

Proposal for a New PhD in Economic Education

Submitted by
Department of Economics
Lerner College of Business and Economics
School of Education
College of Education and Public Policy

Proposal Date: Fall 2009

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I. DESCRIPTION

The PhD program in Economic Education will train a new generation of scholars and practitioners in the field of Economic Education, encompassing core skills and knowledge in both Economics and Education and in the applied field of Economic Education. Economic Education includes two distinct competencies, one in Education that involves primarily the teaching of economics in K-12 settings and one in Economics that involves education public policy issues (i.e., school financing, vouchers, testing, human capital development) and also the education production process at both the K-12 and post-secondary levels. Traditionally, professionals and researchers in the field of Economic Education have been trained in either economics or in education, with little or no meaningful cross-training in the other area. The next generation of leaders in this field will need to know far more about economics than is learned in a typical graduate program in Education and far more about educational issues than is learned in a typical graduate program in Economics. This new joint program will bridge the gap between these related disciplines and provide a specialization in Economic Education.

Skills like these will be valuable in a wide range of employment sites: Centers for Economic Education (> 300 nationally, most affiliated with universities, including the Center for Economic Education and Entrepreneurship at the University of Delaware); education units within regional Federal Reserve Banks and other private sector businesses and foundations with an interest in economic and financial literacy; school districts and state departments of instruction; education consulting and evaluation firms; and universities. We expect this program to produce the next generation of leaders in the field of Economic Education.

II. RATIONALE AND DEMAND

A. Institutional factors.

1. Explain how the proposed program is compatible with the Academic Priorities of the University.

The proposed PhD supports the university's key Strategic Milestones of the Path to Prominence: Milestone II – A Premier Graduate and Research University; and Milestone III – Excellence in Professional Education. The program builds on the already considerable strengths and national reputation in the field of Economic Education in the UD Center for Economic Education and Entrepreneurship (CEEE). It provides the University of Delaware an opportunity to become the nationally recognized center of excellence in the field of Economic Education.

2. Describe the planning process which resulted in the development and submission of this proposal.

This proposal was initiated in 2007 jointly by faculty from the Department of Economics and the CEEE at the suggestion of James O'Neill,

Professor of Economics and Director of the CEEE. Nancy Brickhouse, then Director of the School of Education (SOE), and Gail Rys, Graduate Director of the SOE, were consulted on the program in 2007 and 2008 and made valuable suggestions that were incorporated in the proposal. The proposal was approved by the Graduate Studies Committee of the Department of Economics, by the faculty of the Department of Economics, by the Lerner College Graduate Program Committee, and by the Lerner College Faculty, all in September 2008. It was approved by the SOE faculty in March, 2009 and is being submitted to the Graduate Committee of the College of Education and Public Policy in Fall 2009. Pending the approval of the CEPP Graduate Committee, it will be submitted to the Graduate Committee of Faculty Senate.

3. Describe any significant impact the proposed curricula might have on other instructional, research, or service programs of the University.

The proposed PhD in Economic Education will further enhance the national reputation of the University of Delaware Center for Economic Education and Entrepreneurship (CEEE). We expect the program to facilitate recruitment of absolutely top-quality faculty and professionals in the CEEE and to lead it to the next stage in its development. Additionally, the new program will support the established graduate programs in Economics. A new course to be developed for this program (ECON 820 Economics of Education Policy) will be available to and of interest to students enrolled in the MA and PhD programs. Finally, we hope that stronger ties with public policy units in the SOE and CEPP will develop, as well as with Delaware school districts and the Delaware Department of Education.

4. Describe how the proposed curricula would more fully utilize existing resources.

Students in the Economic Education program will enroll in selected graduate courses currently offered as part of the MA and PhD programs in Economics and the MA and PhD in Education. These classes have the capacity to accommodate the small envisioned increase due to this new program. More than three-quarters of the coursework for these programs will be taken in existing courses. This means that the resource costs of the new program are very low. As described more fully below, only one course will be developed for the exclusive use of this program.

B. Student demand

1. Describe how enrollment projections have been derived. Show estimated credit hours to be generated, number of new majors, and number of program graduates. Indicate the extent to which the new curriculum is expected to attract majors and the extent to which it will provide service courses or electives to other majors. Indicate whether new majors will be wholly new to the campus or internal transfers.

We expect the program to begin at a relatively small level, perhaps two to four students per year. Because the program is unique, we cannot cite enrollment in other programs as a basis for projections. The students will be fully integrated into the on-going graduate programs of the Department of Economics and the School of Education in terms of coursework, so the small initial size is not a problem. We have contacted leaders in the field of Economic Education; all have been strongly supportive of the proposed program and support its core idea that the next generation of leaders needs to have coordinated graduate education in both Economics and Education.

2. State whether the curriculum is designed to meet the needs of specific student clienteles, e.g., part-time students, currently employed professionals, non-traditional students, those preparing to reenter the job market, etc.

This program is designed as a full-time program. Students can complete the PhD degree in four years. The MA in Economic Education can be completed in three or four terms.

- C. Transferability – Not applicable.
- D. Access to graduate and professional programs – Not applicable.
- E. Demand and employment factors – Not applicable.
- F. Regional, state, and national factors

1. List comparable courses of study in the region or the State, and explain why these existing programs cannot meet the

needs of prospective students and/or employers in the geographic area which the curriculum would serve. Describe any significant differences between the proposed course of study and others in the region or State that have some similar characteristics.

There are no similar programs in the mid-Atlantic area.

2. Describe the regional accrediting, professional association, and licensing requirements that have helped shape the proposed curriculum. Indicate the effects such agencies have had on the length, content or mode of delivery, and on such budgetary requirements as staffing levels, equipment needs, and facilities. Also, describe the participation of any non-campus person or organization in the development of this proposal. Report on timetables that have been established to meet any external requirements.

This program would not be governed by any regional accrediting agency other than the Middle States accreditation that governs all University of Delaware graduate and undergraduate programs.

G. Describe other strengths

1. Describe any special features which convey the character or personality and make the proposed course of study distinctive. (Examples might include the interest and special expertise of certain faculty members, the location and availability of unique materials or technologies at or near the campus, special relationships to other departments, organizations, or institutions, etc.)

This program builds on the very considerable strengths of the Department of Economics, the School of Education, and the Center for Economic Education and Entrepreneurship (CEEE).

In the 2008-2009 academic year, the Economics Department recognized the 50th PhD in its 13-year history. Its graduates have garnered awards and obtained outstanding professional appointments. Its faculty have established a reputation for very strong applied research and excellence in teaching.

The SOE was established in 1944 by the Board of Trustees and began awarding Ph.D. degrees in 1972. In 2009, the School of Education's graduate programs were ranked 35th nationally by U.S. News and World Report and the SOE faculty are productive scholars who have been nationally competitive for major Federal and foundation research grants.

The CEEE is one of the premier national Centers for Economic Education. Its director, James O'Neill, and Associate Director, Bonnie Meszaros, are nationally prominent figures in the profession. Both have faculty appointments in the Economics Department. The CEEE currently offers a Masters of Arts in Economic Education and Entrepreneurship (M.A.E.E.E.) that is designed to provide school teachers with the training and expertise to teach economics in their own schools and to offer economic courses and programs to train other educators. The national recognition of the CEEE and its staff will be a critical feature in jump-starting recruitment for the program.

2. Report on any anticipated collaborative arrangements with other parties (for example, inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

This new PhD program is being submitted as a joint degree program from the Department of Economics and the School of Education.

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

If enrollments are to be limited, e.g., by size, by pre-requisites, or by academic performance, describe the restrictions and the

reasons for them. Be sure to indicate the effective academic year. A letter of support from the Admissions Office for undergraduate programs or Office of Graduate Studies will also be helpful in projecting enrollments for the proposed program.

The Department expects that in steady state the PhD program will enroll 3-5 students per year. We can readily accommodate those numbers with our current resources.

B. Admission Requirements

1. Describe the criteria for selecting among applicants.

Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements.

- Baccalaureate degree from an accredited college or university.
- An officially reported GRE score. Students are normally expected to have a minimum score of 1100 on math and verbal sections combined.
- An undergraduate GPA of 3.0 or higher.
- An officially reported minimum TOEFL score of 600 (paper-based test) or 250 (computer-based test) or 100 (iBT) OR an officially reported minimum IELTS score of 7.0
- A written statement of goals and objectives, including a statement that clearly identifies the applicant's interest in the program.
- Coursework in microeconomics and macroeconomics at the intermediate level or above and in statistics and mathematics (calculus) is expected. Otherwise qualified students who lack this background may be directed to appropriate coursework to remedy this deficiency.

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. Admission decisions are made by the faculty Admissions Committee for this program and are based upon a number of factors, including the applicant's GRE scores, college transcripts, application essays and letters of recommendation.

Students admitted into the Ph.D. Program in Economic Education will be admitted into the program in regular admission status only.

2. Distinguish, if necessary, selection criteria between freshman, transfers from other institutions and transfers from with the University. NOT APPLICABLE.

3. Attach any Retention Policy that might apply and provide rationale for this policy. NOT APPLICABLE.

C. Student Expenses and Financial Aid

Indicate the need for any required student expenses beyond the traditional book and supplies, for example, personal computer, extensive laboratory fees, etc. For Graduate and professional courses of study, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

No additional expenses are envisioned. Students will be considered for financial assistance along with other applicants to graduate programs in the Department of Economics and the School of Education. Students will be encouraged to apply for competitive awards for graduate study available at the University. We will also seek external funding for students.

IV. CURRICULUM SPECIFICS

A. Institutional Factors

State the degree to be awarded to those who complete the program and explain why this is the appropriate form of recognition.

PhD in Economic Education

B. Describe the curriculum

1. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

The Doctor of Philosophy in Economic Education requires an MA in Economic Education (MAEE) from the University of Delaware or Masters Equivalency plus 23 credits of graduate-level coursework and 9 credits of dissertation. Coursework for the MAEE includes: EDUC 805, 806, 850, and 852 (14 credits) and ECON 801, 802, 803, 829 and 2 approved electives (17 credits) for a TOTAL of 31 credits.

The required PhD coursework includes:

ECONOMICS ELECTIVES

ECON 820 Economics of Education Policy	3
ECON 804 or ECON823	3
One approved elective	3

EDUCATION

Two of EDUC 860, EDUC 846, EDUC 863, EDUC 854 or approved electives	6
EDUC 840 Colloquium (2 terms)	2

FREE ELECTIVES

To be chosen from any graduate level courses with approval of advisor	6
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DISSERTATION COURSEWORK (ECON969 or EDUC969) 9

TOTAL REQUIRED CREDITS 32

Students must pass a comprehensive field exam in Economic Education administered by the CGSEE. A faculty committee consisting of at least two members from each unit will be responsible for the writing and grading of the examination. The examination is graded as High Pass, Pass, or Fail. Students must receive a grade of pass or high pass. Students who do not pass this examination on the first attempt may retake it one additional time.

All students must register for and attend ECON890 (weekly department seminar) in two semesters and meet established course requirements

2. Provide a sample curriculum by following the format in the Undergraduate and Graduate Catalog.

**Ph.D. in Economic Education
Suggested Student Schedule***

<p>FALL</p> <table border="0" style="width: 100%;"> <tr> <td>ECON 801or 811</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>ECON 803 or 822</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>EDUC 806</td> <td style="text-align: right;">4 cr.</td> </tr> </table>	ECON 801or 811	3 cr.	ECON 803 or 822	3 cr.	EDUC 806	4 cr.	<p>SPRING</p> <table border="0" style="width: 100%;"> <tr> <td>ECON 804</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>ECON Elective</td> <td style="text-align: right;">3 cr.</td> </tr> <tr> <td>EDUC 805</td> <td style="text-align: right;">4 cr.</td> </tr> </table>	ECON 804	3 cr.	ECON Elective	3 cr.	EDUC 805	4 cr.				
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EDUC XXX	3-6 cr.																
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Or																	

	ECON /EDUC964 (Pre-Candidacy)**
FALL	SPRING
ECON/EDUC 964 (Pre-Candidacy) or ECON/EDUC 969 (Doctoral Dissertation) 9 cr.	ECON/EDUC 969 (Doctoral Dissertation) 9 cr.

* This schedule is one of many alternative ways to fulfill requirements. Specifics would be determined by advisor and may depend on availability of courses in particular semesters. Schedule shown includes courses to be taken for Master’s degree in Economic Education.

**A total of 9 credit hours of Doctoral Dissertation (ECON/EDUC 969) are required of all students to satisfy degree requirements. After all required program coursework is completed, but before they advance to Candidacy by successfully defending their Dissertation Proposal, students enroll in Pre-Candidacy Study (ECON/EDUC 964). Graduate students are required to be registered for courses every semester, including the semester in which their degree is conferred, unless they are on an approved Leave of Absence.

3. Indicate how the curriculum satisfies University of Delaware, college and departmental requirements, such as ENGL110, multicultural, college core, etc.

– Not applicable.

4. In the Appendices, provide approval from affected departments for all newly required courses that support the proposed curriculum.

No other department will be providing required courses.

Transfer of Credit Earned

Students who complete graduate credits with the classification of CEND (Continuing Education Non-degree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The CEND credits, grades, and quality points become a part of the student's academic record and grade point average. CEND credit can be transferred provided that: (a) the course was at the 600 or 800 level, (b) the course was taken within the time limit appropriate for the degree, and (c) the course was approved by the student's adviser and the Chair of the Graduate Studies Committee. Under exceptional circumstances, the maximum credit limit may be waived by decision of the Graduate Studies Committee and approval of the Assistant Provost for Graduate Studies. Students who wish to transfer credits from their undergraduate record at the University of Delaware to their graduate record may transfer a limited number by arranging with the department to have these courses approved by their instructors before the courses are taken. These courses must be at least at the 600-level, and the student must perform at the graduate level. They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to their advisor using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits: (a) were earned with a grade of no less than B-, (b) are approved by Director of the Graduate Program; (c) are not older than five years, and (d) were completed at an accredited college or university. The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

A student who has completed a graduate degree in Economics or Education at the University of Delaware or another institution may petition the Committee on Graduate Studies in Economic Education for “equivalency” for coursework taken. When granted, the equivalency waives designated required courses and the associated credit requirements. Equivalency is granted only when a student provides evidence that courses fully equivalent to those required in the MA program have been taken and that mastery of the material has been achieved. The Department of Economics has sole authority to award equivalency for economics courses and the School of Education has sole authority to award equivalency for education courses.

Masters transcripts are evaluated on an individual basis to determine equivalency. Students requesting equivalency for a course must supply a course description and syllabus prior to enrolling in the first semester of the program.

V. RESOURCES AVAILABLE

A. Learning Resources

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

All University of Delaware library and computing facilities will be available and utilized as appropriate.

B. Faculty / Administrative Resources

Describe the available program administrators and faculty expertise which support the proposed curriculum. List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved, including campus administrators. If appropriate, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation of the faculty.

James B. O'Neill, Professor of Economics and Director, Center for Economic Education and Entrepreneurship

PhD, Education, Purdue University, 1971

- President, Delaware Council on Economic Education, 1985-present
- Director, Masters of Arts in Economics and Entrepreneurship, University of Delaware, 1983-present
- President, Society of Economic Educators, Delaware Council on Economic Education
- Member: Advisory Board, Center for Entrepreneurial Education; Kauffman Foundation; Steering Committee, State Council Directors; Advisory Committee for Social Studies, State Department of Public Instruction; Mastery Testing Steering Committee, State of Delaware; National Association of Economic Educators; Society of Economic Educators
- Bessie B. Moore Service Award, National Council on Economic Education
- Leavy Foundation Award for Excellence in Private Enterprise Education, Freedoms Foundation
- Forbes Award for Excellence in Economic Education
- Lerner College of Business and Economics Outstanding Educator Award, 2008

Bonnie T. Meszaros, Assistant Professor of Economics and Associate Director, Center for Economic Education and Entrepreneurship

PhD, Education, University of Delaware, 1986

Activities and Honors

- Bessie B. Moore Service Award, National Council on Economic Education
- Harry J. Carman Award for Outstanding Achievement and Professional Excellence in Social Studies
- William Forbes Award for Excellence in Economic Education
- President, National Association of Economic Educators
- Board of Directors, Delaware Financial Literacy Institute
- Delaware State Testing Program, Item Writing and Content Review Committees
- Co-Director and Faculty, National Council on Economic Education's International Training of Writers Program.

Selected Recent Publications

- *Focus: Globalization* (with Sandra Odorzynski, Phil Van Fossen, William Boshardt), 2006, National Council on Economic Education, 2006.
- *Economics: From Here to There*, Editor (with Mary Suiter), National Council on Economic Education, 2006.
- "Teaching about Saving and Investing in the Elementary and Middle School Grades," (with Mary Suiter), *Social Education*, 69:2 (March 2005), 92-95.
- *Focus: High School Economics*, 2nd edition, (with Sarapage McCorkle, Mark Schug, Michael Watts), National Council on Economic Education, 2001.
- "The Voluntary National Content Standards in Economics: From Standards to Classroom Implementation," (with Laurie Engstrom) *Social Studies & The Young Learner*, 11:2 (November/December 1998), pp. 7-12.
- "Voluntary Economics Content Standards for America's Schools: Rationale and Development," (with John Siegfried), *The Journal of*

Economic Education, 29:2 (Spring 1998), pp.139-149.

- "What Should High School Graduates Know in Economics," (with John Siegfried), *American Economic Review Papers and Proceedings*, 87:2 (1997), pp. 247-253

Saul D. Hoffman, Professor of Economics and Department Chair

PhD, Economics, University of Michigan, 1977

Prof. Hoffman will be both an administrator of the program and an active participant. He has published in the field of economics education and has expertise in research methods used in this area.

Selected Recent Publications:

- "Revisiting Marshall's Law: Why Does Labor's Share Interact with the Elasticity of Substitution to Decrease the Elasticity of Labor Demand?" *Journal of Economic Education*, forthcoming.
- "The Changing Impact of Marriage and Children on Women's Labor Force Participation," *Monthly Labor Review*, forthcoming.
- *Women and the Economy: Family, Work, and Pay*, (with Susan L. Averett), Addison Wesley, 2nd Edition - January, 2009.
- "NJ and PA Once Again: What Happened to Employment When the PA-NJ Minimum Wage Differential Disappeared?" (with Diane Trace), *Eastern Economic Journal*, January, 2009.
- *Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy*, Second Edition, (with Rebecca A. Maynard, eds.), Washington, DC: The Urban Institute Press, 2008.
- "A Good Policy Goes Bad: The Strange Case of the Non-Refundable State EITC," *State Tax Notes*, Vol. 44, No. 8, pp. 551-558, May 21, 2007.
- *By the Numbers: The Public Costs of Teen Childbearing*. Washington: National Campaign to Prevent Teen Pregnancy, October, 2006.

Charles R. Link, Professor Economics and MBNA America Professor of Business

PhD, Economics, University of Wisconsin, 1971

Prof. Link will be an active participant in the program. He has published in the field of economics education and has expertise in research methods used in this area. He has also supervised two previous dissertations in the area of economic education.

Selected Recent Publications

- "Population and Bandwagon Effects on Local Team Revenues in Major League Baseball," (with Dan Brown) *Journal of Sports Economics*, October, 2008.
- "The Relationship between Economic Status and Child Health: Evidence from the U.S.," (with Simon Condliffe) *American Economic Review*, Fall, 2008.
- "The Shortage of Registered Nurses and Some New Estimates of the Effects of Wages on RN Labor Supply : A Look at the Past and a Preview of the 21st Century" (with Y. Chiha), *Health Policy*, Vol. 64, 2003, pp. 349-375

Jeffrey A. Miller, Professor of Economics

PhD, University of Pennsylvania, Economics, 1976

Prof. Miller is currently conducting research on international aspects of educational policy, joint with a French professor of economics at the University of Toulouse.

Selected Recent Publications

- "On the Role of Government in Transition: The Experience of China and Russia Compared," (with Stoyan Tenev), *Comparative Economic Systems*, Vol. 49, pp. 543-571, 2007.
- "Comment on Gur Ofer and Justin Yifu Lin," pp. 84-88 in Francois Bourguignon, Yehuda Elkana, and Boris Pleskovic (eds.) *Capacity Building in Economics Education and Research*, World Bank, 2007.
- "Contract Enforcement in the Early Transition of an Unstable Economy" (with Kenneth Koford), *Economic Systems*, March, 2006.

- "State and Ownership Reforms in Transition Economies: China vs. the Orthodoxy." (with Stoyan Tenev) in Wojciech Bienkowski, Mariusz-Jan Radlo and Josef Brada (eds), *Reagan Goes Global*, Palgrave (2006).
- "Inflation and the Bulgarian Currency Board," (with Stacie Beck and Mohsen Saad), *International Journal of Development Issues*, December, 2005.
- "Macroeconomic Policy and Collective Action" (with Kenneth Koford and David Colander), in *Collective Choice: Essays in honor of Mancur Olson*, edited by Jac Heckelman and Dennis Coates, Springer, 2003.

James A. Mulligan, Professor of Economics, Director of Graduate Programs, Department of Economics

PhD, Economics, University of Minnesota, 1980

Prof. Mulligan will participate in the program primarily as an administrator.

Andrew T. Hill, Economic Education Advisor, Community Affairs Department, Federal Reserve Bank of Philadelphia

PhD, Economics, University of Delaware, 2003

Dr. Hill works full-time in the field of Economic Education for the Federal Reserve Bank of Philadelphia. He will be involved as an external resource for the program.

James A. (Tony) Whitson, Associate Professor of Education

PhD, Education, Rochester, 1985

J.D., Wisconsin, 1978

Prof. Whitson will teach the curriculum courses within the program and is a member of the Delaware Department of Education's Curriculum Cadre. He has previously taught courses in Family Economics, he is on the Editorial board of the *Journal of Curriculum and Pedagogy*, and is a member of the Board of Advising Editors for *JCT: Interdisciplinary Journal of Curriculum Theory and Classroom Practice*.

David J. Blacker, Professor of Education

PhD, Philosophy of Education, Illinois (Urbana-Champaign), 1994

Prof. Blacker also has a secondary faculty appointment in the Legal Studies Program. He will be an active participant in the program and has recently taught courses such as:

Professional Issues in Education: Philosophical and Legal Perspectives

Critical and Interpretive Methods in Educational Research

Desegregation in Delaware and Beyond

No Child Left Behind: Critical Perspectives

Legal Issues for School Managers

Research on Teaching

Robert L. Hampel, Professor of Education

PhD, History, Cornell University, 1980

Prof. Hampel will be an active participant in the program and he serves as the faculty coordinator for the Ph.D. in Education. Dr. Hampel writes extensively in the area of educational policy and school improvement and he will teach one of the core courses in this program.

Elizabeth Nash Farley-Ripple, Assistant Professor of Education

PhD, Education Policy, Pennsylvania, 2008

Dr. Farley-Ripple will be an active participant in the program and will teach courses in educational policy and data-driven decision making for schools and school systems. Dr. Farley-Ripple coordinates the School Leadership program within the School of Education and she has expertise in both quantitative and qualitative research methods.

Frank B. Murray, Professor of Education

PhD, Education and Psychology, Johns Hopkins University, 1966

Prof. Murray is the former Dean of the College of Education and he will be an active participant in the program. He is the author or co-author of over 130 articles on education or educational policy and has edited or co-edited six books, and has served on the editorial board for over 20 journals.

C. External Funding

Indicate any resource or source of funding external to the University which has been garnered to support the curriculum. – NOT APPLICABLE.

VI. RESOURCES REQUIRED

A. Learning Resources

Identify needed additional learning resources. Indicate which of these are essential for basic implementation and whose which will produce a premiere program able to compete favorably for the highest caliber of student.

NONE REQUIRED

B. Personnel Resources

Indicate any new faculty positions required and the qualifications and subject matter specialties that will be sought. Give reasons for needing new position.

NONE REQUIRED.

As the program develops, we may seek to recruit faculty with interest in Economic Education, either independently or as part of CEEE staff recruitment.

C. Budgetary Needs

The program, as designed, can be provided with the current Department faculty without altering the size of faculty regular teaching workloads.

New Courses: ECON803 and ECON804 are requirements for the PhD in Economic Education. These courses are moving through the course approval cycle this academic year as part of a revision of the MA and PhD degrees in Economics.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Describe how the curriculum will be implemented.

Please see Appendix A

B. Assessment Plan

Indicate how the program will be evaluated and assessed. Some measures should be quantitative, other qualitative. Success should be measured against the criteria listed including 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 Office of Educational Assessment in developing the appropriate learning outcomes, assessment criteria, and benchmarks for success.

Learning Objectives 1 – 4 found in Appendix A will be assessed by successful completion of required coursework and electives. Additionally, all students must achieve a superior grade (A or A-) in the core economics courses (ECON 801 or 811 and ECON 802 or 812) or pass a qualifying exam in microeconomic and macroeconomic theory. Additionally, all students must pass the Proseminar Exam at the end of the first year based on the core education courses (EDUC 805 and 806).

Learning Objective 5 found in Appendix A will be assessed by the successful written completion and oral defense of the doctoral dissertation. In accordance with the academic principles and practice governing the awarding of Ph.D. degrees, the dissertation is expected to be a thesis containing the original scholarship of the doctoral candidate. Thus, the benchmark for success for the Ph.D. in Economic Education is the successful completion of all coursework, examinations, and dissertation defense.

Appendix A
Assessment Plan

The learning objectives for the PhD in Economic Education are that students will:

1. Be knowledgeable about the core concepts of economic theory including micro-economics, macro-economics and econometrics.
2. Be knowledgeable about the core concepts of education including human development, teaching and learning, educational policy and schools in the community context.
3. Be knowledgeable about the field of economic education including the preparation of K-12 teachers in this subject area as well as the implementation of economic theory to schools, school systems and educational institutions in general.
4. Be proficient in the basic and advanced research methodologies and practices used in research in the field of economic education including multivariate statistical methods.
5. Through original scholarship, contribute to the knowledge base in the field of economic education and be able to present and defend this original scholarship to an audience of professional colleagues.

Table I shows how these objectives map onto the curriculum.

Table I Curriculum-Objectives-Assessment Matrix

Objective	Course Requirements	Method of Assessment
Knowledge of economics	ECON 801, 802,803, 804	P, Q, H, G, D
Knowledge of education	EDUC 805, 806	P, G, D, O
Knowledge of economic education	ECON 820, 829	P, Q, H, G, D
Research methodology	EDUC 850 and 852	P, O, G, FE
Original scholarship	ECON/EDUC 969 (Dissertation)	P, O

Assessment Key:

P = Paper

Q = Exam/Test Questions

O = Oral Presentation

H = Homework

G = Group Work

FE = Field Experience

D = Discussion

All objectives require Attendance and Class Participation