

Edward J. Bloustein Doctoral Program in Planning and Policy Development (16:762)

Doctoral Program Learning Goals

This program prepares students for careers in university teaching and research, and in advanced planning and public policy research in the private, public, and non-profit sectors.

These learning goals track the doctoral student's progress through the program; they are considered satisfied when the specified assessment mechanisms have been successfully completed.

1. Theoretical Understanding: Students will develop and demonstrate a mastery of the theoretical frameworks underlying the disciplines of planning and public policy through coursework and a comprehensive written and oral examination.

Assessment:

(a) grade of B or higher (or waiver of participation) in *Planning, Public Policy and Social Theory (16:970:624)*, and

(b) successful completion of the Theory Qualifying Examination.

2. Analytical Thinking: Students will develop and demonstrate advanced skills in social science qualitative and quantitative methods through coursework and a comprehensive written and oral examination.

Assessment:

(a) grade B or higher (or waiver of participation) in *Advanced Qualitative Methods (34:833:628)*, *Discrete Choice Methods (34:970:630)*, and a third methods elective approved by the PhD program director, and

(b) successful completion of the Methods Qualifying Examination.

3. Specialization in a Subjects Fields of Inquiry: Students will develop and demonstrate advanced knowledge in two subject fields of study related to planning and public policy through coursework, independent study, and a comprehensive written and oral examination.

Assessment:

(a) grade of B or higher (or waiver of participation) in 30 credits of general elective coursework, and

(b) successful completion of each of two Study Fields Qualifying Examinations.

4. Inquiry, Analysis and Communication: Students will demonstrate the ability to perform scholarly research and writing through the thesis component of the doctoral program.

Assessment:

(a) grade of "Satisfactory" (or waiver of participation) in *Advanced Scholarly Research (16:970:626)* and grade of "Satisfactory" for 24 research credits, and

(b) successful completion, public defense, and acceptance by the Graduate School-New Brunswick of a dissertation.

5. Teaching and Professional Development: Students will develop and demonstrate teaching and professional skills in venues appropriate to the subject matter of their individual doctoral program of study.

Assessment:

This Learning Goal is assessed via the accumulation, over the student's program of study, of a portfolio of materials, including, but not necessarily limited to the following:

(a) instructor teaching shall be assessed by the PhD program director's review of teaching evaluations, which shall be measured as "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations," for each instance in which the doctoral student/candidate served as an instructor; external teaching will also be assessed and students will submit teaching evaluations to the PhD program director.

(b) service as a Teaching Assistant shall be assessed by the instructor/professor for whom the student served and shall be measured as "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations" for each instance in which the doctoral student/candidate served as a Teaching Assistant;

(c) assessment of presentation of posters and/or papers is satisfied by the acceptance of and presentation at a competitive conference of a poster and/or paper; it shall be the student's responsibility to present the Bloustein Graduate Program Coordinator with evidence of such acceptance and presentation;

(d) assessment of other conference participation and service is satisfied by participation as a discussant or panel chair at a competitive academic conference, as well as Bloustein-sponsored conferences including, but not limited to, the annual Krueckeberg Doctoral Conference in Urban Studies, Urban Planning and Public Policy; it shall be the student's responsibility to present the Bloustein Graduate Program Coordinator with evidence of such acceptance and presentation;

(e) the Doctoral Program Director may approve such other Teaching and Professional Development portfolio items to satisfy the assessment of this learning goal as may be reasonable in the context of the subject matter of a doctoral student's individual program of study.