

University of Delaware

School of Education

Ph.D. in Educational Statistics and Research Methods

(Including Articulation with the M.A. in Education)

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Part I. Program History

A. Purpose Statement

The Ph.D. in Educational Statistics and Research Methods seeks to prepare scholars whose research will address critical problems in education through rigorous research, develop and apply advanced statistical and mixed methods in research, 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 doctoral program that emphasizes high quality educational research utilizing rigorous methodological approaches in program evaluation, policy research, and psychometrics.

The Ph.D. in Educational Statistics and Research Methods prepares students to assume leadership roles as researchers in both academic and non-academic settings. The program participates in the School of Education's shared first year Ph.D. core that provides the foundation needed to frame and begin investigating important research questions. The Educational Statistics and Research Methods program builds on this foundation and offers 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.

B. 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 Ph.D. 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 2013, a major revision of the program condensed the number of specializations to six, to align with the expertise of faculty and the needs of the educational landscape.

From 2013 through 2018, a specialization entitled Evaluation, Measurement, and Statistics (EMS) was offered as one of the six specializations under the Ph.D. in Education program. Unlike other Ph.D. specializations, students in EMS did not specialize in any specific domain of education (e.g., mathematics, literacy, learning sciences) and thus enrolled in a substantially different course of study focused on the application of advanced research methods, statistics, and psychometrics. To support efforts to (a) meet increased demand for courses in advanced educational statistics, (b) recruit top students into the Ph.D. program, and (c) place graduates in positions as applied education researchers at top research firms and universities, we propose replacing the EMS specialization with an independent doctoral program offering a Ph.D. in Educational Statistics and Research Methods. This new Ph.D. program would coordinate with and share the core features of the broader Ph.D. in Education program, but its coursework will be focused on advanced statistical methods in education, and its title will better reflect the specialized skills and training of its graduates.

C. Administration and Faculty

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

Additionally, a Ph.D. Core Committee (PCC) is charged with maintaining the integrity of the Content Core, the courses shared by all Ph.D. programs. The PCC sets academic expectations for these core courses and ensuring coordination in subject matter across the Content Core. The PCC also assists in the development and administration of the First Year Assessment (see below). The PCC 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 Ph.D. program, the chair of the CGSE, and the Director of the SOE or designee (ex officio member). As with other SOE standing committees, the members of the PCC are approved in a manner consistent with the By-laws of the SOE.

Finally, a Ph.D. Admissions Committee is charged with making admissions decisions for all Education Ph.D. programs. This committee consists of at least four faculty members including the chair of CGSE, a member of the PCC, and the coordinator of the Ph.D. in Education program. In addition, the Director of the School of Education (or designee) serves on this committee (ex officio).

The coordinator of the Ph.D. in Educational Statistics and Research Methods will 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 across all Ph.D. programs, based on candidate qualifications and program capacity.

At the time of admission, all students are assigned primary and secondary faculty advisors. 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 program 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).

D. Degrees Offered

The degree awarded to students who complete this program is Doctor of Philosophy in Educational Statistics and Research Methods.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Applicants must submit all of the following items to the Office of Graduate and Professional Education before admission can be considered:

A completed Admission Application must be submitted no later than December 15 for this program. See the webpage of the Office of Graduate and Professional Education at www.udel.edu/gradoffice/apply.

A nonrefundable application fee must be submitted with the application.

Transcripts from all previous graduate and undergraduate institutions must be submitted. Transcripts issued in a language other than English must be accompanied by an official translation into English. If the rank of the student is not displayed on the transcript or diploma, an official letter of explanation and ranking from the institution where the degree was earned is required.

Applicants must submit at least three recommendations through the electronic application system. The recommendations should address the applicant's potential for success in doctoral work. Graduate Record Examination (GRE) scores are required for admission into the Ph.D. Program in Educational Statistics and Research Methods. International student applicants must demonstrate a satisfactory level of proficiency in the English language if English is not their first language. Applicants may submit scores from either the TOEFL or IELTS. TOEFL or IELTS scores more than two years old cannot be validated or considered official. International students must be offered admission to the University and provide evidence of adequate financial resources before a student visa will be issued. The University has been authorized under federal law to enroll nonimmigrant alien students. International students are required to purchase the University-sponsored insurance plan or its equivalent. Applicants must submit a resume and a personal statement or essay outlining their goals and objectives, including how their interests and experiences align with the Ph.D. in Educational Statistics and Research Methods program.

It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957, give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service (302) 831-2226, www.udel.edu/shs.

C. Specific Requirements for Admission into the Ph.D. in Educational Statistics and Research Methods Program

Students must meet the following minimum entrance requirements.

- Baccalaureate degree from an accredited college or university.
- An officially reported GRE score. Students typically are expected to have minimum scores of 150 on the verbal and quantitative sections and a 4.0 on the analytic writing section. Most admitted students have far higher than the minimum scores.
- An undergraduate GPA of 3.0 or higher.
- An officially reported minimum TOEFL score of 100 (internet-based test -iBT) or 600 (paper-based test). IELTS scores may also be used and the minimum acceptable score is 7.0.

D. Admission Status

Students are admitted into the Ph.D. Program in Educational Statistics and Research Methods with "regular" status. Regular status is offered to students who meet all of the established entrance requirements, who have a record of high scholarship, and who have the ability, interest, and maturity necessary for successful study at the graduate level in a degree program. Applicants who file an application during the final year of undergraduate or current graduate work and are unable to submit complete official transcripts showing the conferral of the degree will be admitted pending conferral of the degree if records are otherwise satisfactory and complete. Failure to provide official test scores and documents showing degree conferral by the first day of classes may result in revocation of admission to the graduate program. The School of Education does not offer provisional admission to the Ph.D. in Educational Statistics and Research Methods.

Part III. Degree Requirements for the Master of Arts in Education

A. Course Requirements

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

| Required Courses | Total Credits |
|---|---------------|
| First Year Core Courses: <ul style="list-style-type: none"> ● EDUC 805 - Proseminar in Education I ● EDUC 806 - Proseminar in Education II ● EDUC 850 - Qualitative Research in Educational Settings ● EDUC 856 - Introduction to Statistical Inference | 12 |
| Additional Methods Courses: <ul style="list-style-type: none"> ● EDUC 812 - Regression and Structural Equation Modeling ● EDUC 874 - Applied Multivariate Data Analysis | 6 |
| Additional Methods Courses/Electives: Choose 3 from the following: <ul style="list-style-type: none"> ● EDUC 826 - Mixed Methods in Social Science Research ● EDUC 863 - Program Evaluation in Education ● EDUC 865 - Educational Measurement Theory ● EDUC 873 - Multilevel Models in Education ● Education specialization courses* | 9 |
| <ul style="list-style-type: none"> ● EDUC 840 - Colloquium in Education | 4 |
| TOTAL | 31 |

* See options below under “Other Specialization Courses”

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.)

B. Articulation Between Master’s of Education and Ph.D. Degree in Educational Statistics and Research Methods:

Students admitted to this Ph.D. Program may obtain an M.A. in Education. The M.A. in Education provides a master’s degree option for Ph.D. 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 will not be 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.

Part IV. Degree Requirements for the Doctor of Philosophy in Educational Statistics and Research Methods

A. Course Requirements

The Doctor of Philosophy in Educational Statistics and Research Methods 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 program 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.

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 (see IV.B.3 below).

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. Students also need a general understanding of a range of qualitative and quantitative research methodologies to become informed consumers of research using multiple methods, and a deep understanding of specific methodological tools needed to advance their own research. 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.

To advance their understandings, students in the Educational Statistics and Research Methods program 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.

EDUC 863, EDUC 873, EDUC 826: Although these courses were designed for students in the SOE's Ph.D. program, they will also be available to all UD Ph.D. students.

The required coursework includes:

| Required Courses | Total Credits |
|--|---------------|
| Content Core Courses: <ul style="list-style-type: none"> ● EDUC 805 - Proseminar in Education I ● EDUC 806 - Proseminar in Education II | 6 |
| Other Specialization Courses* | 6 |
| Research Methods Core Courses: <ul style="list-style-type: none"> ● EDUC 850 - Qualitative Research in Educational Settings ● EDUC 856 - Introduction to Statistical Inference ● EDUC 812 - Regression and Structural Equation Modeling ● EDUC 865 - Educational Measurement Theory ● EDUC 874 - Applied Multivariate Data Analysis | 15 |
| Additional Methods Courses: <ul style="list-style-type: none"> ● EDUC 826 - Mixed Methods in Social Science Research ● EDUC 863 - Program Evaluation in Education ● EDUC 873 - Multilevel Models in Education | 9 |
| EDUC 840 - Colloquium in Education | 4 |
| EDUC 866, EDUC 868, or electives | 6 |
| Dissertation | 9 |

| | |
|-------|----|
| TOTAL | 55 |
|-------|----|

*Students must complete two core courses from one or more specialization areas in the Ph.D in Education program (see options below under “Other Specialization Courses”).

Other Specialization Courses: All Ph.D. students will take at least two additional courses from specializations within the Ph.D. in Education program. 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).

Learning Sciences:

- EDUC 804 Foundation of the Learning Sciences
- EDUC 815 Design of Learning Environments
- EDUC 819 Disciplinary Knowledge in Learning Sciences

Literacy:

- EDUC 802 Reading Development and Instruction
- EDUC 807 Writing Development and Instruction
- EDUC 822 Critical Issues in Literacy Development and Learning Problems

Mathematics Education:

- 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

School Psychology:

- 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:

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

Students are expected to complete all the required courses in the degree program. 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.

B. Non-Registered Degree Requirements

1) 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 Ph.D. Core Committee (PCC). Students will have one week to critique a research article.

The PCC will work with faculty teaching the first year core courses to select the article for critique and develop the scoring rubric. The PCC 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 a SOE faculty member from outside the program. 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 PCC 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.

2) Fourth Year Exam. The Fourth Year Exam is designed to assess a student's proficiency in integrating various aspects of research methodology to address substantive issues in education. The exam is to be taken at the beginning of the fourth year of study and is organized as a take-home exam spanning no more than three days.

The exam consists of two parts. The first part is based on the course work in Educational Statistics and Research Methods, covering topics in statistical methodology, educational measurement, and evaluation. The second part is based on the dissertation topic area.

The student, with consultation from the adviser, develops a reading list for the examination. The reading list needs approval by the Educational Statistics and Research Methods faculty. The entire Educational Statistics and Research Methods faculty is involved in developing questions and reading the exam.

Students will be notified of their results within three weeks of submitting their exam. Should a student not demonstrate satisfactory performance on the exam, the student will have one attempt to retake the exam, scheduled at the end of the semester in which the exam was taken. Failure to demonstrate satisfactory performance on the retake of the exam will result in termination from the program.

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

a. 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.

b. 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.

c. 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.

d. University teaching: Students must develop skills in university teaching. This requirement can be fulfilled in multiple ways (e.g., teaching as instructor of record, either as part of a teaching assistantship or s-contract; co-teaching or apprentice teaching with a faculty member for credit through independent study; teaching practicum associated with a course on teaching in higher education). Students should consult with their adviser to develop a plan consistent with their career goals to fulfill this requirement. Students also are encouraged to participate in workshops offered by the Delaware Center for Teaching and Learning as part of fulfilling this requirement.

4) Individual Program Plan. By the beginning of the third semester of enrollment, students will write an Individual

Program Plan (IPP) 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 program requirements, and it will outline a timeline of research the student intends to undertake. The SOE Associate Director of Graduate Studies will ensure that IPPs are completed on time, conform to policy requirements, and are on file in the SOE Director's Office.

5) Annual Review. The program 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 his or her advisor, including input from the student's assistantship supervisor, and submit the completed form to the Educational Statistics and Research Methods program coordinator for the area's review. The student, the student's advisor, and the SOE Associate Director of Graduate Studies 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 SOE Associate Director of Graduate Studies 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.

C. Regulations Governing Dissertations

1) 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.

2) Defense of the Dissertation Proposal. A copy of the dissertation proposal must be delivered to the members of the dissertation committee at least two weeks in advance of the proposal defense. The dissertation proposal defense will be scheduled only after a majority of members of the dissertation committee have determined that a defense is appropriate.

At the conclusion of the dissertation proposal defense, dissertation committee members will provide clear feedback to the student and will sign the "Advancement to Candidacy Form." A copy of this form, signed by the SOE Director, should be forwarded to the CEHD Student Services Unit. Students must not begin their research until the dissertation proposal is approved and, in the case of studies that involve human subjects, approval is received from the University Institutional Review Board. Details for creating consent forms and submitting studies for review by the IRB can be obtained from the Office of Research.

4) Defense of the Dissertation. The format of the dissertation must adhere to guidelines specified in the University's Thesis and Dissertation Manual. The manual is available electronically at <http://www.udel.edu/gradoffice/polproc/manual.html>. A copy of the dissertation must be delivered to the members of the dissertation committee at least two weeks in advance of the defense. The dissertation defense will be scheduled only after the advisor of the dissertation committee has determined that a defense is appropriate.

The dissertation defense will be open to the public, and notices will be sent to all SOE faculty, staff, and graduate students at least one week prior to the defense date. The candidate will present a summary of the completed research, and will then field questions from the committee, attending faculty, and invited guests. After questions have been answered, the dissertation committee will meet to decide whether the dissertation is accepted, rejected, or accepted pending revisions. Results of the meeting will then be presented to the student.

5) Processing the Final Document. The dissertation must be approved by the chair of the student's dissertation committee, the Director of the School of Education, the Dean of the College of Education and Human Development and the Vice Provost for Graduate and Professional Education. The dissertation is to be signed by the professor in charge of the dissertation and all members of the dissertation committee. A separate abstract and abstract approval page must be submitted with the dissertation. The dissertation must be submitted to the Office of Graduate and Professional Education for approval not later than seven weeks prior to the degree conferral date. The dissertation defense must be completed prior to the submission date and the certification of a successful defense must be submitted to the Office of Graduate and Professional Education.

D. 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.

E. 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.

F. 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.

G. 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.

Part V. General Information Relevant to Both Master's and Doctoral Degree Candidates

A. Financial Assistance

Financial assistance for students in the Ph.D. in Educational Statistics and Research Methods program is obtained from a variety of sources and will therefore vary in form and availability. Assistance will be awarded on a competitive basis to applicants best fitting the needs of the granting agencies and sponsoring faculty. Most assistantships (e.g., those supported with external faculty grant or internal teaching and graduate assistantships) require students to work up to 20 hours per week and maintain full-time status. Tuition scholarships may be available with or without associated stipends.

Funding is awarded annually. Funding each year 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.

Students requesting a fifth year of funding 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 program 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.

B. Graduate Course Numbering System.

Graduate credit may be earned for courses numbered 600 to 998. Courses numbered 500 to 599 are graduate courses for the non-specialist and may not be counted for graduate credit in the student's major.

C. Application for Advanced Degree.

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate and Professional Education. The application deadlines are February 15 for spring candidates, May 15 for summer candidates, and September 15 for fall candidates and December 15 for winter candidates. The application must be signed by the candidate's advisor, the graduate program director, and by the Director of the School of Education. There is an application fee; payment is required when the application is submitted.

D. Graduate Grade Point Average.

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.

E. Time Limits for the Completion of Degree Requirements.

The Ph.D. program in Educational Statistics and Research Methods is a full time program. Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. Students entering the program are given ten 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.

F. 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.

G. 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.

H. Transfer of Credit from Another Institution.

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to the 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.

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

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

APPENDIX

Ph.D. in Educational Statistics and Research Methods

Suggested Student Schedule

NOTE: This schedule is intended to be illustrative; students should consult web for details.

Total required credits: 55*

*In this example, a student completing the program in 4 years takes 75 credits to maintain full time status (9 credits per semester), and a student completing the program in 5 years takes 84 credits.

| | Fall | | Winter | Spring | | Total for year |
|---------------|------------------------------|---|--------|------------------------------|---|----------------|
| Year 1 | EDUC 805 Prosem I (Qual) | 3 | | EDUC 806 Prosem II (Quant) | 3 | 20 |
| | EDUC 850 Qual. Meth. | 3 | | EDUC 856 Intro to Stat Inf. | 3 | |
| | EDUC 863 Program Evaluation | 3 | | Ind Study/Sup Res/ Elective | 3 | |
| | Colloquium | 1 | | Colloquium | 1 | |
| Year 2 | EDUC 874 App Multiva | 3 | | EDUC 865 Ed Meas Theory | 3 | 20 |
| | EDUC 826 Mixed Methods | 3 | | EDUC 812 Reg/SEM | 3 | |
| | Other Specialization Course* | 3 | | Other Specialization Course* | 3 | |
| | Colloquium | 1 | | Colloquium | 1 | |
| Year 3 | EDUC 873 Multilevel Models | 3 | | Ind Study/Sup Res/ Elective | 9 | 18 |
| | Ind Study/Sup Res/ Elective | 6 | | | | |

| | | | | | | |
|-------------------|--|---|--|---|---|-----|
| Year 4 | Ind Study/Sup Res/ Elective Or Precandidacy Or Dissertation | 9 | | Ind Study/Sup Res/ Elective Or Precandidacy Or Dissertation | 9 | 18 |
| Year 5 | Dissertation (if needed) | 6 | | Dissertation (if needed) | 3 | 0-9 |

** “Other specialization course” refers to the two additional courses that students are required to take from the approved list of courses offered as specialization elective from the Ph.D. in Education Program.

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 (EDUC969) 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 (EDUC964).

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.