

Approved by SOE faculty 10.24.2012
Approved by Faculty Senate March, 2013
Revision approved by SOE faculty 10.28.16
Approved by Faculty Senate 3.6.17
Revision approved by SOE faculty 10.19
Approved by Faculty Senate 4.8.19
Revision approved by SOE faculty 10.20
Approved by Faculty Senate 4.5.21
Revision approved by SOE faculty 12.9.24
Approved by Faculty Senate 4.7.25

University of Delaware

School of Education

Ph.D. in Education

(Including Articulation with the M.A. in Education and Ed.S. in School Psychology)

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Part I. Program History

A. Purpose Statement

The Ph.D. 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 Ph.D. 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.

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. In 2018, the former Evaluation, Measurement, and Statistics (EMS) specialization became a separate Ph.D. program within the School of Education: the Ph.D. in Educational Statistics and Research Methods. The five other specializations remain organized under the Ph.D. in Education.

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 Ph.D. and M.A. program in Education. 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 by setting 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. 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. 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 (see II, C below). 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 both former and new advisors. 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 degrees awarded to students who complete this program will be either a Master of Arts in Education, or a Doctor of Philosophy in Education.

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 Graduate College before admission can be considered:

A completed Admission Application must be submitted no later than December 15 for this program.

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 Education.

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 a statement that clearly identifies the specialization area to which they are applying.

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 Education 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) or 250 (computer-based test). IELTS scores may also be used and the minimum acceptable score is 7.0.

Students apply to one of the following specialization areas:

Learning Sciences
Literacy
Mathematics Education
School Psychology
Sociocultural and Community-Based Approaches to Education

These specialization areas vary in the backgrounds expected of applicants. Applicants should consult the School of Education webpage for details.

D. Admission Status

Students are admitted into the Ph.D. Program in Education with "regular" status. Regular status is offered to students who meet all of the established entrance requirements, who have a record of high scholarship in their fields of specialization, 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 Education.

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

A. Articulation Between Master of **Arts** in Education, Education Specialist in School Psychology, and Ph.D. Degree in Education:

Students admitted to this Ph.D. Program may obtain an M.A. in Education or an M.A./Ed.S. in School Psychology as described in the paragraphs below.

1. 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 Graduate College by the deadline date stated in the University Calendar for the semester in which they intend to have their degree conferred.

2. 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 Graduate College by the deadline date stated in the University Calendar for the semester in which they intend to have their degree conferred.*

B. 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 or any of the following courses: EDUC 863, EDUC 873, or EDUC 826	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.)

Part IV. Degree Requirements for the Doctor of Philosophy in Education

A. 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.

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. Students choose primarily a qualitative (EDUC 852, 858, 859) or quantitative (EDUC 812, 865, 874) set of courses to fulfill the methodology core requirements. 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.

The required coursework includes:

Content core (EDUC 805, 806)	6
Specialization area core (two courses from one or more specialization areas outside of the students' specialization, or from the following courses: EDUC 826, 844, 863, 873, or 884).	6
Research methods core (EDUC 850, 856, plus 9 credits from EDUC 852, 858, 859, 812, 865, 874). EDUC 826, 844, 863, 873, and 884, may also satisfy the research methods core requirement if not used to meet the specialization area core requirement.	15
Colloquium in education (EDUC 840)	4
Primary Specialization Core (see area requirements)	9
Supervised research/independent study/elective (as needed for specialization or to maintain full time status)	6
Dissertation	9
TOTAL	55

Specialization Areas: All students are accepted into one of 5 specialization areas. These areas vary in how specialized knowledge and skills are acquired, but each requires a combination of supervised research, independent study, and two to 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).

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: 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. Three specialization courses are required (which are also available to other students as outside specialization courses):

EDUC 853: Topics: Culturally Relevant Pedagogies
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, 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.

B. Non-Registered Degree Requirements

- 1.) Specialization Area Qualifying Projects and Exams. Specialization areas may require qualifying exams or projects. Requirements for completion and passing criteria are detailed on the specialization area websites.
- 2.) 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.
 - 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 on campus as part of fulfilling this requirement.
- 3) Individual Program Plan. Students will write an Individual Program Plan (IPP) that must be approved by the student's advisor each spring. 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 Ph.D. coordinator will ensure that IPPs are completed on time, conform to policy requirements, and are on file in the SOE Director's Office.
- 4) Annual Review. The specialization area faculty completes an annual review of each student's academic progress.

Students will be evaluated on the SOE PhD Program Educational Goals by their advisor and will also complete a self-evaluation along with their IPP each spring. The student will share their evaluation and their IPP to their advisor and the Ph.D. Program Coordinator. 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 their advisor, including input from the student's assistantship supervisor, and submit the completed forms to the Ph.D. Program Coordinator for the area's review.

The advisor will solicit any feedback they require from their specialization area colleagues as well as the students' assistantship supervisor (if different from advisor) to aid in completing this evaluation process. That is, if the advisor is *not* the GRAship advisor, the advisor should ask the GRAship advisor to complete an independent evaluation using the same evaluation form that they completed. The advisor will use their own evaluation, the GRAship supervisor's evaluation, and the student's self-evaluation with IPP as well as any feedback provided by their specialization area colleagues to write an annual progress letter for the student that reviews their accomplishments, strengths, areas for growth, and supports available to them to support that growth. The letter will then be shared with the PhD Program Coordinator along with the students' evaluation forms who will progress it to Graduate Services.

The student, the student's advisor, and the Ph.D. 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 Ph.D. 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. If adequate progress is not made according to the Annual Review, the advisor will work with the student, the Ph.D. Program Coordinator, the assistantship supervisor, the Sr. Assistant Dean of Graduate Services, and other members of the SOE Leadership Team as needed to develop an improvement plan. This improvement plan will be specifically geared towards supporting and monitoring student progress in the specific areas of improvement according to the student's Annual Review. This improvement plan will involve more frequent progress monitoring than the typical evaluation pattern at a frequency and duration that the support team deems appropriate. Students who do not respond successfully to these additional supports and monitoring after a time designated by the support team and as outlined in the improvement plan on file may lose funding and/or be exited from the program.

C. Regulations Governing Dissertations

1) Establishment of Dissertation Committee. The student and their 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.

3) 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 the Graduate College website.. 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.

4) 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 Graduate College 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 Graduate College.

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. 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 best fitting 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. 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 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.

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 Graduate College. 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.

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.

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 Graduate College. The Graduate College will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

G. Transfer of Credit Earned as a 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 Education

Suggested Student Schedule

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

Years ending in even numbers

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

Years Ending in Odd Numbers

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

Total:

76-85

* 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 their 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