

**PhD in Educational Statistics and Research Methods**  
**Individual Program Plan**  
**(Updated Fall 2021)**

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.)

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

**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 Ph.D. 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).

<b>Exam Attempt</b>	<b>Date Taken</b>	<b>Passed (Y/N)</b>
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 (6 credits):**

<b>Course</b>	<b>Semester planned</b>	<b>Semester completed</b>	<b>Grade</b>
EDUC 805 Proseminar I			
EDUC 806 Proseminar II			

### **Research Methods Core (15 credits):**

<b>Course</b>	<b>Semester planned</b>	<b>Semester completed</b>	<b>Grade</b>
EDUC 850 Qualitative Research and Evaluation Designs 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			

### **Additional Methods (9 credits):**

<b>Course</b>	<b>Semester planned</b>	<b>Semester completed</b>	<b>Grade</b>
EDUC 826 Mixed Methods in Social Science Research			
EDUC 863 Program Evaluation in Education			
EDUC 873 Multilevel Models in Education			

**Additional Courses (6 credits):**

Choose 6 credits from the following: EDUC 866, EDUC 868, or Electives

Course	Semester planned	Semester completed	Grade

**Specialization Content Courses (6 credits):**

(Students choose 6 credits from one or more of the courses listed below are available to meet this requirement, subject to enrollment minimums. PLEASE NOTE: Only those courses listed as required specialization courses in the PhD in Education specializations count toward this requirement.)

Course	Semester planned	Semester completed	Grade

- EDUC 804 How People Learn
- EDUC 815 Design of Learning Environments
- EDUC 819 Disciplinary Knowledge in Learning Sciences
- EDUC 802 Reading Development and Instruction
- EDUC 807 Writing Development and Instruction
- EDUC 822 Critical Issues in Literacy Development and Learning Problems
- 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
- EDUC 853 Culturally Relevant Pedagogies
- EDUC 854 Topics in Equity in Education
- EDUC 855 Topics in Sociocultural Theories of Education
- EDUC 732 Community-Based Practicum
- EDUC 618 Introduction to School Psychology
- EDUC 651 Family-School Collaboration and Diversity
- EDUC 813 Childhood Psychopathology
- EDUC 830 Consultation and Intervention: School Discipline

**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)			

**Additional requirements:**

Requirement	Date Taken/Passed	Retake Date/Passed
Fourth Year Exam		

**Dissertation Coursework (at least 9 credits):**

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

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

**Scholarly Apprenticeship Requirements:**

1. Presentation at a national or international conference:

Complete citation for presentation	Date Completed:

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

Complete citation for paper	Date Completed:

3. Participation in School of Education Research Forum:

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

Year in program (requirement)	Title of Contribution	Date
First year (attendance)	NA	
Second year (poster)		
Third year (paper)		
Fourth year (paper)		
Fifth year (paper)		

4. Supervised teaching experience:

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

Description of experience:	Date Completed:

**Dissertation Committee:**

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

<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: \_\_\_\_\_

**Additional Coursework/Electives (if applicable):**

Use this box to record additional courses you have taken as electives in order to maintain full time status or to enhance your educational program (not all students will have course work recorded here).

<b>Course:</b>	<b>Semester Completed</b>	<b>Grade</b>