School of Education

Doctor of Philosophy

Education (PhD)

Provide a brief summary of the proposed program changes and describe the rationale for the change(s):\*

We are proposing the following changes to the PhD in Education Program:

1. We wish to change the name of the specialization "Literacy Development and Learning Problems" to "Literacy." The change of names is designed to raise the visibility of the program by making it easier to find for prospective students.

2. Add required course to Sociocultural and Community-based Approaches in Education specialization. This specialization area has had only two core courses, while all others have 3 or more. We propose to add a third, EDUC 853, which in the past was an elective. A seminar on culturally relevant pedagogy should appeal to students in other doctoral specializations as well as EdD students.

3. Language is added to the policy document, Section IV.B., to indicate that specialization area qualifying exams and projects are part of the non-registered degree requirements of the program.

4. Delete Educational Measurement and Statistics specialization from program. We are proposing a separate PhD program for this specialization (see proposal for Educational Statistics and Research Methods PhD). We removed language about this specialization from the PhD in Education, and modified course requirements to ensure that courses that were formerly EMS are still available as restricted electives to PhD Education students.

5. Minor editorial changes to clean up formatting.

List only New Courses that are being currently submitted for this program:\*

EDUC 853

Doctoral Core coursework includes two Proseminars (EDUC 805, EDUC 806) that students take in the first two semesters of their program, along with two associated methodology courses (EDUC 850, EDUC 856). Students take an additional 9 credits of methodology coursework, choosing primarily a quantitative (EDUC 812, EDUC 865, EDUC 874) or qualitative (EDUC 852, EDUC 858, EDUC 859) track.

Students are accepted into one of the following specialization areas: Learning Sciences; Literacy; Mathematics Education; School Psychology; or Sociocultural and Community-based Approaches to Education. Students take 9 credits of primary specialization core courses. In addition, students take 6 additional credits of content courses from a specialization area outside their own specialization, or from the following list of methods classes: EDUC 826, EDUC 863, EDUC 873 . The list of specialization courses is available online at <http://www.education.udel.edu/doctoral/phd/specialization/>.

The research colloquia expose students to some of the foremost thinkers and researchers in the field of education. Guest scholars are invited to share their research findings with doctoral students and faculty in a setting that encourages collegiality and familiarizes students with a number of scholarly presentation styles and content areas. A one-credit course (EDUC 840) is offered each semester in conjunction with the colloquium series and students must complete a minimum of 4 credits of colloquium. Although students are required to attend colloquia for 4 semesters (1 credit/semester), they are strongly encouraged to attend every year during their tenure in the program.

Nine hours of dissertation credit (EDUC 969) is required of all Ph.D. students, and additional coursework may be specified by a student's advisory committee as part of the student's Individual Program Plan. A minimum of 55 credit hours is required to complete the Ph.D. program.

2. Scholarly Apprenticeship Requirements:

Description

All students must participate in an annual College Research Forum; submit a publication to a peer-reviewed journal on which they are a coauthor; present their work at a national conference; and develop skills in university teaching.

3. Residency Requirement:

Description

One year in residence (one continuous academic year-9 credit hours per semester) must be completed. Students are strongly encouraged to complete this requirement in the first year.

4. Examinations:

Description

All students must pass an assessment based on the work completed in the Proseminars at the end of the first year. Students must successfully pass the First Year Assessment before they are allowed to enroll in second year courses. This First Year Assessment fulfills the University requirement for a qualifying examination.

Specialization areas may require additional qualifying exams or projects. Requirements for completion and passing criteria are detailed on the specialization area websites.

5. Dissertation proposal:

Description

A written proposal that is defended before one's advisory committee.

6. Dissertation and defense:

Description

An original work of scholarship, meeting School, University and professional requirements, plus an oral defense of the work.

Program Requirements for the Master of Arts in Education:

Description

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.

The M.A. degree requires 31 credits of graduate-level coursework. Students 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.). The required coursework includes:

First Year Content Core Courses: EDUC 805 and EDUC 806 (6 credits)

Primary Specialization Core Courses (6 credits) or any of the following courses: EDUC 826, EDUC 863, EDUC 873

Research Methods Core courses: EDUC 850, EDUC 856, and one additional core course in qualitative or quantitative methods (9 credits)

Colloquium (4 credits)

Additional Core Specialization Courses (primary or secondary) or electives (6 credits)

Last Revised 2019-2020 Academic Year

Description

EDUC - 853 - Topics: Culturally Relevant Pedagogies (3cr.)