

November 12, 2020

**Program Policy Statement for  
Proposed Education and Social Policy PhD Program**

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November 12, 2020

## Program Policy Statement for

### Proposed Education and Social Policy PhD Program

## Part I. Program History and Purpose

### A. Purpose/Rationale/Justification for the Program

How do changes in safety net policies affect low-income families' social and economic trajectories? How do charter schools differ in how they deliver instruction, and to what extent does this improve or detract from student learning, for different types of students? How well do early intervention programs support student learning in and out of school? How do neighborhood factors influence schooling, safety, well-being and employment?

Adequately addressing these complex education and social policy questions requires an understanding of how education, social and public policy systems work, and a rigorous, integrative, collaborative approach to research that includes use of sophisticated research designs and methods to understand causes, context, implementation and relationships, leverages interdisciplinary perspectives, and utilizes meaningful collaborations with stakeholders.

We propose an Education and Social Policy program to train scholars with expertise in these areas. Housed in the Graduate College, this program would be a joint program between the Biden School of Public Policy and Administration, and the College of Education and Human Development—including both the department of Human Development and Family Sciences, and the School of Education.

**Benefits of a joint program.** Currently at UD, graduate students must choose whether to earn their PhD in (1) Urban Affairs and Public Policy at the Biden School, (2) Human Development and Family Sciences (HDFS) in the College of Education and Human Development (CEHD) or (3) Education, in the School of Education (SOE), also in CEHD. UD currently has no social policy or education policy PhD program. If each of these three units designed their own education or social policy program, potential students would have to choose from among each of the programs, coursework would have substantial overlap, and faculty and university resources would be considerably diluted.

**Complementary expertise and resources.** Faculty across Biden, HDFS and SOE have complementary expertise, which we propose to leverage in this joint degree. The Biden School offers foundational courses in public policy and social policy. The School of Education offers foundational courses and electives in education, qualitative methods, and a series of rigorous

design and quantitative methods courses. HDFS offers foundational courses and electives in human development and family sciences. Further, in addition to the university-level Public Partnership for Education (PPE), CEHD and Biden have several research-practice centers that will enable us to provide opportunities and experiences with engaged scholarship for our students (e.g., Institute for Public Administration and Center for Community Research and Service in Biden, and the Center for Research on Education and Social Policy, Professional Development Center for Educators and Delaware Institute for Excellence in Early Childhood).

We have designed a PhD program in Education and Social Policy that leverages these faculties, courses and centers, to produce scholars who are able to address critical education and social policy with the integrative foundations, perspectives and methods currently demanded by the field. Program faculty across units (SOE, HDFS, Biden) will have joint ownership of the program, which will increase investment. Further, this allows centralization of resources, and leveraging each other's expertise, drawing on the strength of each unit. A jointly owned and operated program will ensure an integrative experience for students.

**The field demands a more rigorous, integrative, applied approach.** The field of education and social policy has evolved to demand more holistic, comprehensive and applied approaches. We are targeting the development of a new type of policy scholar who can meet these new demands, which include (1) insight into the interdependency of education and social issues, (2) merging ideas from different disciplines, (3) using sophisticated research designs and analytic skills that can be applied to different sources of experimental, longitudinal, and administrative data to estimate causal effects, (4) applying qualitative inquiry to hear and make sense of mechanisms and contextual influences, and (5) incorporating true collaboration with practitioners and policymakers in shaping, interpreting and acting on research findings.

**We have faculty poised to lead an education and social policy program.** A number of our faculty study education and social policy. Biden, HDFS, and SOE have many faculty engaged in some type of education policy and/or social policy research, for example, from SOE, Lauren Bailes, Elizabeth Farley-Ripple, Erica Litke, and Henry May; from HDFS, Ann Aviles, Martha Buell, Rena Hallam, Jason Hustedt, Valerie Earnshaw and Allison Karpyn, and from Biden, Stephen Metraux and Dan Rich. These are examples and are not exhaustive. Additionally, several new hires in the past two years have work that focuses squarely on education or social policy, despite the lack of a program in this specific area—for example, Dean Gary Henry (CEHD), Sarah Bruch (Biden), Katie Fitzpatrick (Biden), Laura Desimone (SOE), Ken Shores (SOE), Florence Ran (SOE) and Anamarie Whitaker (HDFS). The proposed PhD program in Education and Social Policy will provide a program to reflect this considerable faculty expertise, support inter-departmental research and education, and prepare students for careers that address fundamental challenges of the 21<sup>st</sup> century in education and social policy.

**Faculty and Program Director.** We propose to have core and affiliate faculty. Core faculty are voting members, and make programmatic decisions; admissions committee members will be draw

from the core faculty. Affiliate faculty may advise students, teach in the program, and participate in programmatic and admissions discussions. Reflecting the collaborative and integrative activities already occurring among Biden, HDFS and SOE, there are a number of joint appointments between units among faculty involved in the development of this program.

The Program Director will serve a three-year term with the option of renewing for three additional years, based on a review and majority vote of approval by the core faculty. The Dean of CEHD or the Biden School or core or affiliate faculty may nominate a faculty member for Program Director, and/or faculty may volunteer to be considered. Core faculty will vote on who will be Program Director (approval requires a majority vote of the core faculty to vote in the affirmative).

Initial core faculty will be those who comprised the committee to create the program and those who have indicated, at the time of the submission of this program document that they wanted to be core faculty. They are the following: (1) Sarah Bruch (Biden, SOE secondary appointment), (2) Joe Trainor (Biden), (3) Allison Karpyn (HDFS, Biden secondary appointment), (4) Jason Hustedt (HDFS), (5) AnaMarie Whitaker (HDFS), (6) Martha Buell (HDFS, Biden secondary appointment), (7) Ann Aviles (HDFS), (8) Rod Carey (HDFS, affiliate), (9) Rena Hallam (HDFS), (10) Barbara Settles (HDFS), (11) Valerie Earnshaw, (12) Gary Henry (SOE, Biden secondary appointment), (13) Lauren Bailes (SOE), (14) Bryan VanGronigen (SOE), (15) Erica Litke (SOE), (16) Florence Ran (SOE), (17) Henry May (SOE), (18) Ken Shores (SOE), (19) Elizabeth Farley-Ripple (SOE, Biden secondary appointment), (20) Laura Desimone (SOE, Biden secondary appointment).

The Program Director will be responsible for constituting the Admissions and Qualifying Exam committees, for calling periodic faculty meetings when needed, and for the overall management of the program. The Program Director will receive support as negotiated between their unit's chair, Director and/or Dean, and as is consistent with their unit's policies. Each year, students in the program will be asked to complete a self-evaluation. They will submit this self-evaluation at the end of May. In June, program faculty will meet to discuss the progress of each student in the program, in consideration of the student's self-evaluation. The student's primary advisor will write a letter to the student in June, providing the student with feedback on their coursework, assistantship, and other relevant areas. If a student is failing to make satisfactory progress towards the degree, the advisor will recommend suitable action to the Program Director. Possible actions include (but are not limited to): (i) requirement for additional courses, (ii) suspension of financial support, and (iii) recommendation for dismissal. This timeline and activity is consistent with current practice in the SOE, which provides an example of the feasibility of the approach.

We anticipate the Director will need more support in the first 2-3 years to establish the program; in later years, support will be calibrated to the workload.

UD faculty wishing to join the Education and Social Policy program may submit a letter of interest along with their CV at any time. Core faculty are expected to be productive, research-active continuing, tenure-track or tenured scholars whose work falls within the education and social policy area. Core faculty will discuss and vote. Approval requires a majority of the core faculty to vote in the affirmative. Upon joining the core or affiliate faculty, faculty must serve for at least one year. We encourage faculty interest in joining as core or affiliate faculty. Core status will remain as long as the faculty member desires; faculty may withdraw from the program by sending a letter to the Program Director. Affiliates serve on the faculty for five years, at which time they may be invited or ask to continue; they will submit a letter and their CV and a vote of the core faculty will be held; a majority of the faculty must vote in the affirmative.

**Rationales.** The rationales for the proposed Ph.D. in Education and Social Policy are:

- Now more than ever, educational systems, and the policies that guide them, are under intense scrutiny for their ability to deliver equitable, high quality education to all students and to use data-informed and evidence/research-based practices/policies.
- Increasingly policy-makers understand that social policy from nutrition support services, to disability support services, to housing, plays a significant role in a child's overall well-being. However, just how the integrated web of services, supports and environmental contexts work best together to maximize the benefits of each, or explain gaps, are only beginning to be understood. Further, there is a significant need to apply new models to new policy.
- Improving education and social policy is a fundamental challenge to our society. Research to better understand and shape improvements in education, social services, welfare, employment and similar areas are foundational to moving toward a more equitable society.
- The program will build upon existing faculty expertise, research and coursework ongoing in Biden, HDFS, and SOE, with the potential for future inclusion of other departments and colleges such as Sociology, Psychology and Political Science.
- The program will enhance recruitment of excellent students from a myriad of disciplines, who are interested in education and social policy.
- The program will encourage cross-departmental interactions, promoting existing collaborations and providing opportunities for development of new collaborations.
- The program will provide a foundation for funding and training grants. Calls for proposals from major agencies that typically fund education and social policy, such as the National Science Foundation, the Institute for Education Sciences, and the National Institutes for Health, in the past ten years have emphasized in their education and social policy areas the core tenets of our proposed program, including (1) interdisciplinary research teams, (2) rigorous causal design and methods, (3) inclusion of qualitative approaches that allow an understanding of



implementation, (4) contextual interpretation and interdisciplinary perspectives, and (5) meaningful engagement and collaboration with stakeholders.

- The program will contribute to the University of Delaware’s strategic initiatives in “innovative education design,” “multidisciplinary research and scholarship,” and “community engagement.”

**Goals of the Program.** The goals of the doctoral program are to:

- recruit, support, and retain a diverse pool of high-quality graduate students in Education and Social Policy,
- bring together diverse, high-quality Education and Social Policy faculty invested in cutting-edge graduate student training,
- rigorously deliver foundational concepts in Education and Social Policy via a core curriculum,
- provide rigorous methods and policy electives to support broad exploration beyond the core curriculum,
- foster skills in engagement and collaboration with policymakers, practitioners, and stakeholders, to develop truly engaged scholars, and
- facilitate cross-departmental and cross-college research collaborations, including large-scale external funding opportunities.

**Guiding principles.** The program is designed to be truly interdisciplinary, to allow students to address complex education and social issues with theories and concepts drawn from four core areas—public policy, social policy, education, and human development—with rigorous and sophisticated methods and design tools from quantitative and qualitative traditions, and including considerable opportunities for applied learning. As with other PhD programs, the program relies heavily on the mentor-mentee model where PhD students engage in a research assistantship during at least four years. We also plan to have a one-credit (per semester) pass/fail colloquium that students will participate in, which will provide them with opportunities to learn about education and social policy as a profession, learn and practice presenting research findings to academic and practitioner audiences, explore interdisciplinary approaches to policy issues, and examine and engage with different ways of knowing. Students will be required to earn four colloquium credits, and starting in the 3<sup>rd</sup> year (typically), the colloquium will be required but will be zero credits; that is, students on dissertation/sustaining status will take it for zero credit.

The guiding principles of the program are:

1. commitment to equity and social change,
2. rigorous training in design, methods and analysis that emphasizes multiple ways of asking and answering critical education and social policy questions;

3. true interdisciplinarity: students will not just be exposed to different disciplines, but will gain the ability to synthesize interdisciplinary perspectives in their research,
4. insight into the complexity between policy systems and communities, including understanding the multi-directionality of research and practice,
5. engaged scholarship: our students will interact with real data, with policymakers and practitioners, and with those impacted by the policies they are studying (families, schools, and communities, etc.), and
6. expansion beyond a technocratic approach to studying education and social policy, to include understandings of historical, critical, and political perspectives on inequality, situated in particular contexts.

These principles will be enacted through the course requirements, the colloquium, research assistantship, and qualifying exam. For example, principles of equity and social change, and expansion beyond the technocratic approach, and insight into the complexity of systems, are foundational elements of the readings typically assigned for EDUC 805 and UAPP 823, both of which are required courses. Second, the principles will be emphasized in the colloquium (e.g., they will guide the selection of speakers and topics) and to the extent possible in assistantships (e.g., some assistantships will work on projects that have engaged and/or translational elements, a fundamental part of many projects in the PPE, CRESA and the planned research alliance.) Also, many of the proposed electives have an equity and/or critical perspectives focus. Additionally, our program progress document completed by students during their yearly review will ask students to document where their required courses, electives and other activities have addressed each of the principles. Finally, we will design the qualifying paper to incorporate the program principles, to ensure both the faculty and students are accountable to these guiding principles.

### **Student Demand.**

1. **Enrollment projections.** We expect that 3-5 new students will enter this program in the first few years, with the goal of 5-8 students in later years. The number of students accepted will depend on the number of qualified candidates, and the number of faculty able to provide graduate assistantships beyond the first year. The CEHD Dean has indicated he will fund five Education and Social Policy students who are working with CEHD faculty, and the Biden Dean indicated that she will support students who work with Biden faculty.
2. **Demand and employment factors.** The Bureau of Labor Statistics does not report data for jobs in this category. Adjacent/overlapping categories predict growth. For example, the BLS predicts that the number of jobs in the field of sociology will increase 9% from now until 2028, and postsecondary teachers will increase 11% from now until 2028 (<https://www.bls.gov/ooh/home.htm>) Data from the National Center for Education Statistics shows more than 11,829 doctoral degrees were awarded in education, 374 in the human sciences, and 1065 in public administration and social

services ([https://nces.ed.gov/programs/digest/d17/tables/dt17\\_318.30.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_318.30.asp)). Demand for PhD programs that align with our proposed program is documented in the literature (e.g., Rahm et al., 2015). The exact demand for this program is difficult to identify because it is interdisciplinary and does not conform to known categories. Further, the program is being built around both current and newly hired faculty (e.g., Henry, Desimone, Bruch, Shores, Ran, Whitaker) who bring increased capacity, thus we do not have the historical data that would be a good estimate of our potential in this area.

3. **Career prospects.** Those earning a PhD in Education and Social Policy will be competitive for careers in a variety of settings. They will be especially competitive in research universities, in departments/schools such as Education, Human Development and Family Science, Public Policy, and Sociology. They will also be sought after by research firms such as RAND, American Institutes for Research, Child Trends, NORC, SRI International—organizations that address issues related to inequality, which include a focus on various interventions in schools, social and community organizations, and governmental programs and policies addressing inequalities. Our graduates will also be especially equipped to work as high-level researchers in local, state and national government, and in state, district and community educational and social organizations. Core ESP faculty at the associate and full levels have historically strong records of funding and placing graduate students; and the ESP assistant professors are extraordinarily promising in this area, most of whom have already garnered small grants and published with their students.
4. **Regional, state, and national factors.** In the Mid-Atlantic region, roughly from Virginia to New York City, there is an active need for researchers trained in education and social policy, to fill positions at universities, private organizations and foundations and government. Other universities in this region have PhD programs in one area—education policy, public policy, or human development and family sciences (though department names differ)—but none have an integrative degree that combines all three of these areas. ESP faculty new to UD have worked in education policy or HDFS programs (e.g., Penn State, University of Pennsylvania, and Vanderbilt University) where there has been high demand (60-100 applicants a year). It is clear that the demand exceeds the supply, given that these programs have a 5-10% acceptance rate.

The University of Delaware has strengths in all three of these areas (public policy, HDFS, and education). Additionally, UD has strengths in engaged scholarship through the university's Partnership for Public Education and the Community Engagement Initiative, and through HDFS, SOE, and Biden's long-standing relationships with Delaware stakeholders and policymakers, their outreach initiatives and collaborative research reflected in Biden's IPA and CCRS, and CEHD's many research-practice centers (e.g., Center for Disabilities Studies, Center for Research on Education and Social Policy). Thus, UD is well situated to provide this unique and timely interdisciplinary degree.

In addition, in terms of faculty demand, we have a considerable number of faculty whose research falls squarely in the education and social policy area, but no program

that provides an opportunity for faculty members and graduate students to fully engage in this area. We believe providing this program will leverage faculty capability and elevate their work, enabling them to be more competitive for grant opportunities and work with students whose interests and skills are more aligned to their work.

**Institutional Factors.** This program aligns with university priorities in several ways, and capitalizes on already existing resources.

1. **Alignment with strategic priorities.** A graduate program in Education and Social Policy will contribute to both the educational and research missions of the university. Students will obtain “scientific, humanistic, and social knowledge for the benefit of the larger society”; these students will be prepared to use this knowledge to solve challenges in education and social policy on local to international scales.
2. Our proposed program will make significant contributions to the priorities outlined by President Assanis’ in his blueprint for UD’s continued development as a premier learner-centered university. Specifically, the joint program we propose addresses President Assanis’ priorities of strengthening interdisciplinary programs and fostering a spirit of innovation and entrepreneurship. Most policy programs across the country are either public policy only, with the ability to concentrate in education or social policy as a subfield; or, are education policy only. Reflecting the evolution of the field, our innovation is to create a truly interdisciplinary approach to studying education and social policy.
3. Our proposed program also addresses strategic initiative 5, “community engagement.” One of the underlying principles of the program is the importance of true collaboration with not only policymakers and practitioners, but the people who are most affected by education and social policy—families, children, teachers, community leaders, etc. In this area, we plan to leverage UD’s Partnership for Public Education and Community Engagement Initiative, as well as the strong ethos of both the Biden School and CEHD for community engagement, reflected in various research-practice efforts and centers that have this collaborative approach at the heart of their work.
4. Additionally, our program addresses President Assanis’ priorities of interdisciplinary programs, fostering a culture of innovation, and developing creative solutions to complex challenges. Moving away from siloed strategies, we seek to merge cutting edge design and methods, with critical, social, and equity perspectives, applying mixed methods, and theories from different disciplines, in true partnership with affected communities.

**Impact on other university programs.** This program will build on the strengths of existing programs and provide new educational opportunities, specifically:

1. The program will offer graduate credentials in an area that underlies many of the educational and social challenges of the 21<sup>st</sup> century.
2. Course requirements capitalize on already existing courses that are not yet at full capacity, thus potentially increasing demand for these courses, and creating a more interdisciplinary experience for students.
3. Graduate students with in Education and Social Policy will be able to collaborate with graduate students in public policy, HDFS, and education.
4. The existence of an established graduate program along with a strong history of collaboration will make the University of Delaware competitive for both training grants and center research grants.

**Utilization of existing university resources.** Faculty are already doing research in the areas of education and social policy—in Biden, HDFS, the School of Education, and also in Lerner, Arts and Sciences, and Health Sciences. Faculty in these areas have well-developed research agendas, collaborate with scholars in multiple disciplines, and many have considerable external grant funding for their projects. The proposed Education and Social Policy PhD builds on the strength of the existing research programs; it provides a doctoral program that corresponds to an area where we have strong faculty but have not yet developed a program. Faculty whose research is relevant to education and social policy have already been identified. These faculty members have their courses listed as requirements or electives for the program. If they choose to be affiliates to the program, any of them will be eligible to serve as primary advisors or committee members for any student in the program.

## **B. Date of Permanent Status (or current status).**

We plan to submit the program for approval during the 2020-2021 academic year, with the goal of final approvals being determined in the spring of 2021.

## **C. Degrees offered (include brief description of concentrations, fields, etc.).**

The program will offer a PhD in Education and Social Policy with the opportunity to earn a Master's Degree in Education and Social Policy if the program's coursework and qualifying exam are completed. The M.A. in Education and Social Policy will provide 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. Requirements to earn an M.A. include completing all of the coursework required for the Ph.D. The qualifying exam or other capstone is not a requirement for the M.A. 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 will submit a change of classification form, and the completed Application for Advanced Degree to the Office of Graduate Studies by the deadline date stated in the University Calendar for the semester in which they intend to have their degree conferred.

The program is designed for doctoral students to have considerable flexibility in shaping their own area of interest. We anticipate that the following areas of interest will be the most common:

- *Social Policy:* This area of interest would focus on policies that address a wide range of social issues including poverty, social and economic inequality, and well-being.
- *Early Childhood Policy:* This area would focus on policies related to early care and education (encompassing both education and human services), such as family engagement, teacher preparation and professional development, and the quality and outcomes of early learning experiences.
- *K-12 Education Policy:* This area of interest would include the study of policies related to leadership, teacher preparation, instruction, curriculum, evaluation, school improvement, and other similar areas.
- *Higher Education Policy:* This area of interest would include policies related to equity, access, retention, learning and instruction in higher education.

**Learning Goals/Key Competencies.** The program is designed to ensure students have the skills, knowledge and competencies described below.

- **Content**
  - Identify/describe/build theories of change around policy, including policy-related theoretical approaches to social/educational issues addressed by policy.
  - Understand major policy levers, systems, processes, and implementation issues.
  - Know and understand theories about social/education issues.
- **Foundational Knowledge and Skills**
  - Synthesize the literature to identify gaps and needed future research.
  - Design and conduct rigorous policy analysis (e.g. implementation, impact) using rigorous empirical methodology, including mixed methods.
  - Analyze quantitative and qualitative data using descriptive, relational, critical and causal methods.
  - Conduct independent research.
  - Include an ethical/critical perspective in research.
- **Engagement and Application**

- Have the skills and dispositions to work jointly with, communicate with and learn from policy stakeholders in a productive way.
  - Democratize evidence principles.
  - Exhibit translational skills (e.g., use multiple dissemination strategies for different audiences)
- **Teaching**

Teaching is not a requirement of the program. However, for students potentially interested in higher education or teaching in other venues, we will provide opportunities for them to develop and demonstrate teaching skills. This can be accomplished in several ways, including 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; taking a course on teaching in higher education. Students should consult with their adviser to develop a plan consistent with their career goals related to teaching. Students also are encouraged to participate in workshops offered by the Delaware Center for Teaching and the Assessment of Learning.

#### **D. Term when first students may enroll.**

We anticipate admitting students in the spring of 2022, with our first cohort of students matriculating in the fall of 2022.

#### **E. Factors that identify the student demand for the program.**

There are currently PhD students in the SOE, HDFS, and the Biden School whose research focus falls within the education and social policy area; and there are some applicants in all three programs each year whose interests fall in this area. However, we do not anticipate that the new program would compete with existing programs for matriculated students. We have had applicants who are interested in education policy choose a different university because UD does not have such a program; we have also had students enroll in the Biden School or one of the SOE's programs, and proceed to try to patch work a program together that addresses their interests in education and social policy. And, as we indicated in our introductory section, other universities in our region and nationally, have PhD programs in one of the three areas that comprise our program—education policy, social policy, or public policy—that are robust in terms of applicants and matriculants. It is our collective experience that students interested in the intersection of these areas often have to choose only one of these areas to pursue. This is because there are so few programs, regionally or nationally, which integrate education, social and public policy. This program will be responding to untapped demand of PhD students for an integrative program across education, social and public policy.

Also, as we mention in the justification section, there is a demand for scholars trained in education, social and public policy in a variety of settings, including universities but also research firms, community organizations, local, state and national government and state, district and community educational and social organizations.

## F. Identify the College and Department/School in which the program will reside.

The program will reside in the Graduate College. The program is a joint effort between the Biden School of Public Policy and Administration, the department of Human Development and Family Sciences, and the School of Education, the last two of which are both in the College of Education and Human Development. The core faculty of the Education and Social Policy program are the body that constitutes program faculty, and will have purview over all faculty governance, including admissions. For decisions that need university approval, such as changes to this program policy document, the governance structure is as follows: (1) the Education and Social Policy core faculty, (2) the University Interdisciplinary Committee (this unit is the college-level body designed to oversee interdisciplinary programs, see <https://grad.udel.edu/faculty/graduate-college-council/>), and (3) the Dean of the Graduate College, who is the dean-level approver. Approval moves from the ESP faculty (which constitutes the “department”), to the University Interdisciplinary Committee, to the Dean of the Graduate College, to the Senate.

## Part II. Admission

### A. Admission Requirements (be specific about GRE, GMAT, and TOEFL Scores, G.P.A and others).

Admission to the graduate program is competitive. Those who meet stated 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. Faculty who participate in admissions will follow guidelines for addressing potential bias, such as those set forth by Julie Posselt in her 2016 book *Inside Graduate Admissions: Merit, Diversity, and Faculty Gatekeeping*, published by the President and Fellows of Harvard College. In addition to a holistic review process, she identifies five admissions practices that need to be specifically designed to ensure that inequalities are not reproduced: (1) a critical analysis of the requirements and information used in the initial cut, (2) attention to the structure and implicit bias in review, including the way reviewers perceive and speak about candidates; (3) how committees are constructed, trained, and maintained over time, (4) a focus on the need for making equity checks along the way; and (5) seeing admissions, recruitment, and retention as a system of institutional practices.

To officially apply for admission, see <http://www.udel.edu/gradoffice/apply/> for detailed instructions, web-based forms, and contact information. To be admitted to the graduate program, applicants should meet the following requirements:



- A completed University of Delaware Graduate Studies application. In the application, prospective students should indicate the area of interest that they anticipate wanting to study (though the program is designed to be flexible as students clarify their area of interest).
- Applicants will be asked to include a writing sample, such as a college paper, master's thesis, journal publication or report.
- A personal statement is required in the Graduate Studies application, between 2 and 3 pages, and should discuss the following questions:
  - Describe your interest in education and/or social policy, including your research area interest.
  - What is your prior experience, research or otherwise (for credit, as an intern, as a job, or any other relevant practical or industry-related experiences)?
  - What are your specific research and educational goals?
  - What are your long-term professional career objectives?
  - How do you see this program assisting you with achieving your objectives?
  - Describe how your interests intersect with one or more Ed and Social Policy faculty members.
- Graduate Record Examination Scores are required for domestic applicants (GMAT or LSAT scores may be substituted). Subject GRE scores are not required. The GRE is one of many data points that we will use for admissions. We will use the GRE for inclusion rather than exclusion (e.g., a student with poor grades may have excellent GRE scores). We have no pre-specified standard cut-off score. We will use the GRE as one piece of information in conjunction with other information; it will not be a qualifying factor.
- Official, up-to-date transcripts of all undergraduate and graduate programs. Applicants are required to have a BA or BS. All majors are eligible. A minimum of 3.0/4.0 is competitive.
- Three letters of recommendation from individuals with knowledge of the applicant's research experience, academic preparation and potential ability as a graduate student.
- International students must take the Test of English as a Foreign Language (TOEFL) (Minimum Score: 100) or the International English Language Testing System (IELTS) (Minimum Score 7.0). TOEFL and IELTS scores more than two years old cannot be considered official.

The Admissions Committee will review all applicants and make recommendations to the core faculty. The core faculty will meet to decide on applicants to interview, conduct the interviews, and make final decisions about admissions. Applicants with prior research experience will receive priority consideration.

## B. Prior degree requirements.

We will review applications of those applying with a BA, BS or master's degree. Applicants must have a BA or BS to apply. We will consider students with a variety of backgrounds, including the natural and physical sciences, social sciences, and the arts.

### **Change of Classification and Transfer Students**

Students who are currently matriculated in other degree programs at UD should complete a "Change of Classification" Form to seek approval to be admitted into the Education and Social Policy Program. The Admissions Committee will evaluate the change in classification and transfer requests on a case-by case basis to determine if the applicant will need to complete a full application form submitted to the Graduate College. All transfer students will still have to meet the requirements listed above. External transfer students should contact the Program Director for information about how to apply to transfer into the program; these decisions will be made on a case-by-case basis.

## C. Application deadlines.

Applications normally are considered only for fall entrance. To ensure optimum consideration for fall admission, complete applications should be received at this university by December 10, and decisions for those who apply by December 10 will be made by April 15. Preference will be given to candidates who submit completed applications by December 10; if we have program slots, we will continue to review applications until July 1. This timeline is currently consistent with the CEHD admissions timeline. While the Biden School begins admissions in January, our proposed December admissions date will allow us to be competitive with education policy programs who typically communicate admissions decisions in January.

## D. Special competencies needed (i.e., specific courses or experience).

Applicants should provide evidence of research experience (academic or otherwise) in their personal statement and on their curriculum vita. Applicants with prior research experience will receive priority consideration. Matriculating students will need to have mastery of basic statistics. If they do not, they will need to take a basic statistics course immediately upon entry, which will be an additional requirement in addition to the coursework requirements for the degree. In addition, students without a master's level background in policy and policy analysis may be required to enroll in UAPP701 and/or UAPP707 during the first year of study. The work in these courses will not be part of the Ph.D. Qualifying Exam.

## E. Admission categories (explain other than regular such as provisional).

We will only have a regular admission category. We will consider deferments on a case-by-case basis.

## F. Other documents required (i.e., letters of recommendation, essays, portfolios, interviews, writing assessments, etc.).

As indicated under “A” above, we will require three letters of recommendation from referees familiar with the applicant’s academic work or in cases where that is not possible, with the applicant’s other work experience. We will ask applicants to write an essay describing their interest in the program, their research experience, their area of interest, their reason for applying, which faculty they believe are good matches for them, and their career goals. We will ask for a writing sample of a paper they have single-authored, such as for an academic course, a master’s thesis, or similar research paper.

**G. Must include University statement:** Admission to the graduate program is competitive. Those who meet stated 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.

## **Part III. Academic (present all information separately for each degree and each concentration, if applicable)**

### **A. Degree Requirements**

1. List course requirements according to categories such as core requirements, concentration options, electives, research credits and dissertation credit requirements. List number of credits in each category and include total credits required for degree.

As shown in Table 1a below, PhD students are required to take 12 credits from the core curriculum, 12 methods credits, and 6 research design credits. Additionally, students will have 18 elective credits: six of those will be advanced methods, three will be their chosen discipline (e.g., sociology, psychology, political science), and nine will be in their area of interest (e.g., early childhood policy or social policy). The program is designed to allow the completion of coursework in two years, though taking coursework into the third year is acceptable. Students may earn a master's degree by completing all of the course requirements, as shown in Table 1b.

For PhD students, each semester for four academic years, there will be pass/fail colloquium students are required to attend (one credit per semester for the first four semesters, and after that, a zero credit required colloquium), as well as a 20-hour a week research assistantship. In addition, we expect students to have nine dissertation credits. This equals 61 credits. Table 2 shows an example plan of study. The program does not require a formal dissertation preparation course; students may elect to take SPPA 863, Doctoral Dissertation Proposal Workshop.

Table 1a. Summary of Program Requirements PhD

PhD in Education and Social Policy		No. of credits
<b>Core (required)</b>		<b>12</b>
	Public Policy	3
	Social Policy	3
	Human Development	3
	Educational Foundations	3
<b>Methods (required)</b>		<b>12</b>
	Regression/Multivariate Analysis	3
	Advanced Quantitative (e.g., HLM, Longitudinal Data Analysis, Data Mining)	3
	Qualitative Analysis	3
	Mixed Methods or Evaluation	3
<b>Research Design (required)</b>		<b>6</b>
	Research Design	3
	Causal Design	3
<b>Electives</b>		<b>18</b>
	Advanced Methods	6
	Discipline (e.g., sociology)	3
	Education and Social Policy electives	9
<b>Colloquium (1 credit for each of 4 semesters, followed by 4 semesters of zero credit colloquium)</b>		<b>4</b>
Total <i>course</i> Credits		<b>52</b>
<b>Dissertation credits</b>		<b>9</b>
Total <i>program</i> credits		<b>61</b>

Table 1b. *Summary of Program Requirements*  
*Master's of Arts in Education and Social Policy*

<b>MA in Education and Social Policy</b>		<b>No. of credits</b>
<b>Core (required)</b>		<b>12</b>
	Public Policy	3
	Social Policy	3
	Human Development	3
	Educational Foundations (EDUC 805)	3
<b>Methods (required)</b>		<b>12</b>
	Regression/Multivariate Analysis	3
	Advanced Analysis Methods (e.g., HLM, Longitudinal Data Analysis, Data Mining)	3
	Qualitative Analysis	3
	Mixed Methods or Evaluation	3
<b>Research Design (required)</b>		<b>6</b>
	Research Design	3
	Causal Design	3
<b>Electives</b>		<b>18</b>
	Advanced Methods	6
	Discipline (e.g., sociology)	3
	Education and Social Policy electives	9
<b>Colloquium (1 credit for each of 4 semesters years)</b>		<b>4</b>
<b>Total program Credits</b>		<b>52</b>

**Table 2. Example Plan of Study for PhD Program\***

\*the plan is the same for MA, except that the MA ends in spring of Year 2

Year 1		Year 2		Year 3		Year 4	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Public Policy (3 credits)	Educational Foundations (3 credits)	Advanced Quantitative (3 credits)	Advanced Method (3 credits)	Qualifying Exam	Proposal Defense	EDUC 969 Dissertation (9 credits)	Defend Dissertation and Graduate
Social Policy (3 credits)	Qualitative Analysis (3)	Disciplinary Foundation (3 credits)	Mixed Methods or Evaluation (3 credits)	EDUC 964 Pre-Candidacy Study (9 credits)	EDUC 964 Pre-Candidacy Study (9 credits)		UNIV 999 Doctoral Sustaining (9 credits)
Regression/Multivariate Analysis (3 credits)	Research Design (3)	Causal Design (3 credits)	Advanced Methods (3 credits)				
Human Development (3 credits)	Ed and Social Policy elective 1 of 3 (3 credits)	Ed and Social Policy elective 2 of 3 (3 credits)	Ed and Social Policy elective 3 of 3 (3 credits)				
Colloquium (1 credit)	Colloquium (1 credit)	Colloquium (1 credit)	Colloquium (1 credit)	Colloquium (0 credit)	Colloquium (0 credit)	Colloquium (0 credit)	Colloquium (0 credit)
13 credits	13 credits	13 credits	13 credits				
Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA	Research assistant-ship or TA

**List of Courses**

This program capitalizes on already available courses from all three units collaborating on the program, as well as departments and colleges across campus. Below are the core courses that will comprise the program. Advisors may substitute courses on a case-by-case basis for their advisees; in these cases students must submit a course substitution form. The ESP

colloquium will comprise a subset of the already existing SOE and Biden colloquia. This honors the cross-school components of the program. We will be requesting a rubric for dissertation and colloquium courses. In the meantime, we list already existing dissertation and colloquium rubrics from SOE, Biden, and HDFS.

#### Policy, Education and Human Development Core

1. HDFS 803, Human Development in Life Span Perspective
2. EDUC 805 Proseminar in Education
3. (Biden) UAPP 822: Proseminar in Governance, Planning, and Policy
4. (Biden) UAPP 823: Social and Urban Policy

#### Two-Course Research Design Sequence

1. (Biden) SPPA 800: Research Design and Data Analysis
2. HDFS 815 Research Issues and Designs, also entitled EDUC 884 Advanced Research Design for Causal Inference.

#### Methods

1. EDUC 844 Intermediate ANOVA and Regression or SPPA704 Multivariate Regression for Public Policy analysis and Social Science Research
2. Advanced Quantitative Analysis

See below under quantitative analysis electives for options students may choose from to meet this requirement.

3. EDUC 850 Qualitative Methods or SPPA 808 Qualitative Research Methods
4. Mixed Methods/Evaluation  
Options here include  
EDUC 826: Mixed Methods in Social Science Research  
EDUC 863 Program Evaluation in Education  
UAPP755 Evaluation Models and Approaches

#### Electives

**Two courses in advanced methods.** Students may choose from advanced quantitative or qualitative methods courses. Options include the following:

- SPAA Quantitative Two (in process)
- EDUC 812 Regression and Structural Equation Modeling
- EDUC 874 Multivariate Analysis
- EDUC 873 Multilevel Modeling



- SPAA 704 Survey Research Methods
- SPAA Qualitative Two (in process)
- EDUC858 Advanced Qualitative Research Methods
- EDUC 852: Critical and Interpretive Methods in Education Research
- EDUC 859: Ethnographic Research
- Other methods electives as approved by the students' advisor

### One Course in a Social Science Discipline

To meet this requirement, students choose a course that is grounded in a particular disciplinary perspective. Students who already have a master's degree in a discipline (e.g., sociology, psychology), with their advisor's approval, may replace the disciplinary requirement with an advanced method or additional education or social policy course. Below is a suggested list of courses students may choose from to fulfill the discipline requirement.

#### **History**

- HIST 603 - Historiography of Technology
- HIST 605 - Historiography of Material Culture
- HIST 650 - Problems in Cultural History
- HIST 680 - Studies in World History: History of Capitalism

#### **Political science**

- POSC 803: Proseminar in American Politics
- POSC812: Proseminar in Political Theory
- POSC 807: American Political Behavior

**Psychology** (these do not appear in curriculum because they do not have permanent numbers yet; we list them here to illustrate the type of psychology courses our students might take to satisfy their disciplinary requirement.)

- PSYC 867 Stereotyping, Prejudice, and Discrimination
- PSYC 867 Seminar on Social Status
- PSYC 867 Self & Identity
- PSYC 867 A Social Neuroscience Approach to Social Status

#### **Sociology**

- SOCI 661 Racial Stratification
- SOCI 607 Sociology of Gender
- SOCI 655 Law and Society

### Education and Social Policy Electives

Students may choose three elective education and social policy courses. Students may choose from the courses listed below. To be included as an elective in the Education and Social Policy PhD program, a course will have to be 600-level or higher and be approved after a review of the syllabus by the core faculty. Advisors may approve substitutions from the list below.

- UAPP 709 Advanced Topics in Economics for the Public and Non-Profit Sectors
- UAPP 703 urban Society and Public Policy
- HDFS 601: Theories of Human Development
- HDFS 621, Family Studies I
- HDFS 855, Family Studies 2
- EDUC804 How people learn (learning sciences)
- EDUC815 Design of learning environments
- EDUC854 Topics: Equity in Education
- EDUC855: Topics: Sociocultural theories of education
- EDUC878 Topics in Education (former topics have included Higher Education Policy, and Inequality and Education)
- EDUC839 Policy and Governance
- EDUC Cultural Diversity, Schooling, and the Teacher
- EDUC836: Research/Theory of Mathematics Teacher Education and School Improvement. Also listed as Research/Theory of Mathematics Teacher Education and Policy

Doctoral students who have been admitted to candidacy must enroll in nine credits of EDUC 969 or SPPA 969 or similar dissertation credits and thereafter maintain their matriculation in the degree program during each fall and spring semester by registering for sustaining (UNIV 999).

2. Give non-registered requirements in detail; includes residency requirements, qualifying examinations (number and format), portfolios, seminars, English proficiency, language requirements, teaching experience, internships, etc.

Students are required to participate in the program in person during the academic year. Exceptions must be approved by the Program Director. English proficiency is required. Teaching experience is not required, but is an option for students interested in gaining competence in this area.

#### Assistantship

All students will participate in a 20-hour a week academic year research assistantship in each year of the program (except students who may be acting as a

Teaching Assistant for one or two semesters). Summer assistantships are encouraged, but are optional based on available funding. During the assistantship, students will engage in hands-on research design, analysis, writing and presentation of results. Students must perform adequately in their research assistantship to continue in the program. Each year the student will be evaluated, and if adequate progress is not being made (in grades or the assistantship), the student may be put on notice for improvement in the next semester, or may be terminated from the program.

#### Qualifying exam

After completion of the required coursework (48 credit hours of classes plus two years of the 1-credit per semester colloquium), students will be asked to complete a qualifying exam to be created and evaluated by an exam committee comprised of three members of core or affiliated faculty (rotating every 2-3 years). The exam will usually take place in the summer after the fourth semester. The exam will constitute an authentic task that builds on knowledge we expect students to develop as part of the program: the ability to identify, synthesize, and critique policy literature, communicate evidence to policy/practice partners, and design research to inform policy/practice partners' work in that policy area. The Exam Committee will select the topic for the exam. Students will be provided a packet of information, instructions, and a rubric to guide their work. They will complete the work in a specified time period. Exam evaluators will independently score student performance using the rubric, and come to consensus based on this rubric as to whether the student passes. Students may pass with distinction, pass, pass conditionally, or fail. Students who fail will be recommended for termination from the program; they may leave with a masters' degree if they fulfilled the requirements for that. Students who earn a "pass conditionally" will be required to complete specific tasks in a timeframe set by the Exam Committee (which will be before the first day of classes in the fifth semester), and to their satisfaction. If the student fails to accomplish these activities to the satisfaction of the Exam Committee, the student will not be able to continue in the program. Students completing the coursework and two years of assistantship requirements, who choose to leave, may earn a master's degree. The purpose of the qualifying exam is for the student to demonstrate they have the knowledge and skill to progress in the program to the dissertation proposal stage.

### 3. Give procedure for petitions for variance in degree requirements (e.g., course substitution policies, completion deadlines, etc.).

Each student in our program will have a primary and secondary advisor, each from a different unit (Biden, HDFS, or SOE). Advisors have purview to allow their advisees course substitutions; the student will complete a course substitution form in these cases. If the two advisors disagree on a course substitution, they may ask the Program Director to adjudicate the substitution, who may ask the faculty to vote. If students want to request an extension for the qualifying exam, they will need to submit a request to the Exam Committee, which will respond within three weeks.

### 4. Define any grade minima in courses that are different from University policy.

Grades lower than B- will not count toward the degree (university policy counts C-s). Students will be asked to retake the class if it is necessary for the program; if it is an elective they will be permitted to choose a different elective. Additional university GPA policies will apply.

### 5. Identify any courses, which may not be used towards the degree (i.e., independent study, pre-candidacy study).

We will accept up to nine transfer credits toward this degree. Decisions about whether credits are transferable and count toward the degree as course substitutions are at the discretion of each candidate's two advisors. Independent studies may count toward the degree, at the discretion of the advisors.

### 6. Identify expectations of facility of expression in English (oral and written) as part of the degree requirement.

Students will be expected to complete their course papers and qualifying exam, demonstrating proficiency in English. Similarly, at their oral proposal and dissertation hearing, they will be expected to speak English proficiently.

## B. Committees for exams, thesis, or dissertations

### 1. Identify initial procedure for advisor and advisement procedures.

Each student will have a primary and secondary advisor, each from a different unit (i.e., HDFS, Biden, or SOE). This will help ensure the collaborative, inter-disciplinarity of the student's experience. Upon acceptance into the program, each student will be assigned a

primary and secondary advisor. At least one of the advisors will be core program faculty. Affiliated faculty may be primary or secondary advisors. Advisors will meet with the student at least once per semester to ensure adequate progress, provide feedback, and help solve any issues that arise. Students may request a change of advisor at any time by contacting their current primary or secondary advisor and/or the Program Director.

## 2. Identify each student committee needed and procedures for selecting committee members.

Students will need an Exam Committee, and a Dissertation Committee. The Exam Committee, constituted by the Program Director, will be comprised of three members of the core or affiliate faculty, including emeritus professors (though emeritus may not serve as chair of the committee). The Dissertation Committee will be comprised of four members: (1) a core program faculty member, (2) a core or affiliate program faculty member, (3) a UD faculty member outside the program, and (4) an optional fourth member who is a researcher, practitioner or policymaker external to UD. The student is responsible for establishing their Dissertation Committee, and must complete the appropriate dissertation committee form(s).

There will be an Admissions Committee, constituted by the Program Director, comprised of at least three Education and Social Policy faculty members, each from one of the three units (Biden, HDfS and SOE) that reviews applications, identifies potential candidates, and reaches out to other faculty to review candidates in their research area.

Any member of the core or affiliate faculty may suggest changes to the program, curriculum, exam, and other processes at any time. The Program Director will call a meeting (virtual or in-person) within a month to respond to a suggested change. Such changes will be discussed in a virtual or in-person faculty meeting and voted on; approval will require a majority of the core faculty who vote to vote in the affirmative for any changes.

If a UD faculty member would like to be an affiliate or core faculty member of the Education and Social Policy program, they will write a letter indicating their interest, include their CV and submit it to the Program Director. The letter and CV will then be circulated to the Education and Social Policy faculty, a virtual or in person discussion will be held, and the faculty will vote. Approval requires a majority of the core faculty who vote to vote in the affirmative.

### 3. Give deadlines for establishing and preparation requirements for comprehensive examinations.

Students will take their qualifying exam after they have completed their coursework requirements, typically in the fall semester of their third year. The program's coursework and assistantship experiences are the core preparation for the qualifying exam.

### 4. Give policies for dates of examinations, grading of committee examinations and retake options.

After completing their coursework requirements, typically between the end of Year 2 and beginning of Year 3, the student should schedule their qualifying exams (written and oral). The Exam Committee will be responsible for grading the exam, and will grade the exam on the following scale: pass with distinction, pass, pass conditionally, pass, and fail. The Exam Committee will grade the exam within 3 weeks of receiving it. If the student receives a "conditional" pass, this requires the student to re-take some or all of the exam. The Exam Committee will determine the specific tasks for the student to complete and set the timeframe for completion, and will determine whether the additional tasks warrant a "pass." A grade of "fail" will result in the dismissal of the student from the program. Upon successfully completing the qualifying exam, the chair of the Exam committee will notify the advisor and the Program Director.

### 5. Give guidelines for approving research proposals involving human or animal subjects.

Research using human subjects will only be approved if students follow all UD rules and regulations. Students working with human subjects in the Education and Social Policy Program must attend human subjects training and request approval from the human subject committee at the University. Proposals that include interviews, case studies, or other interrogative methodologies must have all questions approved by the University Human Subjects Review Board.

### 6. Define procedures for thesis/dissertation approval in the department (e.g., role of department chair, dean, etc.).

Students will work with their advisors to identify a topic for their dissertation. They will form a dissertation committee, and the committee will agree on a date for the dissertation proposal hearing. The student will write a dissertation proposal, typically having their advisor review it, and then submit it to their committee at least 3 weeks before the oral defense date. Students will then present and defend their dissertation proposal to the

committee. The committee may ask students any questions related to the proposed work and completed coursework during this defense. The dissertation committee will determine the outcome of the defense. Internal program outcomes may be: pass with distinction, pass, and pass conditionally (student will pass, provided they meet criteria such as revisions to their proposal), re-examination (student did not meet the criteria for passing, but will be given an additional opportunity to do so), or fail. These correspond to university categories of approved (pass with distinction, pass or conditionally pass) or not approved (re-examination or fail). The Dissertation Committee members will sign the Doctoral Degree Candidacy Recommendation Form and forward to the Program Director for approval. Procedures for the dissertation are the same, except after the Program Director approves the dissertation; it is submitted to the Dean of the Graduate College for approval. Admission to candidacy for the Ph.D. degree, and acceptance of the Ph.D. dissertation in partial fulfillment of the degree requirements, will be recommended if no more than a single dissenting vote is cast by a member of the Dissertation Committee, and the program director and dean of the graduate college both approve.

## **7. Define departmental and student obligations for finding committee members.**

It is the primary responsibility of the Program Director to constitute the Exam Committee. It is the primary responsibility of the student to develop their Dissertation Committee. The advisors' primary role is to make suggestions and talk through options. However, if the student, after concerted effort, is not able to constitute their dissertation committee, the advisors should help the student recruit appropriate members to the committee.

## **8. Define departmental and student obligations and procedures for changes in committee members.**

Changes in the Dissertation Committee may be initiated at the request of the advisors or the student. The student should discuss changes with his or her advisors, and develop a mutually agreed upon plan.

## C. Timetable and definition of satisfactory progress towards the degree

### 1. Academic load (full & part-time) expectations. Define normal progress. Define departmental review procedures for evaluating normal progress and evaluation of performance.

This is primarily a full-time program. Part-time students will only be accepted in rare circumstances, at the request of core faculty, and support from the Admissions Committee. Coursework for the PhD program should be completed in the first 2-3 years, with the exception of the colloquium, which students will attend for four years.

In any given semester, students enrolled in at least nine credit hours or in sustaining credit are considered full-time students. Those enrolled for fewer than nine credit hours are considered part-time students, although students holding assistantships are considered full-time with six credits. Generally, students will be required to take 12 credit hours per semester plus the 1-credit colloquium. Additional credit hours may be taken with the approval of the student's advisers and the Graduate College. A maximum course load in either summer or winter session is seven credit hours. Permission must be obtained from the Graduate College to carry an overload in any session.

Each year, students in the program will be asked to complete a self-evaluation, which includes a program progress document, which lists their courses and research assistantship work. They will submit this self-evaluation at the end of May. In June, program faculty will meet to discuss the progress of each student in the program, in consideration of the student's self-evaluation. The student's primary advisor will write a letter to the student in June, providing the student with feedback on their coursework, assistantship, and other relevant areas. If a student is failing to make satisfactory progress towards the degree in any of these areas, the advisor will recommend suitable action to the Program Director. Possible actions include (but are not limited to): (i) requirement for additional courses, (ii) suspension of financial support, and (iii) recommendation for dismissal. This timeline and activity is consistent with current practice in the SOE, which provides an example of the feasibility of the approach.



**2. Grade requirements (general and specific). Include any special departmental expectations such as minimum grades in specific courses, limits on special problem courses, etc.**

Students must earn a B- or higher to earn graduate credit for courses toward the Education and Social Policy program. If a student receives a C or lower, they will need to take the course again, if it is a core class, or they may choose a different elective if the class is an elective. Students must obtain at least a 3.0 cumulative grade point average in the courses in the curriculum to receive the degree. Graduate College guidelines in this area will be followed.

**3. Thesis/dissertation progress timetable guidelines.**

Table 2 shows the timetable guidelines for the dissertation.

Table 2. *Dissertation Timeline*

Year 1	Discuss emerging dissertation ideas with advisors
Year 2	Establish dissertation committee
Year 3	Defend dissertation proposal
Year 4-5	Defend dissertation

**4. Thesis/dissertation defense guidelines.**

The defense of the dissertation proposal and the defense of the dissertation both involve submission of the written document, followed by a meeting with the Dissertation Committee, during which the student presents their proposal or dissertation, and answers the Committee’s questions. Each defense should be scheduled for no more than 3 hours, and should be scheduled at a time when all of the Members can attend. Virtual attendance is not encouraged, but is permissible. The written proposal or dissertation must be submitted to the Dissertation Committee members at least 3 weeks in advance of the oral defense date. The oral defense date will be publicly announced at least two weeks prior to the scheduled date and will be open to the public and all members of the Education and Social Policy Program, as well as Biden School and CEHD faculty. The Dissertation Committee will approve the candidate’s dissertation. The student will be responsible for making all corrections to the dissertation document and for meeting all Graduate School

deadlines for submission. Completion of the qualifying exam and the proposal defense in the same semester is not encouraged, but is permissible.

## 5. Forms required.

Forms are required for (1) yearly approval of the program of study (listing courses taken, indicating which course requirements have been fulfilled), (2) dissertation proposal approval, signed by Dissertation Committee members and the Program Director, and (3) dissertation approval form, signed also by the Dissertation Committee members, the Program Director, and the Dean of the Graduate College.

## 6. Identify consequence for failure to make satisfactory progress.

The Education and Social Policy faculty will meet once each academic year to evaluate each student's progress. If a student is failing to make satisfactory progress towards a degree, the committee will recommend suitable action to the Education and Social Policy Program Director. Possible actions include (but are not limited to): (i) requirement for additional courses, (ii) suspension of financial support, and (iii) recommendation for dismissal.

## 7. Protocol for grievance procedure if student has been recommended for termination for failure to make satisfactory progress.

Students who feel that they have been graded inappropriately or receive what they perceive as an unfair evaluation by a faculty member may file grievances in accordance with University of Delaware policies. Students are encouraged to contact the Education and Social Policy Program Director prior to filing a formal grievance in an effort to resolve the situation informally.

Part IV. Assessment Plan Indicate how the program will be evaluated and assessed. Every learning outcome needs to be assessed in at least two ways. One measure must be a direct measurement (where you can see the student demonstrate their learning). Other measures can be direct or indirect (such as a survey). Success should be measured against the criteria listed including the stated learning outcomes and against whatever objectives have been set forth in the first section of the proposal. Academic units are encouraged to consult with the Center for Educational Effectiveness to develop appropriate learning outcomes, assessment criteria, and benchmarks for success.

As shown in Table 3, we will assess student outcomes through course exams and papers, the qualifying exam, and feedback from advisors. We will assess program-level outcomes through analysis of programmatic data, and a survey, as shown in Table 4.

Table 3. *Student Outcomes and How They Will Be Assessed*

<b>Student Outcomes</b>	<b>Measure 1</b>	<b>Measure 2</b>
Policy Theory/Foundational Knowledge	Final course paper, project or exam	Qualifying Exam
Research Design Skills	Final course paper, project or exam	Qualifying Exam
Quantitative and Qualitative Analytic Skills	Final course paper, project or exam	Qualifying Exam
Engagement with Policymakers/practitioners/ stakeholders	Final course paper, project or exam	Qualifying Exam
Disciplinary Knowledge	Final course paper, project or exam	Qualifying Exam
Independent Research	Final course paper, project or exam	Dissertation Proposal and Dissertation

Table 4. *Program-level Outcomes and How They Will Be Assessed*

<b>Program-level Outcomes</b>	<b>Measure 1</b>	<b>Measure 2</b>
Interdisciplinary faculty	Data on faculty involvement	Survey*
Recruitment of excellent, diverse students	Application and admissions data	Survey*
Funding/training grants	Grant applications	Survey*
* Survey: at the end of each academic year, for the first 3 years of the program, we will survey faculty to ask about their experiences participating in the program, recruiting students, and applying for grants, to identify areas in need of additional supports.		

## Part V. Financial aid

### A. Financial Awards

#### 1. Types of awards, policy for granting financial awards, summer appointments, and number of years of support.

Each student we admit to the program will be provided a support package. This support will include an academic year stipend and tuition, and health fees, for four years. Summer support will not be guaranteed, but will be provided based on available grants and fellowships. Students may seek financial aid opportunities, such as fellowships or scholarships from sources within the University and from private and federal agencies. Interested students should check the Office of Graduate Studies website for the most current opportunities (<https://grad.udel.edu/>). Education and Social Policy faculty will apply for UD fellowships on behalf of our students, where applicable. The Program Director will be responsible for doing this.

The University of Delaware's policies apply to all forms of financial aid. Please refer to the University Policies for Graduate Student Assistantships and Fellowships.

Graduate students in the Education and Social Policy program may be funded from different sources—external grants, Teaching Assistantships, or fellowships. Typically, graduate assistants will be funded by research grants and contracts provided by external funding agencies. The primary responsibility lies with the Program Director to solicit funding opportunities from research centers and faculty and match students in consultation with center directors and faculty who have funding. A graduate research assistantship provides appropriate amount of tuition per College guidelines, and a stipend. The GA's advisor is responsible for defining the student's responsibilities and for evaluating the student's performance. The amount of service or research may vary from week to week but the average expected is 20 hours per week.

As available, Teaching Assistantships (TAs) will be offered for graduate students to perform teaching and other instructional activities. The amount of service may vary from week to week but the average is usually expected to be 20 hours per week. A teaching assistantship provides full tuition and a stipend. Award of TA will be decided by the primary advisor and their department.

## 2. Responsibilities of students on contract.

Students funded on research projects are expected to fulfill their 20-hour a week assistantship to the satisfaction of their assistantship advisor. Assistantship advisors should have reasonable expectations for timely, careful, organized, thoughtful work. Students may establish set hours or have a more flexible schedule, depending on the needs of their assistantship advisor. Similarly, students funded by TA lines will be expected to fulfill their teaching duties to the satisfaction of their advisor, the Program Director and the chair of the department for which the student is TAing.

## 3. Evaluation of students on contract.

As indicated above, the faculty will meet each year to discuss the progress of each student, including their assistantship and teaching assistant work. In June of each of their first three years, the student will receive a letter providing feedback on their performance.

# Part VI. Departmental Operations

## A. General student responsibilities

### 1. Up-to-date addresses, etc.

Students will be responsible for communicating with the program's administrator any change of address or other relevant demographic information.

### 2. Laboratories and research equipment.

Students who use project owned laptops or other equipment (video equipment) will be expected to use this equipment responsibly and report any accidental damage.

### 3. Hazardous Chemical Information Act.

N/A.

### 4. Vehicles.

Students who rent vehicles as part of project work (e.g., rent a car to travel to a data collection site) must follow all UD rules and regulations that apply to car rental and use.

## 5. Keys, offices, mail, telephone, copy machine, computer terminals, etc.

Students will have a key to their office area, access to shared computers and telephones. The program administrative assistant will assist them with their administrative needs. Each student will be allotted a certain amount of printing capability each semester. Physical assignment of space will depend on availability in Biden, HDFS and SOE.

## B. Student government and organizations (both student and professional).

Students will be able to join any student government or organization on campus that includes graduate students.

## C. Travel for professional meetings or presentations

Students are encouraged to present papers at professional meetings. Assistantship advisors will often be able to support the student to travel to present at conferences. When funds are available from the Education and Social Policy program, we will support students to present at national conferences, with the goal of at least one presentation a year.

### Reference

Rahm, D., Brittain, V., Brown, C., NandhiniRangarajan, C. Shields, P., & Yun, H. (2015). Exploring the Demand for PhDs in Public Affairs and Administration. *Journal of Public Affairs Education*, 21(1), 115-128. Stable URL: <https://www.jstor.org/stable/24369708>