



ROWAN UNIVERSITY

COLLEGE OF EDUCATION

**Ph.D. in Education
Student Handbook**

June 2019¹

**POLICIES, PROCEDURES, AND REQUIREMENTS FOR THE STUDY AND
COMPLETION OF THE PH.D. DEGREE IN EDUCATION**

¹ for students entering fall 2017 and beyond

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COLLEGE OF EDUCATION OVERVIEW

College of Education Vision Statement

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

College of Education Mission Statement

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions with the ultimate goal of ensuring equitable educational opportunities for all learners.

College of Education Tagline

Access, Success, and Equity...Turning Research into Practice

Terminology

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty and staff, while identifying and eliminating barriers that prevent full participation of some groups. Equity-minded practices are created through:

1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.
2. Recognition that individuals are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.
5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.
6. Ensure equitable practices in hiring, promotion, resource allocation for faculty and staff.

Social justice refers to a concept in which equity or justice is achieved in every aspect of society rather than in only some aspects or for some people; it includes a vision of a society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure (Teaching for Diversity and Social Justice – Adams, Bell, Griffin, 2nd ed., Routledge 2007).

The College of Education at Rowan University is committed to enacting a social justice framework by:

- Identifying historically rooted, institutionalized policies and practices that further unequal relationships for those who live at the intersections of race, ethnicity, gender, religion, class, ability, sexual orientation, and any other forms of marginalization
- Engaging in critical self-reflection of our socialization into these systems of oppression and privilege
- Ensuring access, success, and equity for all students, staff, faculty and community
- Actively disrupting the dynamics of privilege and oppression
- Challenging hierarchies and hegemonic structures, and resisting decision making that harms any individual or group
- Leveraging our people, policies, and practices to liberate and empower

OVERVIEW OF THE PROGRAM

Program Vision

The Ph.D. in Education program will be a leading force in preparing scholars who engage in research to redress inequities in education and thereby transform our global society.

Program Mission

The Ph.D. in Education is a multidisciplinary, collaborative program that develops scholars who, through research and praxis, work to ameliorate persistent gaps in educational opportunities.

Connections to University, the College of Education, and the Center for Access, Success & Equity Missions and Visions

The Ph.D. in Education aligns with the Mission and Vision statements of Rowan University, the College of Education, and the Center for Access, Success and Equity in addressing educational access, success, & equity through knowledge production and policy engagement.

Social Justice

The Ph.D. in Education program is grounded in a commitment to social justice. Our faculty and students work together to create a social justice oriented program inside of systems that are not designed for social justice. This tension requires that we navigate the balance between individual experiences and interests and the realities of the patriarchal, capitalistic, racialized systems in which we live and work. We do not claim to have resolved this tension, only to have committed to engaging with it.

Ph.D. program faculty and students are committed to (1) continuous self-reflection of individual experience with and impact on social justice issues, (2) examination of social justice as an institutionalized, systemic approach to access, success, & equity, and (3) analysis of critical social justice issues through collaborative discourse.

I. Continuous self-reflection using the framework for defining social justice developed by Zion (2017), with a goal of making an impact through **Critical/Transformational** scholarship (teaching, research and/or service). See Figure 1.



Figure 1. A Continuum of Social Justice Approaches (Zion, 2017)

II. Examination of social justice as an institutionalized, systemic approach to access, success, & equity.

III. Analysis of critical social justice issues through collaborative discourse, e.g. using shared social justice analysis tools including the following (see Addendum):

- *Intersectionality as an Analytic Tool* (concepts from Collins & Bilge, 2016)
- *ExPAND Analytical Framework* (Gorlewski & Gorlewski, 2012)
- additional tools to be identified and/or developed by students and faculty

Program Description

The Ph.D. in Education is a multi-disciplinary research-focused degree anchored in the educational complexities of access, success, & equity that is designed to prepare students globally to assume roles as faculty and researchers in one of five concentrations: Counselor Education, Language and Literacy Education, Higher and Postsecondary Education, Special Education, and Urban and Diverse Learning Environments. The unique underpinning of this program is the intersection of two primary research foci: (1) a commitment to redressing systemic and persistent barriers to quality education and (2) a dedication to using rigorous empirical research with area schools, districts, colleges, and other educational partners to improve equity in educational outcomes. In contrast to the existing EdD in Educational Leadership, which trains local P-20 practitioners for leadership positions, the Ph.D. offers its candidates opportunities to engage in research, college-level teaching, and clinical experiences that respond to the region's and the nation's persistent challenges with educational access and equity in traditionally underserved communities.

Counselor Education Concentration

The Counselor Education specialization of the research-focused Ph.D. in Education is designed specifically for those who wish to pursue careers as counselor educators at the university level, or as supervisors in schools or clinical settings. The program is committed to promoting the counseling profession and evidenced-based practices and initiatives through advanced curricular experiences that address systemic and persistent barriers for P-20 students. Through intensive faculty-supervised clinical and research experiences that address the academic, personal/ social, and career development needs of children, adolescents, and young adults; our candidates will contribute to improving equity and success in educational outcomes. As a result, candidates will engage in research, teaching, supervision, and consultation with mentors, which will equip them to advocate for systemic change. Our graduates will be counseling leaders in the profession, advocates, and researchers who contribute to their schools and communities through rigorous scholarship and who are committed to leading efforts to enhance educational equity.

Higher and Postsecondary Education Concentration

The Higher and Postsecondary Education specialization of the PhD in Education prepares students to conduct research on higher education organizations, students, and policy. Our graduates will pursue careers as academic faculty, researchers, senior college and university administrators, and policy analysts. Our curriculum provides a strong theoretical foundation in organizational theory, public policy, and issues of social justice in postsecondary institutions. Candidates will build on this foundation by working on research projects with faculty, such as:

- High school to college transitions among minoritized and low income students
- Support for student success
- College outcomes for minoritized and low income students
- Career transitions
- Conflict and rebuilding through policy networks in African higher education
- Methodological advances to support the study of marginalized populations
- Efficacy of online instructional methods
- Access to educational opportunities for women through e-learning
- The role of ethics in leadership, faculty work, and educational policy

Language and Literacy Education Concentration

The Language and Literacy Education Ph.D. specialization is designed to prepare individuals for roles in research, policy, and teaching in higher education. The courses examine influential theories and research that address the developmental, cognitive, motivational, multimodal, literary, linguistic, sociocultural and sociopolitical foundations of language and literacy. The program is strongly framed by a critical stance that emphasizes the transformative potential of language and literacy. Candidates for the language and literacy education doctorate conduct research examining major issues around the interaction of theory, research, and practice in their role in promoting access, equity, and success across a range of educational contexts.

Special Education Concentration

The Ph.D. in Education with a Special Education specialization prepares students for careers in higher education, as researchers, policy specialists, and special education consultants and advocates. Ph.D. students in the Special Education specialization examine critical issues in the field of special education and disability studies in education (DSE), conduct research, teach, and provide service in special education and related fields. The program encourages progressive thinking about traditional segregated special education practices, and changing educational structures to be more inclusive for *all* students and families. At Rowan University students and faculty engage in progressive research that promotes the development of inclusive schools and educational policy. Under the guidance of doctoral program faculty, students will have opportunities to submit peer-reviewed publications, present at national conferences, and collaborate on writing grants that focus on providing access, success, and equity for students with disability labels and their families.

Urban and Diverse Learning Environments Concentration

The Urban and Diverse Learning Environments concentration demonstrates the importance of identifying and understanding the strengths, challenges, tensions, and contradictions inherent in urban educational and community ecological systems. Wide-ranging evidence shows various inequities in our educational systems, including student disparities in academic achievement, identification and placement in special education or gifted programs, disciplinary actions, high school completion, and transition to college and work (Cook, 2015). In particular, these disparities have disproportionately affect historically marginalized youth from urban communities that navigate intersecting issues of racism, poverty, language, and immigration/citizenship status. The objective of the concentration in Urban and Diverse Learning Environments is to prepare future faculty, as activist scholars, to research and contribute to knowledge about the contradictions of urban school systems and meaningfully address the educational and broader socioeconomic disparities that urban communities too often face.

Program Goals

1. Graduates of the PhD in Education will develop scholarly and research skills to investigate and develop solutions to persistent problems of access, success, and equity in education. (Research)
2. Graduates of the P.hD. in Education will develop the knowledge of responsibilities related to teaching in the academy. (Teaching)
3. Graduates of the PhD in Education will be able to identify, advocate, and address persistent problems in education to support educational access and equitable outcomes for all students. (Access, Success & Equity)
4. Graduates of the Ph.D. in Education will demonstrate expertise in their particular content specialization area, DSE and inclusive practices. (Concentration expertise)
5. Graduates of the Ph.D. in Education will engage in professional service and reflect on their professional growth. (Overall professional conduct)

The program plans to address these goals by providing students with:

- Intensive research experience from the start of the program;
- Mentorship throughout the program;
- College level teaching experiences; and
- Innovative pedagogical practices.

STUDENT PROGRESS AND UNIVERSITY POLICIES

The faculty and staff of the Ph.D. in Education program provide enrolled students with appropriate advisement, academic support, and important opportunities for continuous improvement that will enable student success. This section outlines the process of advisement, evaluation of student progress, and information on remaining in good standing in the program. It is the students' responsibility to ensure he/she understands the university, department, and program policies. Please familiarize yourself with all the university's policies at the this link, several of which are highlighted below: <https://confluence.rowan.edu/display/POLICY/Home> .

Graduate Student Policies

As graduate students, you are also expected to know and follow graduate student specific policies through Rowan Global which can be found at the following link: <https://rowanu.com/sites/default/files/documents/academic-resources/gac-policy-guide.pdf>

Academic Integrity

The integrity of academic programs is imperative to Rowan University's mission. While acknowledging the social and collaborative nature of learning, the University expects that grades awarded to students will reflect individual efforts and achievements. All members of the Rowan community are responsible for understanding what constitutes academic dishonesty; upholding academic integrity standards and encouraging others to do likewise; and knowing the procedures, rights and obligations involved in the Academic Integrity Policy. Academic dishonesty, in any form, will not be tolerated. Students who commit an act of academic dishonesty are subject to disciplinary sanctions up to and including expulsion from the university. Students must familiarize themselves with the complete academic integrity policies found on the University Academic Integrity home page at:

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

The link to the general Rowan University Policies home page follows:

<https://confluence.rowan.edu/display/POLICY/Home>

At the doctoral level, ignorance of university policy is not considered a valid reason for failure to adhere to academic integrity standards.

Academic Standing

- **Satisfactory Academic Progress**

In accordance with graduate student policy, the Ph.D. program is a Category 1 program. In order for students to maintain minimum academic satisfactory progress, students must:

- Maintain a 3.0 GPA
- Earn a B- in no more than two courses (expectation is to earn a B or above in all courses).
- Courses in which you receive a grade below B- (beyond the two B- grades allowed) must be retaken.
- A retake of a maximum of two courses in the program is allowed.

Ph.D. students commit to making satisfactory academic progress. Students not making satisfactory academic progress will be notified and provided feedback on performance. A related student performance improvement plan (PIP) will be implemented (see the Program Support and Mentorship section of this handbook).

- **Academic Warning, Probation and Dismissal**

Details can be found in the Graduate Policy Guide:

<https://rowanu.com/sites/default/files/documents/academic-resources/gac-policy-guide.pdf>

- A term or cumulative GPA below a 3.0 results in Academic Warning.
- Should the student not regain satisfactory academic progress by their next registered term, the student will be escalated to the next status which will be probation for those who already received academic warning letters or dismissal for those already on probation.
- Not achieving a GPA of 3.0 or above within two semesters of being placed on academic warning will result in dismissal from the program.
- Retaking courses will result in delay of program completion.

Student Grievances

University Policy:

1. Student meets with professor in attempt to resolve issue; if no resolution (or if for reasons of fear of retribution or reprisal the student will not meet with faculty member, he/she may go directly to the Department Chair or Program Director),
2. Student meets with Department Chair or Program Director; if no resolution, or the complaint is about the Department Chair,
3. Student requests meeting with Associate Dean; if no resolution,
4. Student requests meeting with College of Education Dean

Please refer to the following links for process and procedure updates:

<https://confluence.rowan.edu/display/POLICY/Student+Complaint+Procedures>

<https://confluence.rowan.edu/display/POLICY/Grade+Dispute+Policy>

Link to the College of Education Student Complaint/Grade Dispute Form

<https://education.rowan.edu/about-the-college/policiesandprocedures2/documents/coe-student-complaint-and-grade-dispute-form.pdf>

Grading

Grading Scale

Per the university guidelines, courses will be graded on the A-F scale as follows:

A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
B+	3.3	C+	2.3	D+	1.3	F	0

Grade Changes and Incompletes: University policy details can be found here:

<https://confluence.rowan.edu/display/POLICY/Grade+Change+Policy>

Attendance

- **Class Attendance:** Attendance requirements should be listed on your syllabus for each class. Additionally, please refer to the university policy on attendance: <https://confluence.rowan.edu/display/POLICY/Attendance+Policy>
- **Program Attendance Requirements:** As noted on the Program Commitment Contract, students are expected to attend all program meetings as outlined and communicate any absences to the Program Director and/or Coordinator.

Students not meeting course or program attendance requirements will be notified and provided feedback on performance. A related student Performance Improvement Plan (PIP) will be implemented (see PIP template in addendum).

Time and Credit Limitations

Unless otherwise specified, the Ph.D. program must be completed within six (6) academic years. In rare and compelling instances, an extension of one year may be requested by a candidate to complete his/her program. This request may be granted only once upon approval by the program coordinator, program director, and the Dean of the College of Education.

Transfer Credits

The acceptance of transfer credits is at the discretion of the program. A maximum of 6 credits can be accepted towards the program. Requests for transfer credits will be reviewed by multiple parties depending on the nature of the course transfer credits, i.e. core versus concentration. Rowan masters degree credits cannot be applied to the Ph.D. program unless a masters program has an articulation plan from the masters to the Ph.D. reviewed and approved by the Ph.D. Council.

STUDENT RESPONSIBILITIES

- Be present on campus every Tues/Thurs 12:00-8:00 PM; Fri when College of Ed. Meetings are held;
- Attend all Ph.D. meetings, classes and special events, including PhD 101/102, Holmes Scholars, Concentration Area, Fellowship (inclusive of general RA meetings and meetings with the faculty leads/Pis), and College of Education meetings;
- Be proactive in finding your annual review team (year 1 & 2) and dissertation team (year 2 or 3);
- Proactively develop and continuously reflect upon a scholarly, social justice oriented research agenda, behaving in ways that exemplify a social justice commitment;
- Publish and present research prior to graduation;
- Actively participate in appropriate research associations;
- Participate in the planning of the Rowan College of Education reception at the annual AERA conference;
- Exhibit high standards of professionalism including positive and proactive communication and conflict resolution

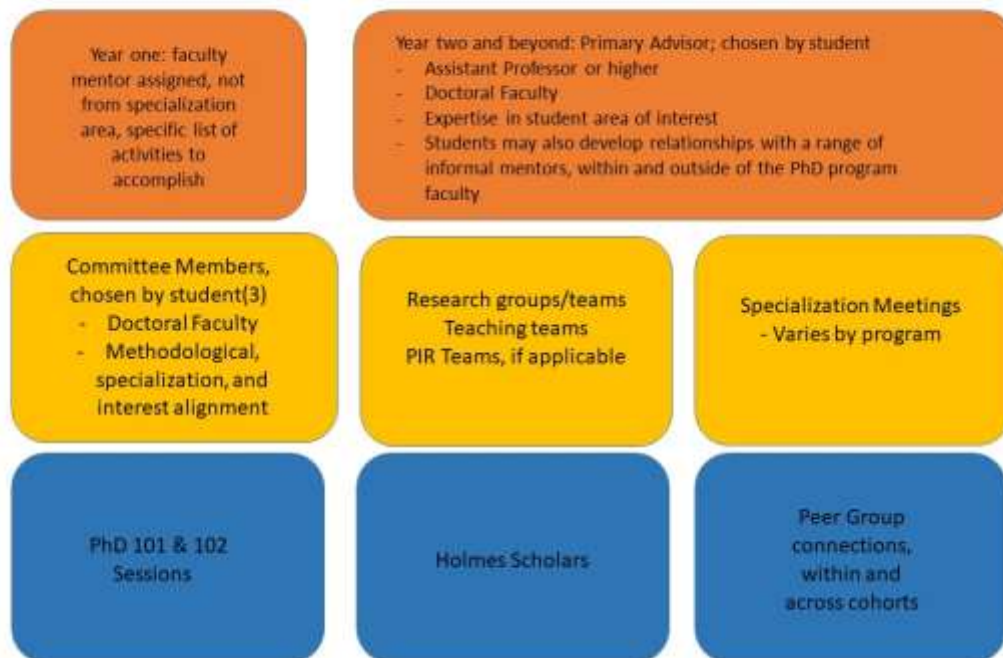
Ph.D. students represent Rowan University's Ph.D. program and have agreed to conduct themselves in a professional manner when attending university classes, in all Rowan email communication, university sponsored events, professional development or travel (see program commitment contract in addendum). Students not meeting the expectations in the area of professionalism will be notified and provided feedback on performance. A related student PIP will be implemented (see PIP template in addendum).

PROGRAM SUPPORT AND MENTORSHIP

To facilitate doctoral students through program requirements, the Program Coordinator and Program Director provide extensive support. The role of the Coordinator in advisement is to:

- Provide specific information about university, college, department, and program policies, procedures, resources, and programs that affect the candidate; and
- Refer candidates to university and college support services that provide assistance with their program study.

Key features of the Ph.D. in Education program are the structured mentorship, teaching, and research sequences that prepare students to become faculty, to influence policy, and to redress persistent educational challenges. Below is a description of both student roles and faculty responsibilities in the program. The program provides a variety of mentoring structures and opportunities, as represented in this graphic:



In year one students are assigned a faculty mentor outside of their specialization area. With support of the mentor, PhD students are expected to reach the year one mentoring objectives listed below. In year two, students are expected to identify their own mentor. This mentor may serve as future dissertation chair or as a member of your dissertation team.

Year 1 Mentoring Objectives

1. Understand the work of the faculty
 - Know and use university/college resources
 - Participate in the life of the institution
 - Establish work-life balance
 - Connect to the field – reference required orientation reading (Noonan, S. (2015) *Doctoral Pedagogy in Stage One: Forming a Scholarly Identity*. NCPEA International Journal of Educational Leadership Preparation, Vol. 10, No. 21, April, 2015. <http://files.eric.ed.gov/fulltext/EJ1060946.pdf>)
 - Engage in reflective practice
2. Develop a research direction

- Identify and refine research interests
 - Connect theory, literature and personal/professional experiences
 - Explore inter/multidisciplinary relationships and potential advisors for future work
3. Learn how to engage in the process of scholarship
- Receive guidance on scholarly norms
 - Understand expectations associated with research productivity (Reference: Program Yearly Focus Overview https://docs.google.com/document/d/1fWqo_1KGAahvCWHfGdrMcLASntLCiMhaYqNPdSXd6i8/edit)
 - Identify key professional organizations, conferences and journals in the field
4. Prepare for the Annual Review of Progress
- Develop a course/programmatic plan
 - Collect and reflect on course products
 - Identify faculty to participate in the review
5. First year mentors are only expected to work with students for one year. First-year mentors should assist with the transition to a mentor/advisor that best meets student needs in year two.

Holmes Scholars

Since 1991, the AACTE Holmes Scholars® Program has supported doctoral students from historically underrepresented backgrounds pursuing careers in education at AACTE member institutions. Rowan University participates in the Holmes Scholars Program. Students who are accepted as Holmes Scholars must attend monthly meetings to discuss progress, to receive mentorship, and participate in professional development.

Holmes Scholars are provided annual opportunity to participate in the American Association of Colleges for Teacher Education (AACTE) conference, one-time attendance to AACTE Washington Week, and invitations to ongoing supports such as the Holmes Scholar Dissertation Retreat.

PERFORMANCE IMPROVEMENT PLAN (PIP)

Per the Ph.D. in Education Program Commitment Contract (see Addendum), students not meeting the expectations of the program or fellowship will be notified and provided feedback on performance. This feedback will be provided in the form of an educational tool, the PIP.

The purpose of a PIP is to reiterate Rowan University's Ph.D. student expectations and responsibilities, provide students with feedback, and outline a plan of action for improvement.

A PIP may be initiated to improve progress in any of the following areas:

1. Academic Progress
 - a. Academic standing feedback (e.g. academic warning, academic probation; academic integrity)
 - b. Course level feedback
 - c. Feedback to enhance learning (e.g. to provide writing or research strategies)
2. Professional and Student Responsibilities
3. Fellowship Performance
 - a. Teaching feedback
 - b. Research fellowship responsibilities and feedback

The PIP is developed to provide the student with feedback related to areas in which they can improve and to be explicit in areas the student should be prepared to address in their next annual performance review.

Sections of the PIP include (see PIP Template, Addendum):

1. Feedback on Performance
2. Targeted Areas for Improvement
3. Activity Goals (with estimated completion dates)
4. Strategies and Resources

A PIP may be initiated by a member of the Ph.D. Faculty Council including: a course instructor when a student is not meeting expectations in coursework; the Ph.D. Director when students are not meeting program expectations; and a mentor when the student may benefit from additional goals and resources.

PROGRAM OF STUDY

The program provides a highly sequenced approach to coursework. Additionally, the student must meet certain targets in order to progress through this sequence. Below is a description of the program structure, specialization coursework, financial aid, and review process.

Program Structure

Since the program is a single degree, the core requirements will be required of all specializations and will consist of the following:

- A. CASE 90800 Current Issues & Research in Access, Success, and Equity in Education (3 cr.) [first class for all specializations]
- B. CASE 90801 Research Seminar in Access, Success, and Equity (6 cr.) [a year paired with faculty members conducting multidisciplinary research]
- C. CASE 90802 Internship in Post-Secondary Teaching CASE 90803 Equity, Success, and Access Educational Research (3 cr.)
- D. CASE 90716 Introduction to Education Policy (3 cr.)
- E. CASE 90717 Program Evaluation and Assessment in Education (3 cr.)

In addition, all students will take the following required research courses.

- I. CASE 90718 Research Literature Analysis & Writing (3 cr.)
- II. CASE 90810 Quantitative Research Methods (3 cr.)
- III. CASE 90811 Multivariate Research Methods (3 cr.)
- IV. CASE 90812 Qualitative Research Methods (3cr.)
- V. CASE 90814 Advanced Qualitative Research Methods (3 cr.)

All students will be required to take a minimum of 21 dissertation credits.

Concentrations

Students will take 15 credits of concentration specific courses. Below is a selection of courses available within each concentration. **PLEASE NOTE:** Offerings and options may vary within concentration classes based on different factors, including looping cohorts, student interests and course availability.

- A. Counselor Education
 - I. CASE 90820: Advocacy, Leadership, and Professional Issues in Counselor Education (3 cr.)
 - II. CASE 90821: Advanced Practicum in Counseling for Equitable Career and College Readiness (3 cr.)

- III. CASE 90824: Advanced Theories in Family and Systems Counseling, Consultation, and Community Engagement for Educational Access (3 cr.)
- IV. CASE 90822: Advanced Theories of Individual and Group Counseling for Academic, Social/Emotional, and Career Development (3 cr.)
- V. CASE 90823: Supervision in Counselor Education (3 cr.)
- VI. CASE 90825: Practicum in Counseling Supervision (3 cr.)

B. Higher and Postsecondary Education

- I. CASE 90831: Organizational Analysis and Administration of Postsecondary Education (3 cr.)
- II. CASE 90833: Public Policy and Analysis in Postsecondary Education (3 cr.)
- III. CASE 90835: Theoretical and Conceptual Frameworks in Higher Education (3 cr.)
- IV. EDAM 27737: The College Student: Issues and Support Programs (3 cr.)
- V. HIED 06605: Higher Education in America (3 cr.)

C. Language and Literacy Education

- I. CASE 90840: Theoretical Perspectives in the Study of Literacy (3 cr.)
- II. CASE 90842: Multicultural and Multilingual Issues in Literacy Education (3 cr.)
OR CASE 90841: Transliteracy and Translingualism
- III. CASE 90844: First and Second Language Acquisition (3 cr.)
- IV. CASE 90843: Literacy as Practice in and Outside of School (3 cr.)
- V. CASE 90845: Children's Literature and Literacy Theory (3 cr.)
- VI. CASE 90846: Sociolinguistics and Discourse Analysis (3 cr.)

D. Special Education

- I. CASE 90850: Contemporary Issues in Special Education (3 cr.)
- II. CASE 90853: Leadership, Policy, and Ethics in Special Education (3 cr.)
- III. CASE 90854: Personnel Preparation and Effective Teaching in Special Education (3 cr.)
- IV. CASE 90855: Evidence Based Practices in Special Education (3 cr.)
- V. CASE 90856: Current Issues in Special Education (3 cr.)
- VI. CASE 90857: Special Topics in Special Education (3 cr.)
- VII. CASE 90851: Research to Practice in Special Education (3 cr.)
- VIII. Required Special Education Elective

E. Urban & Diverse Learning Environments

- I. CASE 90710: Power & Privilege: The Social Construction of Difference (3 cr.)
- II. CASE 90512: Examining Intersectionality: Critical Theories of Race, Class, Gender, Sexuality and Citizenship (3 cr.)

- III. CASE 90513: History of Urban Education and Communities (3 cr.)
- IV. CASE 90514: Education Reform in the US: Theories of Change (3 cr.)
- V. CASE 90511: Sociology of Education: Political Economy of Urban Education and Environments
- VI. CASE 90530: Curriculum Theories in Urban Education
- VII. CASE 90532: Working with Families and Communities
- VIII. CASE 90533: Critical Pedagogy
- IX. CASE 90534: Disability Studies
- X. CASE 90540: Urban Education Policy and Reform
- XI. CASE 90541: Leadership for Social Justice and Educational Equity
- XII. CASE 90542: Engaging in Education and Community Advocacy
- XIII. CASE 90543: Structural, Cultural and Demographic Displacement in Urban Educational Contexts (3 cr.)

Program Sequence

Fall 2017 Cohort Sequence:

Semester	F/Sp/Su	Courses	S.H.
1	Fall	CASE 90800: Current Issues and Research in Access, Success, and Equity in Education CASE 90718: Research Literature Analysis & Writing Specialization I	3 cr 3 cr 3 cr
2	Spring	CASE 90810: Quantitative Research Methods in Education CASE 90812: Qualitative Research Methods in Education Specialization II	3 cr 3 cr 3 cr
3	Summer	CASE 90716: Introduction to Education Policy	3 cr
4	Fall	CASE 90801: Research Seminar in Access, Success, and Equity CASE 90811: Multivariate Research Methods in Education Specialization III	3 cr 3 cr 3 cr
5	Spring	CASE 90801: Research Seminar in Access, Success, and Equity CASE 90814: Advanced Qualitative Research Methods in Education Specialization IV	3 cr 3 cr 3 cr
6	Summer	CASE 90802: Internship in the Academic Profession, Professoriate, and Promoting Student Success	3 cr
7	Fall	CASE 90803: Equity, Success, and Access in Educational Research Specialization V Elective	3 cr 3 cr 3 cr
8(+)	Spring	CASE 90890: Dissertation Research	21 cr

Note. Course sequence may vary based on factors including looping cohorts, student interest and course availability.

Fall 2018 Cohort and Beyond Sequence:

Semester	F/Sp/Su	Courses	S.H.
1	Fall	CASE 90800: Current Issues and Research in Access, Success, and Equity in Education CASE 90718: Research Literature Analysis & Writing Specialization I	3 cr 3 cr 3 cr
2	Spring	CASE 90810: Quantitative Research Methods in Education CASE 90812: Qualitative Research Methods in Education Specialization II	3 cr 3 cr 3 cr
3	Summer	CASE 90802: Internship in the Academic Profession, Professoriate, and Promoting Student Success	3 cr
4	Fall	CASE 90801: Research Seminar in Access, Success, and Equity CASE 90811: Multivariate Research Methods in Education Specialization III	3 cr 3 cr 3 cr
5	Spring	CASE 90801: Research Seminar in Access, Success, and Equity CASE 90814: Advanced Qualitative Research Methods in Education Specialization IV	3 cr 3 cr 3 cr
6	Summer	Special Topics: Grant Writing (or 90802 Professoriate; 90717 Program Evaluation; 90716 Policy)	3 cr
7	Fall	CASE 90803: Equity, Success, and Access in Educational Research Specialization V Elective	3 cr 3 cr 3 cr
8(+)	Spring	CASE 90890: Dissertation Research	21 cr

Note. Course sequence may vary based on factors including looping cohorts, student interest and course availability.

STUDENT ASSESSMENT

Annual Review

In the first and second year of the PhD program, students will complete a portfolio and meet with their committee to review and receive feedback. This review serves as a check of progress in the program, as an advising session in which the committee will provide suggestions to the students as to focus, breadth and depth of work, and progress towards program completion. It should be a formative review. In the first year, students may not have all elements of the portfolio. By year two, all elements should be present. In year two, the committee will make a recommendation about the readiness for comprehensive exam. Should a student not have satisfactory academic standing, not have complete and quality evidence in all areas of the portfolio (based on the rubric), students may be unable to sit for the comprehensive exam until required areas are addressed. Students who have not completed a comprehensive exam in year three will be required to submit portfolios each year until completion of the exam.

For 2019 - Timeline for Annual Review:

- Committee Forms to be submitted to the CASE Program Manager by May 30.
- Completed portfolio is due to your approved committee by August 1.
- Committee will review and meet with you by September 30.

For 2020 and beyond - Timeline for Annual Review:

- Committee Forms to be submitted to the CASE Program Manager by April 15.
- Completed portfolio is due to your approved committee by June 1.
- Committee will review and meet with you by June 30.

Annual Review Committee: In the first year, the committee includes the assigned mentor, one member chosen by the student, and one by the mentor. In the second year, the committee should include a faculty member the student is considering for a dissertation advisor, and two other members who will likely be on the dissertation committee. However, these committees and expectations are different, therefore changes are acceptable and possible from the selection of annual review year 2 to the final dissertation committee.

Format: The portfolio consists of the sections, detailed below, with a CASE A, S & E section to be added beginning spring 2020 review. This portfolio will require electronic submission via Tk20 (details will be provided ahead of the submission due date) as well as hard copy or electronic copy provided to your first year mentor or advisor/chair. All portfolios should include a checklist/cover sheet that will be provided.

Portfolio contents:

1. Progress.
 - a. Curriculum Vita
 - b. Transcripts (unofficial)

- c. Reflection and goals for your general wellness. Consider your physiological, psychological, social, vocational/professional, and spiritual well-being and what achievable and relevant goals you have to support your well-being in those areas.
 - d. Overall reflection paper addressing the following prompt: Speak to each section required in the portfolio (progress overall, content expertise, theoretical frameworks, research, teaching, and professional service). Reflect on your progress in each area, where you currently stand, what else you need to work towards, as well as outline goals and an action plan to reach those goals.
2. Content expertise. Provide evidence of expertise in a particular content area, specifically related to individual research focus. Items might include:
 - a. Literature review
 - b. Course papers
 - c. Annotated bibliography.
3. Conceptual/theoretical frameworks. This should provide reviewers with a clear understanding of the conceptual and theoretical frameworks that will be used by the student in framing their work. Items might include course papers, annotated bibliography or other work examples.
4. Research. In this section, the committee needs to see evidence of the students growing understanding of research methods, and evidence that they are participating in research activities. If students are including artifacts from projects of which they are part, they should include a statement that describes their involvement in that project, what activities they participated in, and which portions of writing are their own. Artifacts might include:
 - a. Research plan/design
 - b. Research presentations
 - c. Research paper
 - d. Grant application
 - e. IRB proposal
5. Teaching. This section provides evidence of the students development as a teacher, and may include:
 - a. Teaching philosophy statement
 - b. Evaluations from courses taught
 - c. Syllabi developed
 - d. lessons/lectures/rubrics
 - e. peer observation
 - f. list of courses taught
6. Professional service and conduct. In this section, the committee needs to see evidence of participation in professional service activities and professional conduct and disposition.

These could include activities at the college, university, community, or regional/national level, and might include artifacts such as:

- a. Conferences attended,
- b. Professional memberships- including leadership or elected roles,
- c. Peer reviews conducted- journal or grant,
- d. Service committees
- e. College meetings attended (program, department, Holmes, college wide)

Annual Portfolio Rubric

Annual portfolios will be graded using a rubric aligning each portfolio section to program goals. The rubric, developed by Ph.D. faculty, will be provided to students.

Comprehensive Exam

All doctoral students are required to pass a comprehensive examination prior to the dissertation. The comprehensive exam assesses students' knowledge of research methodology and substantive theoretical and empirical issues, and serves as an assessment of competencies that are relevant to the development of the dissertation. Written portions of this exam should be predominantly new and original writing by the student and should not be an extensive rework of prior writings, course papers, etc. Readings from program courses should be considered a starting place for review in preparing for the exam. Students who read outside of the course readings in connection with their specialization and research areas will be better prepared than those who only read the course materials. Annotated bibliographies are allowed for the in-house question and may be used during the exam.

Process & Procedures

Each candidate will receive three comprehensive exam questions: (1) Research; (2) Specialization; and (3) Access, success, and equity. The questions have been developed to facilitate the dissertation proposal process and/or in connection with future career goals.

Comprehensive exams will be written/typed and there will be an oral follow up for the written portion. Students will complete the comprehensive exam process in January of Year 3 of the program. Part of the written exams will be timed:

- Access, success, equity will be timed in-house (four hours/question)
 - The CASE Assistant Director will proctor the in-house timed exams
- Specialization and Research are take home (one week per question)

There will be a faculty team for each comprehensive exam question, and each team will grade the one exam question for all students (three faculty member minimum, total of three teams). Teams will be made up of faculty with expertise in the specific content tested in the associated question.

Exams will be graded using standard rubrics developed for each question by the Ph.D. faculty. A passing grade of 80% is required for all components to pass the comprehensive exams, including both the written and oral portions. Any sections of the exam that are not passed can be retaken. Only sections of the exam that were not passed need to be retaken, and the retake will follow the same format as the original exam. Students may NOT move forward in the program until passing all comprehensive exams.

The faculty teams will have one to two weeks to review the completed written exam, and then students will come in for the oral portion. Grading will occur following the oral portion.

Timeline

- Comprehensive exams will be in early January. The written portion will be given first, on the first Monday following the start of the year.
- The CASE Assistant Director will proctor the in house timed exams (Access, success & equity).
- Take home exam weeks will be immediately following the in-house (Research & Specialization).
- Orals will be scheduled during the last week of January.

DISSERTATION PROCESS

The dissertation process entails (1) the development of a proposal, which must be approved, (2) the conduct of the research (which may require approval by the Institutional Review Board at Rowan University), (3) the completion of the written dissertation, and (4) the successful oral defense of the dissertation.

The dissertation is a product of independent scholarship developed with the guidance of the dissertation committee. As such, it:

- Exhibits command and authority over the material;
- Is theoretically sophisticated and shows a deep understanding of theory;
- Uses or develops new tools, methods, approaches, or types of analyses;
- Is meticulously researched;
- Includes rich data from multiple sources;
- Demonstrates analysis that is comprehensive, sophisticated, and convincing;
- Provides results that are significant;
- Has compelling conclusions that tie the research together; and,
- Is of interest to a larger community.

Procedure:

- Successful completion of the Dissertation Proposal Development course is required for students to take comprehensive exams. Successful completion of comprehensive exams is required for students to achieve doctoral candidacy for this program.

- Dissertation Committee selection must be finalized within two months of candidacy; then, PhD candidates will submit *Formation of Dissertation Committee* form (see <https://rowanu.com/sites/default/files/thesis-dissertation-appointment.pdf>)
- Successful completion of the Ph.D. program will result in a minimum of 72 credit hours taken by the candidate. Additional dissertation research credit hours may result in more than 72 credit hours. Students are required to maintain continuous enrollment until completion of the program. Given this requirement, students must discuss graduation expectations with their dissertation chair so that they can balance the need to be continuously enrolled, the challenges of paying for numerous credits in one semester, and financial aid eligibility requirements. Note that the dissertation chair can only guide students on their dissertation; it is the student’s responsibility to gather all the information and make informed decisions about the financial aspects of his/her program (see Table that follows).

Dissertation Credit Registration Recommendations

21+ credits required for dissertation	Spring Y3 (upon passing of comp credits)	Summer Y3 credits	Fall Y4 credits	Spring Y4 credits	Summer Y4 credits	Fall Y5 credits	Spring Y5 credits
<i>Expected Completion Year 4</i>							
Financial Aid Eligible	7	0	7	7 (defense completed by March 1st allowing time for revisions)	-	-	-
In Need of Full Time Study through Year 3	9	0	6	6			

<i>Expected Completion Year 5</i>							
Financial Aid Eligible (expect for last term)	5	0	5	5	0	5	1 (defense completed by March 1st allowing time for revisions)
In Need of Full Time Study through Year 3	9	0	3	3	0	3	3

Note. For the spring semester immediately following comps, students would be automatically registered for 1 dissertation credit. Depending on timing and results of comps, students could then adjust the number of credits in consultation with committee/timeline of completion. For those requiring aid or having a minimum number of credits they must be registered for, the program will work directly with the student to advise and structure registration accordingly. If you aim to complete the dissertation in a timeframe different than those indicated above, you must meet with your Dissertation Committee Chair and Ph.D. Director to develop a detailed timeline and plan. Until dissertation defense and completion you must pay a minimum of 1 credit per semester (each fall, spring); this may lead to paying more than 21 credits.

Committee Selection:

- Dissertation committees will have a minimum of 3 faculty members
- 1 committee member must be a specialist in the dissertation topic and/or theory and 1 must have expertise in the planned methodology for the dissertation study
- All three members of the committee should be PhD Faculty Council members
 - Candidate may identify one individual faculty member from outside the college with content expertise, if needed, but a rationale must be provided for the inclusion. All committee members must have extensive research and mentoring experiences at the graduate level equivalent to eligibility requirements for faculty participation on the PhD Faculty Council.
 - Each Ph.D. Candidate will submit *Dissertation Committee Rationale Form*
 - Outside member must be approved by the Faculty Review & Participation Committee Council
- Chair of the committee must be a PhD Faculty Council member and must be tenured unless approved otherwise by the Faculty Review & Participation Committee
- Family members, friends, co-workers, supervisors/direct reports are not allowed to serve on dissertation committees. Supervisors/Direct reports for research and teaching assistantships are allowed.
- *Formation of Dissertation Committee* and *Dissertation Committee Rationale* forms must be submitted to the CASE Program Manager prior to proposal defense.

Formatting of Dissertation:

- PhD in Education dissertations may be developed in the traditional 5+ chapter dissertation format (introduction, literature review, methods, one or more data chapters, conclusion & implications), in the format of three stand-alone chapters as articles, or in another format as agreed upon by the committee that meets the standards of the dissertation at Rowan University. In this latter circumstance, the format will be brought to the Faculty Council for discussion; approval will rest with the student's dissertation committee. Regardless of format, the required elements (problem statement/justification, literature review, methods, results, and discussion/implications) must be present in the final dissertation.
- Decisions regarding dissertation format should be made in consultation between the student and the dissertation committee chair.
- In all cases, the *Rowan Global Thesis and Dissertation Manual* should be referenced for the final submission to Rowan Global and ProQuest (<https://rowanu.com/sites/default/files/documents/thesis-dissertation/thesis-dissertation-manual.pdf>).

Traditional 5+ Chapter Dissertation

- Chapter 1 - Introduction and problem statement
- Chapter 2 - Literature review
- Chapter 3 - Methods section
- Chapter 4 - Results section
- Chapter 5 - Discussion and conclusions

Additional chapters can/will be added at the discretion of the dissertation chair in communication with the student and other members of the dissertation committee as necessitated by the dissertation study (e.g. a detailed sequential mixed-methods study may require two chapters on results, one from Phase One and another from Phase Two).

3 Stand-Alone Articles Dissertation

- Pre-Articles Section: develop problem statement and plan for dissertation study (equivalent to Chapter 1 in the traditional 5+ chapter format)
- Article 1: conceptual essay, literature review, systematic literature review, meta-analysis/meta-summary/etc. (equivalent to Chapter 2 in the traditional 5+ chapter format).
- Article 2: empirical manuscript from primary research question(s) of dissertation study (equivalent to Chapter 3 in the traditional 5+ chapter format).
- Article 3: practitioner/implications article, teaching or methodological paper on unique dissertation methods (potentially equivalent to Chapter 4 in the traditional 5+ chapter format, if methodological/teaching paper chosen then full results must be included in the Post-Articles section and/or Article 2).
- Post-Articles Section: concluding section of study, wraps-up all articles and develops overall discussion/conclusions as well as future research goals (equivalent to Chapter 5 or the final chapter in the traditional 5+ chapter format). Should also include plans and timeline for publication for all three articles, including target journals for each manuscript.

- First article must be submitted and ideally in review by dissertation defense. Second and third article should be considered in draft form for submission to target journals by dissertation defense with a clearly defined timeline for submission and target journals identified.

Dissertation Proposal:

- Dissertation proposal should be developed in consultation with the chair and should consist of one of the following formats:
 - First 3 chapters of a traditional 5+ Chapter dissertation OR
 - Article 1 and draft of Article 2 for 3-Article dissertation
 - Article 1 should be submitted for publication following approval of proposal, integrating recommended edits from the committee
- Committee Chair must approve proposal prior to proposal being sent to other dissertation committee members
- Proposal defense will be scheduled in consultation with the CASE Program Manager once Committee Chair approves the proposal
- After Chair's approval is obtained, the candidate will send the proposal to the remaining committee members no less than 2-weeks prior to the proposal defense date
- Ph.D. Candidate will submit *Approval of Dissertation Proposal form* to the CASE Manager and Ph.D. Program Director
- IRB approval should be obtained after a successful proposal defense. In most cases, data collection cannot begin until appropriate IRB approvals have been obtained.

Dissertation Defense:

- Committee Chair must approve the final dissertation prior to the document being sent to other dissertation committee members
- Dissertation defense will be scheduled once Committee Chair approves the full and final document in consultation with the CASE Program Manager
- After Chair's approval is obtained, the candidate will send the full and final dissertation document to the remaining committee members no less than 2-weeks prior to the dissertation defense date
- All members of the dissertation committee are expected to be physically present at the dissertation defense barring extenuating circumstances.
- At the dissertation defense, the committee renders a decision that:
 - The dissertation has been successfully completed and defended and requires minimal changes.
 - The dissertation has been successfully completed and defended and requires no changes. (Note: This is exceedingly rare.)
 - The dissertation has not been successfully completed and defended and requires significant changes.
- The chair and committee must indicate their decision and sign off on the Rowan Global *Dissertation Approval Form* (<https://rowanu.com/sites/default/files/dissertation-approval.pdf>)

Post-Defense:

- Candidate should reference the *Global Policy on Thesis and Dissertation Submission* (<https://rowanu.com/academic-resources/thesis-dissertation>)
 - Pay fee
 - Enroll in online submission workshop
 - Complete graduation application
 - Upload dissertation in correct format

Completion time for the Ph.D.:

- Under current Rowan University policy, students must complete the Ph.D. program within 6 years from the semester they start the program.
- Possible extensions to this completion time limit of up to three semesters are allowed, and the process for requesting this extension is discussed in the Rowan Global policy under “Time Limit Extensions”
<https://rowanu.com/sites/default/files/documents/academic-resources/gac-policy-guide.pdf>

“An extension (typically of not more than three consecutive terms) to the Rowan Global non-degree or graduate degree program completion time limit may be requested by the student or advised by the Rowan Global Admission & Enrollment Counselor due to adjusted Personalized Course Sequences (PCS). In either case, the extension must be signed by the student and be submitted to Rowan Global using the Rowan Global Academic Program Time Limit Extension Request Form with approval signatures from the Academic Advisor, Rowan Global Admission & Enrollment Counselor (if the extension is recommended by them), the appropriate Academic Dean, and the Vice President of Rowan Global.”

COMMENCEMENT AND GRADUATION

To be eligible to participate in commencement exercises, the candidate must have successfully completed all of the required instructional course work and must have successfully defended the dissertation, made required revisions, and submitted all required documents (final dissertation and approval forms) per Rowan Global Dissertation Guidelines by no later than April 1 for spring commencement. Candidates who may need to make minor, format revisions, adjustments, and/or corrections to their dissertations may, with the permission of the Dissertation Committee Chair and the Ph.D. Director, participate in the commencement exercises, but the degree will not be conferred until the dissertation has been approved by Rowan Global Thesis and Dissertations.

Graduation Requirements and Policy Information from Rowan Global

<https://rowanu.com/sites/default/files/documents/academic-resources/gac-policy-guide.pdf>:

“Graduation Application Grace Period for Thesis/Dissertation Students: Students are expected to apply for graduation for the term in which they complete all degree program requirements. If a student has completed all program requirements* by the proper deadline and is missing only the final thesis/dissertation approval** (via the Rowan Global Thesis/Dissertation Approval

Form***) they are granted a special grace period of one calendar year which keeps their graduation application open and allows the final thesis/dissertation approval form to be submitted by Rowan Global to the Registrar within that time period at no additional cost to the student. If the Rowan Global Thesis/Dissertation Approval Form is not submitted within the grace period, the student will be required to re-apply and submit a new graduation application fee.

**"All program requirements" include all courses/required credit hours as well as any other requirements such as benchmarks, tests, action projects, and thesis/dissertation (if applicable) as outlined by the program.

**This grace period/form only applies to those students who are in a program that requires a thesis/dissertation or those students who opt to complete a thesis in agreement with their Academic/Program Advisor.

***This form is submitted by the student with all proper signatures and attachments first to Rowan Global and then after review, by Rowan Global to the Registrar as official approval. For form deadlines, please consult Rowan Global."

NOTE: Dissertation processes may change as a result of policy or program changes. It is the student's responsibility to know and follow the processes laid out in this document. Failure to follow the policies outlined here may result in delays in program completion.

STUDENT TRAVEL

Students in the Ph.D. in Education program are provided with the following support for travel:

- Up to \$1,000 for attending American Educational Research Association (AERA) for four years, provided by CASE.
- For all Holmes Scholars, attendance to the American Association of Colleges for Teacher Education (AACTE) for three years and one-time attendance to AACTE Washington Week, provided by the Dean's Office.
- One research conference per year in years 2-4 in the content/concentration area, provided and approved by the department that houses the concentration area. The department serves as the approver for any requests, will provide a list of "approved" conferences, and will set spending limits based on realistic expenses and budgets. The department may require a particular conference, or may offer options. The department can set an expectation that funding in year 3 and 4 are contingent upon presenting at the conference, in year 2 attendance is NOT contingent upon presenting. All travel approvals and expenses for content/concentration area conferences must go through the department secretaries. Students can estimate approximately \$1000 in support, but again it is dependent on department and budget.

Requests for Travel:

- Students must follow the policies regarding travel requests as outlined by the university: <https://confluence.rowan.edu/display/POLICY/Travel+Policy>
- All Travel Forms can be found here: <https://sites.rowan.edu/accounts payable/forms/index.html>.
- All travel requests must be submitted **at least 7 days before travel**.
- Requests should go to the appropriate contact as noted based on what department is funding the travel.

Request for Travel Funded by CASE (for AERA specifically):

- The CASE secretary will work with the student to complete the request. Students will need to have estimated expenses for the secretary. The secretary will have the student sign and then will get all the required signatures.
- The student must make all travel arrangements.
- When using the travel agency – Sunward Travel - please make sure you have all information before you call, as each call comes with a \$15.00 minimum fee. You will have to have your encumbrance number before you can call travel agency.
- After all arrangements have been made please give the secretary a copy of all arrangements, including all Sunward Travel made arrangements. The student will be given a folder with a copy of the travel request and all other pertinent copies that are needed to travel.

Details for Travel Funded by Departments

Language, Literacy, and Sociocultural Education (Language & Literacy and Urban Education)

There is no specific required conference. Each spring, faculty will make a recommendation for specialization conference. Students should speak to specialization area faculty directly about what they are considering requesting and receive approval. Conferences must be in the US unless special permission is granted and must be research focused and national/international in scope. Travel forms for approved conference should then be directed to the Department Chair, Dr. Beth Wassell. For the 19-20 academic year, up to \$1000 is the travel support amount for students. Ruth Cibo (ciboru@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

Interdisciplinary and Inclusive Education (Special Education)

Students should plan to attend/present at the Council for Exceptional Children (CEC) conference.

Approvals and questions regarding content related conferences should be directed to the Department Chair, Dr. Lisa Vernon-Dotson. For the 19-20 academic year, up to \$1000 is the travel support amount for students. Joann Feflie (fefliej@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

Educational Services and Leadership (Higher Education and Counselor Education)

Higher Education students should plan to attend/present at ASHE.

Counselor Education student should speak with faculty directly about conferences they are considering.

Approvals and questions regarding content related conferences should be directed to the Department Chair, Dr. Marybeth Walpole.

For the 19-20 academic year, up to \$1000 is the travel support amount for students.

Shelia Manion (manion@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

Travel Expense

- All travel expense reports must be submitted no later than 5 days upon return.
- The student should bring completed expense report with all original receipts to the secretary. The secretary will then get final signatures and process the form for payments.
- If student is driving to conference – they must have a google map for mileage attached. The mileage reimbursement is from Rowan or your residence whichever is the closest.
- Meals are per diem – GSA Rates apply.

Please see the Rowan University Travel Policy for non-refundable expenses and full details:

<https://confluence.rowan.edu/display/POLICY/Travel+Policy>

All forms required for travel requests and reimbursement can be found at:

<http://www.rowan.edu/open/adminfinance/accountspayable/downloadabledocuments.html>

FELLOWSHIPS AND FUNDING

Financial Aid & Funding

Financial aid is available to graduate students who have been admitted as degree candidates, are making satisfactory academic progress, are registered for a minimum of 4.5 credits, and fulfill all the eligibility requirements of the program to which they apply. The University has established that nine (9.0) semester hours of coursework constitutes full-time status.

The program also offers funding in the forms of assistantships and stipends to admitted students. Funding opportunities are based on a variety of sources and change year to year.

Program-Work Policies

The Ph.D. in Education is a **full-time program** with day and evening classes, as well as required meetings. The program provides funding to support students as they dedicate their efforts to the PhD program.

In special instances, students may be able to continue with their current employment. In order to do so, students must put together a proposal that addresses job duties, flexibility, and how they would be able to meet the expectations of the Ph.D. program while remaining with a current employer. The proposal should outline a plan for how to complete the estimated 36 hours for classes and coursework plus ability to attend required meetings at those times. Any questions related to the proposal can be addressed to the CASE Assistant Director.

Fellowships

As a full-time graduate study program, the Ph.D. in Education offers a variety of graduate fellowship opportunities. Graduate fellowships offered and awarded vary from year to year and are dependent on need and qualifications. However, they generally fall within one of the categories below. Students who are awarded a fellowship can expect to renew for 3 to 4 years as long as they continue to make satisfactory academic progress in the Ph.D. program and meet the expectations of the fellowship each year. Students are expected to complete time logs and track hours on fellowships. Assignments to projects are based on project needs and funding as well as matching student interest as best as possible. As students move into their third and fourth year, student research interest becomes the priority whenever possible.

Ph.D. students commit to the essential duties and responsibilities of the fellowship position offered to them. Students not meeting the expectations of the fellowship or the Ph.D. program will be notified and provided feedback on performance. A related PIP will be implemented. Students understand that the fellowship award may be terminated or not renewed for subsequent years if they are not meeting the expectations of their fellowship position (see program commitment contract in addendum).

The following opportunities are how we support students in the program for part-time work. Please note: no fellowships include tuition support – they are stipend only.

Research Fellowships

Ph.D. Research Fellows work within the Center for Access, Success, & Equity (CASE). Fellows are assigned to projects under the direction of faculty. Project assignments can vary in length and scope and are dependent on grants, programs, and project or faculty needs. Fellows will be assigned to multiple projects in most cases and assignments will vary from year to year. Research Fellows are typically completing a variety of research focused work under the direction of faculty that includes literature searches and reviews, IRB completion and support, program development and support, data collection, entry and analysis, amongst other activities.

Expectations:

- Approach the fellowship as a learning experience, understanding the benefits of engagement with the project(s) and its applicability to academic practices, roles, and expectations
- Demonstrate strong team working skills as well as ability to work independently
- Exhibit good communication skills both internal and external

- Work flexibly and adaptively
- Work autonomously
- Take initiative
- Manage multiple projects and activities at the same time with competing deadlines
- Manage time effectively for maximum professional development
- Work primarily in the office to collaborate with and learn from faculty and other fellows according to agreed hours. Hours may also include some evening or weekend expectations, and off-site work dependent on the project.
- Commit to 20 hours per week. Project deadlines may require additional time on occasion. Additional opportunities for publication or research presentations that also serve to meet a fellow's professional goals may require completion outside of the 20 hours of assigned project work. Fellowship hours are only to be used for fellowship work.
- Track and report time and activities, particularly for those assigned to multiple projects that are attached to grant funding.
- Complete assignments given in a timely fashion
- Attend meetings as required
- Communicate regularly with project leads regarding progress on assignments as well as any issues and accommodations for absences and other re-allocation of time as needed
- Maintain files, records and documentation as required
- Take feedback seriously and revise in response
- Be reflective and growth oriented
- Participate in goal setting and ongoing reflection/evaluation of progress

Teaching Fellowships

Ph.D. students working as instructors (3/4 time or adjunct) should reach out to the department faculty course facilitator for information and support specific to each course being taught.

Serving as an instructor will result in Ph.D. students receiving a second faculty level e-mail address. Please work with the Rowan Technology Support Center in Memorial Hall to forward your prior student e-mail to the new faculty e-mail address.

School Partner Fellowship/ Professor in Residence (PIR)

Qualified Ph.D. Students may be invited to apply to serve as instructors for a school-based teacher preparation program. The focus of the position is to serve as the liaison between the College of Education and one of our Professional Development Schools (PDSs) and teach in one of the academic departments in the area of educator preparation. The successful candidates will have a teaching philosophy guided by a commitment to diversity, social justice, cultural responsiveness, sociocultural theory and constructivism. This is an annual contract offered based upon funding availability and successful performance evaluations.

Please note: PIR positions offerings and appointments are determined by Office of the Dean in conjunction with the Office of Educator Support & Partnership. Students are not guaranteed these positions and continued renewal is at the discretion of the Educator Support & Partnerships and Dean's Offices.

Responsibilities include:

- Three (3) credit hours of coursework or clinical practice supervision
- Three (3) credit hours as Professor-in-Residence at one Rowan Professional Development School (PDS)
 - Work on site 1.5-2 days per week (may include teaching courses, mentoring teachers, supervising clinical experiences/clinical interns, observations, etc.)
 - Collaborate with on-site PDS team, school leader(s), and teacher liaison
 - Develop, coordinate, and implement the PDS plan
 - Facilitate preservice and inservice professional learning opportunities
 - Collaborate with the PDS partner to create a research agenda that will document the impact of the PDS
 - Participate in the PIR monthly meetings
 - Participate in the PDS Network quarterly meetings
 - Other duties as assigned

Qualifications include:

- Earned Master's or Doctoral degree in teacher education or related area
- Minimum of three years of successful teaching experience in a P-12 setting
- Ability to demonstrate currency and fluency in literature, research, and emerging best practices in teacher education
- Ability to mentor teacher candidates in a field-based setting
- Ability to provide evidence-based professional development to professional educators
- Demonstrated commitment to inclusion, social justice, and equity in teacher education which results in culturally responsive and differentiated instruction
- A teaching and learning philosophy consistent with the mission of the College of Education

Teaching and/or Teaching/Research Fellowship Combo

Accepted and qualified Ph. D. Candidates may be provided with the opportunity to serve as a Teaching Fellow teaching courses in the fall, spring and/or summer semesters. It may require evening and/or Saturday classes, in addition to daytime availability and the possibility of online teaching. Teaching Fellows are offered in instances where a candidate has the demonstrated experience and background suited to department and course staffing needs. In addition to teaching assignments, students would have the opportunity to do an additional 500 research hours (details on expectations above) averaging 12 hours per week.

Qualifications:

- Master's degree in education area as needed or closely related field from an accredited institution of higher education in a field directly or closely associated with education area at the time of appointment
- Meets state licensure requirements as needed
- A minimum of 3 years of public or private successful teaching at the required level as needed
- Demonstrated excellence in teaching and service in education in the needed education area
- Demonstrated ability in communication, interpersonal, and leadership skills

- Demonstrated commitment to fostering academic achievement, social and personal responsibility, and social justice
- Demonstrated commitment to working in an environment devoted to collaboration, collegiality, professional development, diversity, scholarly inquiry, student learning, civic responsibility, and respect for all people
- Demonstrated commitment to working with K-12 schools
- Familiarity with current teacher accountability requirements, research, and best practices in education
- A teaching/learning philosophy consistent with the mission of the College of Education
- **Preferred:** Experience with teaching in higher education settings

Graduate Assistantships on Campus

Students are also eligible to apply for graduate assistant positions on campus outside of the department. Offerings, timelines for application, structure of support and hiring varies and is solely at the discretion of the department offering positions. If interested, check offerings listed by Rowan Global here: <https://rowanu.com/graduate/assistantships> and through the Division of Student Affairs: <https://sites.rowan.edu/studentaffairs/about/grads.html>.

Summer Work

There may be opportunities as a Ph.D. student to participate in teaching internships, and/or summer research internships. Please anticipate that summer payroll, deductions, frequency of paychecks, etc. will differ from that received in the fall/spring semesters.

ADDENDUM

- I. Ph.D. in Education Program Commitment Contract**
- II. Performance Improvement Plan (PIP) Template**
- III. Intersectionality as an Analytic Tool**
- IV. ExPAND Analytical Framework**

I: Ph.D. in Education Program Commitment Contract

The following items outline expectations and conditions of all students who are enrolled in the Ph.D. in Education Program at Rowan University. By signing the document, I am acknowledging receipt, understanding and agreement to the following items.

1. I understand that the Ph.D. program is a cohort based program. I agree to enroll in 9 credits for the fall and spring semesters and 3 credits each summer for the first 2.5 years according to my cohort plan of study. Every attempt will be made to schedule courses on Tuesdays between 12 - 8 PM and Thursdays between 12 - 8 PM unless otherwise agreed upon.
2. Following the completion of required coursework, I will maintain continuous enrollment (registering for dissertation credits every fall and spring semester) in the program until successful completion. I will work with my dissertation advisor and program staff to determine the number of dissertation credits to enroll in and I understand that the degree requires a total of 72 credits.
3. This program has been intentionally designed as a cohort-based program. Students engage in many learning activities that require teamwork and leadership. Students are expected to attend, participate and be present at all scheduled courses and mandatory meetings. These include a monthly PhD 101 meeting, a monthly research fellows meeting, a monthly College wide meeting, and a monthly Holmes Scholars session (if a member). Typically, these will be scheduled on Tuesdays and Thursdays, with the College wide meeting occurring one Friday per month. Depending on your fellowship and/or teaching responsibilities, there may be additional required meetings.
4. Excused absences fall under the same guide as university attendance policies and documentation must be provided for absences to the Ph.D. Program Director and the professor of record if applicable: <https://confluence.rowan.edu/display/POLICY/Attendance+Policy>. Unexcused absences or accumulation of more than two excused absences at required scheduled courses and meetings will result in probationary attendance status and will require a meeting with the Ph.D. Program Director to develop of plan for addressing attendance. Any additional absences may result in a change in my program status, including termination of fellowship and/or dismissal from the program.
5. As a Ph.D. student, I am expected to attend the following conferences throughout my enrollment in the program (up to four years):
 - a) American Educational Research Association (AERA) every year
 - b) Content area related conference once per year starting in year two
 - c) If a part of the Holmes Scholar Network, American Association of Colleges for Teacher Education (AACTE) for 3 years and Washington Week once during my program time
6. As a Ph.D. student, I am representing Rowan University's Ph.D. program and will conduct myself in a professional manner when attending university classes, in all Rowan email communication, university sponsored events, professional development or travel. I will adhere to the general university student codes of conduct (<https://confluence.rowan.edu/display/POLICY/Student+Code+of+Conduct>) and the College of Education policies with regards to professional demeanor and disposition as noted in the field

placement policies: <https://academics.rowan.edu/education/about-the-college/policiesandprocedures2/documents/fieldplacementpolicies.pdf>

7. I agree to commit to the essential duties and responsibilities of the fellowship position offered to me. If I am not meeting the expectations of the fellowship or the Ph.D. program, I will be notified and provided feedback on my performance. I understand that my fellowship award may be terminated or not renewed for subsequent years if I am not meeting the expectations of my fellowship position. As a student/fellow, should there be an issue or concern with my fellowship experience, I will follow the grievance process outlined by the university: <https://confluence.rowan.edu/display/POLICY/Student+Complaint+Procedures>.
8. If for any reason I need to resign or change my commitment of hours to my fellowship, I agree to give a minimum of 2 weeks notice in writing to the Ph.D. Program Director and supervisor(s) of my fellowship.
9. Feedback and evaluation is vital to the Ph.D. program's effectiveness and processes. I agree to consider contributions to program evaluation processes and to provide feedback to the program leadership in a formal and systematic process.

Date: _____ Student Name: _____

Student Signature: _____

FOR OFFICE USE ONLY

Date Received: _____ Program Director Signature: _____

II: Performance Improvement Plan (PIP)

Ph.D. Student: _____

Date: _____

Per the Ph.D. in Education Program Commitment Contract, students not meeting the expectations of the program or fellowship will be notified and provided feedback on performance. The purpose of this PIP is to reiterate Rowan University’s Ph.D. student expectations and responsibilities, provide the student with feedback, and outline a plan of action for improvement.

Feedback on performance:	
Targeted outcomes:	
Strategies for improvement:	
Activity goal(s) (with estimated completion dates):	Strategies and resources:

Note. This PIP was developed to provide the student with feedback related to areas in which the student can improve and to be explicit in areas a student should be prepared to address in your next annual performance review.

Faculty Member

Date

III: Intersectionality as an Analytic Tool

When faced with incidents, classroom discussions and/or case studies, consider, what are the domains of power?

Domains of Power	
Interpersonal (e.g. how people relate to one another)	Disciplinary (e.g. rules and how they apply)
Cultural (e.g. background, life experiences)	Structural (e.g. organizational systems)

When faced with incidents, classroom discussions and/or case studies, consider, is the organization of power impacted by:

Citizenship	
Class	
Dis/ability	
Ethnicity	
Gender	
Race	
Religion	
Sexuality	

(Key concepts from Collins & Bilge, 2016- Accardo)

IV: ExPAND Analytical Framework

Use the framework below to foster critical reflection when faced with incidents, classroom discussions and/or case studies:

ExPAND	Phase of the Process	Response
EXPLAIN	Provide a brief summary of the situation, including description of the setting/context, key participants, and the dilemma to be addressed.	
PERSPECTIVES	Identify what you think are the perspectives of participants involved. What do the perspectives have in common? In what ways do they differ and conflict?	
ASSUMPTIONS	An <i>assumption</i> is a belief that is taken for granted. Discuss the assumptions that drive the perspectives of each participant. What theoretical, cultural, legal and or ethical underpinnings support the perspectives?	
NOT THERE	What important information is missing? What do you wish you knew? What questions would you ask those involved? What documents would you like access to? How might the omitted information affect the analysis?	
DO NEXT	In order to address the situation, what should be the next steps? Offer specific details including both a short-term (intermediate) response and a long-range plan to address the situation.	

(Gorlewski & Gorlewski, 2012)