

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Kathleen Minke **Phone number:** 831-1648
Department: School of Education **email address:** minke@udel.edu
Date: September 30, 2012

Action: Revise PhD in Education program
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term: 13F
(use format 04F, 05W)

Current degree: PhD
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: PhD
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: _____
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising:

Graduate Program Policy statement change: PhD in Education
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: Education PhD
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter "None")

EDUC 804 Foundation of the Learning Sciences
EDUC 815 Design of Learning Environments
EDUC 819 Disciplinary Knowledge in Learning Sciences
EDUC 826 Mixed Methods in Social Science Research

The proposed program revisions (described in the attached policy document) are designed to create a more integrated, rigorous Ph.D. program that capitalizes on the strengths and expertise of our faculty. The revised curriculum is designed to bolster the shared core content and enhance methodological rigor. We have

reconfigured the specialization areas within the Ph.D. in ways that reflect more contemporary approaches to the study of education from an interdisciplinary perspective. We have eliminated specializations where we have too few faculty to sustain excellence. Each of the new courses listed is part of one of the revised specializations.

EDUC 804 (Foundation of the Learning Sciences), EDUC 815 (Design of Learning Environments), and EDUC 819 (Disciplinary Knowledge in Learning Sciences) are part of the Learning Sciences specialization. These courses address interrelated themes regarding learning and teaching as products of the interplay among context and culture, social and cognitive processes, and technology. They are designed to represent multiple theoretical perspectives and diverse methodological traditions so that students will develop their skills in creating effective learning environments in diverse settings. They will replace more traditional, single-discipline courses (e.g., in science education, human development).

EDUC 826 (Mixed Methods in Social Science Research) is part of the redesigned Evaluation, Measurement, and Statistics specialization (formerly Research, Measurement, and Evaluation). The course will situate mixed methods in the landscape of social science research, including the historical tension between qualitative and quantitative inquiry. Students will examine multiple models for mixed methods in order to understand their characteristics and purposes. The course will also focus on reading/critiquing mixed methods research as well as design/preparation of a mixed methods project in their field of interest.

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

NA

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or 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 PhD 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 the years since the last program revision, there have been substantial changes in faculty and in the education landscape. Over time, a mismatch has developed between our faculty expertise and the specializations included in the PhD. For example, we no longer have faculty with core interests in Curriculum Inquiry and we have fewer faculty in Science Education. In addition, the large number of specializations offered has resulted in very low enrollment courses that are not fiscally viable and that tend to “silo” students rather than encourage collaborative inquiry. Our faculty members have expressed interest in updating our specializations to reflect the increasing interdisciplinary nature of education research and to reflect more current conceptualizations of scholarly areas of study.

The doctoral program outlined in the attached Policy Program Document reflects our commitment to the scholarly study of teaching, learning, and educational processes through a rigorous, cohesive program that is sustained by the research interests and strengths of the faculty. It reduces the number of specialization areas from 9 to 6, increases the common core content, increases the methodological rigor, and improves coordination among the specialization areas. It retains the opportunities for students to work closely with faculty, developing their scholarly interests and skills, so that graduates may make substantial contributions to the field of education.

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

Program Requirements for the PhD Degree

1. Course Work: 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: Evaluation, Measurement, and Statistics; Learning Sciences; Literacy Development and Learning Problems; 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 credits of core content courses from outside their own specialization area.

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: All students must participate in an annual SOE 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: 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: 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.

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

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

Side by Side Comparison of Credits

2007		2012	
Course	Cr.	Course	Cr.
Proseminar (EDUC 805, 806)	8	Proseminar (EDUC 805, 806)	6
Specialization coursework	21	Primary Specialization Core*	9
		Specialization Courses from second area	6
Research Methods Core (EDUC 850, 852,	9	Research Methods Core (EDUC 850, 856	15

856)		plus 9 credits from EDUC 852,858, 859, 812, 865, 874)	
Colloquium	4	Colloquium	4
		Supervised Research/Independent Study	6
Dissertation	9	Dissertation	9
TOTAL	51	TOTAL	55

*Course work differs by specialization; see policy document

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs