School of Education

Doctor of Philosophy

If proposing a new Degree Type, enter it in this field.

Educational Statistics and Research Methods (PhD)

Explain your reasons for creating program.

Provide a brief summary of the proposed program and describe the rationale:\*

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 Education Measurement and Statistics specialization in the existing PH.D. in Education program 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.

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

None

List any courses from outside departments being utilized in the curriculum:\*

None

Resolution:\*

WHEREAS the School of Education seeks to establish a new Ph.D. program in Educational Statistics and Research Methods,

WHEREAS the School of Education wishes to prepare leaders in research methods and design, skilled in investigating problems of education,

WHEREAS the proposed program will recruit top students into the Ph.D. program, and place graduates in positions as applied researchers in research firms and universities,

WHEREAS the proposed program will closely align with and share resources with the existing Ph.D. in Education program, and meet increased demand for courses in advanced educational statistics,

WHEREAS the proposed Ph.D. program has been approved by the school, college, and university Graduate Curriculum Committees, be it therefore

RESOLVED that the Faculty Senate recommends provisionally, for five years, the establishment of the Ph.D. in Educational Statistics and Research Methods.

Prospective Curriculum:\*

Program Requirements for the Ph.D. in Educational Statistics and Research Methods

1. Course work:

Description

Doctoral Core coursework includes two Proseminars (EDUC 805, EDUC 806) that students take in the first two semesters of their program, 15 credits of research methods course courses (EDUC 850, EDUC 856, EDUC 812, EDUC 865, EDUC 874), 9 credits of additional methods core courses (EDUC 826, EDUC 863, and EDUC 873), and one additional methods elective.  In addition, students take 6 additional credits of content courses from a specialization area within the Ph.D. in Education. 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.

Students must also pass the Fourth Year Exam in order to proceed to the dissertation. The exam assesses student proficiency in integrating various aspects of research methodology to address substantive issues in education.

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.

Last Revised for 2019-2020 Academic Year

Title

Last Revised for 2019-2020 Academic Year

Description

EDUC - 826 - Mixed Methods in Social Science Research (3cr.)

EDUC - 863 - Program Evaluation in Education (3cr.)

EDUC - 873 - Multilevel Models in Education (3cr.)