degree program, and if the course is approved by the student’s advisor and the School of Education Director or his/her designee. The request must be submitted using a [Request for Transfer of Graduate Credit form](#).

### **How do I transfer credit earned at another institution?**

Graduate credits that have been earned from another accredited institution will be evaluated by the student’s academic department. The request must be submitted by using a [Request for Transfer of Graduate Credit form](#). A maximum of 9 credits can be transferred in provided that the coursework was not used to satisfy previous degree requirements. University policy states that any courses used in fulfillment of a previous degree cannot be counted toward a subsequent degree.

### **What do I need to know about course substitutions?**

If you would like to substitute a required course with another course, you must fill out a [Course Substitution Form](#) and have the course approved by your advisor and the School of Education Director or his/her designee **prior** to enrolling in the course.

### **If I am supported by an assistantship during the summer, what are my registration requirements?**



According to the University of Delaware Student Handbook, students who are supported by the University with any type of graduate assistantship during the summer months (e.g., teaching assistants, research assistants, fellows) are required to be enrolled in at least 3 credits during the 7.5 week summer session. They must work in an environment that is related to the student's degree program and their funding amount will meet the minimum requirement per month in June and July.

### **Is there a minimum cumulative GPA that I have to meet?**

According to the University of Delaware [Graduate Catalog](#), a student must have a minimum cumulative grade point average of 3.0 to be considered for an advanced degree. In addition, all grades received from courses applied toward the degree program must equal 3.0 or higher. All courses taken after the student has acquired a graduate student classification are applied to their cumulative index. Courses for which the grade is below a C- will still be applied to their cumulative index even though they do not count toward the degree.

### **What is the time limit for the completion of my degree?**

The time limit for the completion of a degree begins with the date of matriculation and is specified in each student's letter of admission. The University requires the completion of a master's degree within a maximum of ten consecutive semesters. Doctoral degree students who have already acquired a master's degree are given ten consecutive semesters, and those who have not received a master's degree have a time limit of fourteen consecutive semesters. A student completing all requirements for a master's degree and subsequently given permission to continue toward the doctoral degree is given ten additional consecutive semesters. Students who declare a change in their degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

### **What happens if I cannot complete my degree within the time limit given to me when I began the program?**

If circumstances arise that make it impossible to complete the degree program in the allotted time, a student may request a time extension. An extension petition must be approved first by the student's advisor and then by the School of Education Director or his/her designee.

### **What is the residency requirement for Ph.D. students?**

University policy states that for all Ph.D. students, at least one continuous academic year must be devoted exclusively to full-time study (9 credits/semester) in their major field. The residency requirement may be fulfilled in the fall and spring semesters, but not during summer or winter sessions. This policy does not apply to Ed.D. or master's students.

### **What is Human Subjects Review and where can I get information?**

All CEHD faculty and student research must receive [Human Subjects](#) approval and clearance. While this generally pertains to students in the Ph.D. program and the Ed.D. program, but certainly applies to anyone who is collecting information from or about people. If you don't obtain the proper human subjects clearances, your dissertation or E.P.P. may not be cleared for graduation. See the link above for details.

### **I have another question. Where can I find assistance?**

You can ask your faculty advisor, program coordinator, or contact Assistant Dean Christina Mason Johnston at (302) 831-1632, if you have additional questions about your program.

## Appendix A

### Ph.D. in Education Sample Student Schedule

**NOTE:** This schedule is intended to be illustrative; students should consult webf for details

Years ending in even numbers (e.g., 2013-14)

|               | Fall  |                      | Winter | Spring  |                  | Total for year |
|---------------|---|----------------------|--------|---|------------------|----------------|
| <b>Year 1</b> | EDUC 805 Prosem I (Qual)<br>EDUC 850 Qual. Meth.<br>Specialization 1<br>Colloquium                              | 3<br>3<br>3<br>1     |        | EDUC 806 Prosem II (Quant)<br>EDUC 856 Intro to Stat Inf.*<br>Specialization 2<br>Colloquium                                | 3<br>3<br>3<br>1 | 20             |
| <b>Year 2</b> | EDUC 858 Adv Qual OR<br>EDUC 812 Reg/SEM<br>Specialization 3<br>Second area specialization core**<br>Colloquium | 3<br><br>3<br>3<br>1 |        | Ind Study/Sup Res/ Elective<br>Colloquium   | 9<br>1           | 20             |
| <b>Year 3</b> | EDUC 852 Crit & Interp Meth<br>OR<br>EDUC 874 App Multiva<br>Ind Study/Sup Res/ Elective                        | 3<br><br>6           |        | EDUC 859 Ethnographic Res OR<br>EDUC 865 Ed Meas Theory<br>Second area Specialization core**<br>Ind Study/Sup Res/ Elective | 3<br>3<br>3      | 18             |
| <b>Year 4</b> | Ind Study/Sup Res/Elective<br>Or Precandidacy<br>Or Dissertation  | 9                    |        | Ind Study/Sup Res/ Elective<br>Or Precandidacy<br>Or Dissertation   | 9                | 18             |
| <b>Year 5</b> | Dissertation (if needed)  | 6                    |        | Dissertation (if needed)  | 3                | 0-9            |

Years Ending in Odd Numbers (e.g., 2014-15)

Total: 76-85

|               | Fall   |                      | Winter | Spring   |                      | Total for year |
|---------------|--|----------------------|--------|--|----------------------|----------------|
| <b>Year 1</b> | EDUC 805 Prosem I (Qual)<br>EDUC 850 Qual. Meth.<br>Specialization 3<br>Colloquium   | 3<br><br>3<br>3<br>1 |        | EDUC 806 Prosem II (Quant)<br>EDUC 856 Intro to Stat Inf.*<br>Ind Study/Sup Res/ Elective<br>Colloquium                              | 3<br>3<br>3<br>1     | 20             |
| <b>Year 2</b> | EDUC 852 Crit & Interp<br>Meth<br>OR<br>EDUC 874 App Multiva<br>Specialization 1<br>Second Area<br>Specialization Core**<br>Colloquium | 3<br><br>3<br>3<br>1 |        | EDUC 859 Ethnographic Res<br>OR<br>EDUC 865 Ed Meas Theory<br>Second Area Specialization<br>Core**<br>Specialization 2<br>Colloquium | 3<br><br>3<br>3<br>1 | 20             |
| <b>Year 3</b> | EDUC 858 Adv Qual<br>OR<br>EDUC 812 Reg/SEM<br>Ind Study/Sup Res/<br>Elective  | 3<br><br>6           |        | Ind Study/Sup Res/ Elective  | 9                    | 18             |
| <b>Year 4</b> | Ind Study/Sup Res/<br>Elective<br>Or Precandidacy<br>Or Dissertation   | 9                    |        | Ind Study/Sup Res/ Elective Or<br>Precandidacy<br>Or Dissertation  | 9                    | 18             |
| <b>Year 5</b> | Dissertation (if needed)   | 6                    |        | Dissertation (if needed)   | 3                    | 0-9            |
|               |  |                      |        |  |                      |                |

\* Students who have no background in quantitative methods (e.g., a research methods/statistics course as an undergraduate or in a masters program or a substantial math background) will need to take EDUC665 as prerequisite. The decision about taking 665 will be made with the student’s advisor.

\*\* “Second area specialization core course” refers to the two additional core courses that students are required to take from the approved list of specialization courses outside the area to which they are admitted.

NOTES:

Individual Program Plan, constructed by the student and her/his advisor no later than the beginning of the third semester in the program. Because most courses are offered only every other year, students must carefully plan their programs with their advisors.

A total of 9 credit hours of Doctoral Dissertation (EDUC 969) are required of all students to satisfy degree requirements. After all required program coursework is completed, but before they advance to Candidacy by successfully defending their Dissertation Proposal, **students enroll in Pre-Candidacy**

**Study (EDUC 964). Graduate students are required to be registered for courses every semester, including the semester in which their degree is conferred, unless they are on an approved Leave of Absence.**

## Appendix B

### 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<br>(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) |
|---------------|------------|--------------|
| 1             |            |              |
| 2 (if needed) |            |              |

**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><br>EDUC 852 Critical and Interpretive Methods in Education Research |                  |                    |       |
| <i>Qualitative Core</i><br>EDUC 858 Advanced Qualitative Research Methods                   |                  |                    |       |
| <i>Qualitative Core</i><br>EDUC 859 Ethnographic Research                                   |                  |                    |       |
| <i>Quantitative Core</i><br>EDUC 812 Regression and Structural Equation Modeling            |                  |                    |       |

|   |  |  |  |
|---|--|--|--|
| <i>Quantitative Core</i><br>EDUC 865 Educational Measurement Theory     |  |  |  |
| <i>Quantitative Core</i><br>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:

|   |                        |
|---|------------------------|
| <b>Complete citation for presentation</b> | <b>Date Completed:</b> |
|   |                        |

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

|                                    |                        |
|------------------------------------|------------------------|
| <b>Complete citation for paper</b> | <b>Date Completed:</b> |
|                                    |                        |

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<br>(requirement) | Title of Contribution | Date |
|----------------------------------|-----------------------|------|
| First year<br>(attendance)       | NA                    |      |
| Second year<br>(poster)          |                       |      |
| Third year<br>(paper)            |                       |      |
| Fourth year<br>(paper)           |                       |      |
| Fifth year<br>(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.

|                                   |                        |
|-----------------------------------|------------------------|
| <b>Description of experience:</b> | <b>Date Completed:</b> |
|                                   |                        |

**Dissertation Committee:**

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

| <b>Role</b>    | <b>Name</b> |
|----------------|-------------|
| 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 C

## 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. *Students Completing Their First Self-Assessment:*

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.

#### *Students Completing an Updated Self-Assessment:*

Please copy your statement of "your planned activities for the upcoming academic year" from the Self-Assessment of the previous academic year here and reply to the following sub-questions:

- a) What have you accomplished from the previous year plan this academic year? Include specific information regarding progress toward completion of both coursework and the scholarly apprenticeship requirements, your professional development, and exciting research activities and projects.
- b) What have you accomplished this academic year that was not in the previous year plan? Include specific information regarding progress toward completion of both coursework and the scholarly apprenticeship requirements, your professional development, and exciting research activities and projects.

- c) What haven't you accomplished and why? What extra help, if any, do you need from your advisor and SOE faculty to accomplish that next year (if you still think you it is good idea to accomplish that)?
  - d) How would you judge your overall academic accomplishments for this academic year (please justify your answer):
    - i) FULLY satisfied with my academic accomplishments this academic year;
    - ii) PARTIALLY satisfied with my academic accomplishments this academic year;
    - iii) DISSATISFIED with my academic accomplishments this academic year;
    - iv) Other judgment (please describe)
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?