Urban Systems Program – Ph.D. Learning Goals

As the Urban Systems Program is a joint three-university Ph.D. Program (NJIT, Rutgers-Newark and UMDNJ) with core courses taken by all students and specialization courses in education (RU-N), environment (NJIT), and health (UMDNJ) taken by students in each of the campus based tracks, there are both general assessment processes across the three campuses and campus specific assessments in each of the tracks. For the general assessment processes, all three campus Program Directors are involved; for the specific ones, each campus program director is involved.

Overall General Ongoing Assessment:

The program maintains a database of all students, which includes student demographic data, admissions data, such as undergraduate and graduate GPA; GRE scores; undergraduate and graduate institutions; full or part time status; and student outcomes data, which includes credits completed, GPA, status on qualifying examinations, dissertation proposal and defense, dissertation completion and defense, post-graduation employment. The analyses of these data are used for program and student assessment.

Learning Goal 1: The attainment of scholarly and research skills in the interdisciplinary fields of urban sociology, anthropology, economics, history and economics and their application to urban, educational, environmental and health problems.

Learning Goal 2: The attainment of scholarly and research skills in the field of urban educational policy through the application of the subfields of sociology, history and politics of education.

Learning Goal 3: The attainment of research skills in quantitative, qualitative and mixed methods research.

Learning Goal 4: The ability to conduct and produce original research.

Learning Goal 5: The acquisition of professional skills commensurate with the capacity to secure employment in the fields of educational policy, sociology of education, social foundations of education, and teacher education.

Learning Goal 6 (for Teaching Assistants): The acquisition of pedagogical and curriculum skills that prepare Ph.D. students to effectively teach undergraduate and Master’s level courses at university level.