ROWAN UNIVERSITY

COLLEGE OF EDUCATION

DOCTORAL HANDBOOK

Spring 2019

POLICIES, PROCEDURES, AND REQUIREMENTS FOR THE STUDY AND COMPLETION OF THE Ed.D. DEGREE IN EDUCATIONAL LEADERSHI*P*

Educational Services and Leadership
Educational Leadership Doctoral Studies Program
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May 2019

Dear Doctoral Student:

Our fondest wish is for you to be successful in completing all the requirements for the Ed.D. degree in Educational Leadership. We recognize that this scholarly endeavor will require much time and energy from you over the next several years. Please be assured that we will be available to help you earn this most prestigious academic award.

The purpose of this handbook is to aid you in understanding the specific requirements and procedures for the Ed.D. degree in Educational Leadership. The information contained herein pertains to doctoral study at Rowan University in the College of Education and the Educational Leadership Program. All policies and procedures are consistent with the policies and procedures promulgated by the University Board of Trustees.

We sincerely hope you find this handbook helpful in answering many of the questions you may have regarding graduate study and the doctoral program at Rowan University. In addition to this information, you have been assigned a program advisor who will be willing to meet with you to answer any additional questions you may have.

While we have made every effort to include all of the requirements, policies, and procedures that relate to the program in this handbook, we also recognize that, from time to time, it will be necessary to revise, add, or delete certain of these items. Accordingly, while we believe that this handbook is both complete and accurate at press time, any errors or omissions are subject to the appropriate University, college, or department policy, which take precedence over the language of this handbook. Further, we reserve the right make changes, as required and appropriate, through customary departmental governance procedures.

Finally, this handbook is not intended to be used in isolation, but rather in association with other university documents including, but not limited to, the Graduate Catalog, Student Information Guide, and other policies and procedures provided on the following websites:

- Rowan University Office of the Provost: www.rowan.edu/provost/index.html
- The College of Education: www.rowan.edu/colleges/education/
- Global Learning and Partnerships: http://global.rowanu.com/academic-resources
- The Department of Doctoral Studies: http://www.rowan.edu/colleges/education/programs/edServLead/eduleadership/edd/index.html

Very truly yours,

Faculty and Staff
Educational Leadership

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SECTION I
OVERVIEW OF EDUCATIONAL LEADERSHIP

In order to provide a rich understanding of the goals and mission of the Educational Leadership program, this section explicates both the vision for educational leaders as well as program objectives and outcomes. Students may also find in this section information on how the mission and activities of the Educational Leadership program relates to the College of Education's Conceptual Framework.

Our Vision for the 21st Century Educational Leader

The Educational Leadership faculty are dedicated to offering a rigorous course of study that will provide students with an opportunity to develop into successful practitioners. This will happen when students become immersed in the literature and research of leadership and education. Our expectation is that students will achieve this by actively participating in a learning community that continually assesses scholarly research and its relationship to transforming educational institutions through the practice of leadership.

Our mission is to offer a doctoral program that prepares leaders at all levels, and in various educational settings. We seek to develop a network of leaders who will facilitate significant and deep change in those settings. The program therefore focuses on a clearly articulated study of leadership, organizations, policy, change, and research.

The Educational Leadership faculty are dedicated to offering a rigorous course of study that will provide students with opportunities to acquire and construct knowledge that enhances their ability to transform educational institutions to meet the challenging needs of an ever-changing society. This is achieved by coaching students to become reflective practitioners who comprehend and evaluate professional literature and research, and who understand leadership and change. In addition, students will learn to translate the research and theory into practice.

Goals for Acquiring Future Leadership Success

In light of the aforementioned vision, the goals of the Ed.D. program in Educational Leadership are as follows:

1. To provide doctoral candidates with opportunities to acquire the knowledge and skills in leadership, organizations, change, and research necessary to be effective educational leaders in educational settings;

2. To provide doctoral candidates with opportunities to demonstrate their ability as educational leaders to evaluate data and determine the needs of educational organizations, formulate solutions, implement plans to bring about needed changes, and evaluate resulting processes and solutions leading to a cycle of continuous improvement; and,

3. To establish a network of doctoral graduates who exercise a meaningful force on the
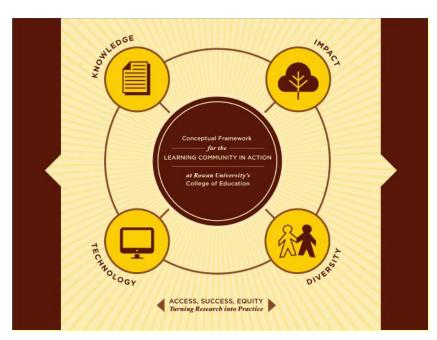
improvement of education throughout a variety of communities in the region, including but not limited to, public and private school systems, higher education institutions, community colleges, government agencies, private sector educational organizations, and education within business and industry.

Anticipated Outcomes of the Ed.D. Program in Educational Leadership

Successful candidates in the Ed.D. program should be able to demonstrate the following abilities:

1. Understand leadership theory, the role of reflection, and the relationship of both theory and reflection to leadership practice as demonstrated by increasingly sophisticated knowledge and application of leadership practices as they proceed through the program;

2. Apply leadership theory and contextual knowledge in order to identify and respond to problems in educational settings;

3. Critically evaluate various literatures relating to leadership practice and to design and implement research projects in educational settings;

4. Present analytical and communication skills necessary for successful leaders to foster and sustain excellence in educational settings;

5. Investigate alternatives and learn to make leadership decisions that will create effective organizations, based on professional research, literature, and best practices; and,

6. Implement strategies for continuous improvement, facilitate collaboration, and sustain change in educational settings.

Connection to the College of Education's Conceptual Framework

The College of Education at Rowan has outlined a framework that guides the preparation of educational professionals and leaders. The Educational Leadership program adheres to the framework of a learning community in action by designing cohort-based learning opportunities for enrolled students. These opportunities are structured in ways that underscore the significance of both learning and community in a student's development. Furthermore, the faculty acknowledge the importance of an educational leader's knowledge, skills, and dispositions in creating successful educational settings. We endeavor to help enrolled students to achieve their fullest potential by differentiating instruction, assessing student growth, and identifying occasions for continuous improvement.

The faculty of Educational Leadership emphasize that the function of education is to foster academic achievement, social responsibility, personal responsibility, and social justice. Consequently, we intentionally weave content pertaining to issues of social justice into the Ed.D. program. The faculty achieves this by expecting students to complete coursework that is culturally relevant and responsive. Furthermore, we seek to challenge our students' conceptions regarding the roles of leaders in educational change. To this end, it is the mission of the program to inspire the conscious, deliberative practice of our students. We seek to enable our students to crystallize the connections between research, theory, and their professional leadership, so that they may be able to engage and transform the economic, social and cultural issues that are embedded in educational policies and practice. It is this mission, in tandem with the dedication of staff and faculty, which connect the program in Educational Leadership to the College of Education's vibrant and flourishing learning community.

SECTION II
STUDENT ADVISEMENT & SUPPORT

The faculty and staff of the Educational Leadership 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 including, but not limited to, the following:

- Academic Integrity
- Academic Probation
- Academic Warning
- Attendance
- Change of Grade Policy
- Dismissal Conditions
- Grading
- Inactive Student Status
- Satisfactory Academic Progress
- Student Grievances
- Use of the Incomplete Grade

Policies on the above can be found in the Global Learning & Partnerships Graduate Policy Guide and the Rowan Student Handbook: https://rowanu.com/academic-resources/graduate-policies

To facilitate doctoral students through program requirements, the Coordinator of the Educational Leadership Program provides 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;

- Refer candidates to university and college support services that provide assistance with their program study;

In addition, faculty members serve as informal advisors to students.

Evaluation Procedures and Policies

The design of the doctoral program ensures that students will become increasingly sophisticated in both knowledge and application of effective leadership practices as they proceed through the program.

Grading

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

A	93 and Up	B	84 – 86	C	74 – 76	D	64 – 66
A-	90 – 92	B-	80 – 83	C-	70 – 73	D-	60 – 63
B+	87 – 89	C+	77 - 79	D+	67 – 69	F	59 and Below

Time and Credit Limitations

Unless otherwise specified, the doctoral program must be completed within six (6) academic years from when you took your first course. In rare and compelling instances, two one year extensions may be requested by a candidate to complete his/her program. This request may be granted upon approval from the program advisor and dissertation chair, College of Education Dean's Office, and the Dean of the Global Learning & Partnerships Division.

Satisfactory Academic Progress

Post-baccalaureate and graduate students at Rowan University are expected to maintain satisfactory academic progress* each term of enrollment according to the policies and guidelines outlined by Rowan Global for the academic program in which they matriculate.** Academic warning and probation do not appear on the student's permanent record. They are designed to provide students with early notification of possible problems with satisfactory academic progress in order to give them an opportunity to address any academic issues before university academic dismissal becomes necessary. University academic dismissal due to unsatisfactory academic progress is recorded on the student's official record/transcript. Failure to maintain minimum Satisfactory Academic Progress can result in the requirement to repeat courses or may result in program dismissal or university academic dismissal.

Maintaining Minimum Satisfactory Academic Progress

Category 1
To maintain Minimum Satisfactory Academic Progress in a Category 1* program students must:
• Earn no more than two total "B-" grades
• Earn no grades lower than a "B-"
• Earn an official cumulative GPA (according to matriculation level) of at least 3.000 on Rowan's 4.000 scale**

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 Provost's website at http://www.rowan.edu/provost/policies/AcademicIntegrity.htm.

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

SECTION III
PROGRAM OF STUDY & STUDENT ASSESSMENT

Students enrolled in the Ed.D. program must complete the program of study as it is outlined below. Students must also keep in mind that a leave of absence, a lack of registration, or failure of coursework will impede a student's ability to move forward with the program of study. Students are also responsible for checking their Rowan email periodically. Only under compelling and extraordinary circumstances will a student be allowed to move forward without the necessary coursework. This will be at the discretion of the Department Chair. This section fully delineates program structure, phases, and associated credit hours required for the successfully completion of the doctoral program. Finally, in this section students may acquire an overview of the Benchmark process and purpose in the doctoral program

Program Structure

The College of Education and the faculty and staff of Educational Leadership recognize that a doctorate in education is viewed by society as a prestigious and highly respected level of academic attainment. Individuals who hold this doctorate degree are considered to be expert in specialized areas of education. However, while society praises those who hold doctorates, it also holds high expectation levels for them. Therefore, the Educational Leadership faculty holds high standards for admissions, as well as for retention. It is the faculty's belief that the Ed.D. program should give candidates an opportunity to develop the knowledge base and skills necessary to effectively and successfully lead in educational institutions.

Program Structure and Sequence

This program consists of three phases and utilizes a cohort model. The program will total 60 credit hours; 48 credit hours of required courses and 12 credit hours for the dissertation. The cohort fosters a spirit of community, provides a peer support network, and helps maintain focus on completing the program. Students are not permitted to change cohorts. Cohort members work closely with faculty. The program offers four tracks which are available in three delivery formats.

Students in the doctoral program may seek permission to apply courses previously taken at Rowan or another NCATE accredited institution consistent with university policy that provides that (a) courses may be used only to satisfy program track course requirements, (b) courses that may be considered for transfer must have been completed within 5 years from matriculation, (c) students must have earned a grade of at least "B" (3.00) in all courses considered for transfer, and (d) the transfer of courses must be approved by the program adviser, the program coordinator, the department chairperson, the dean of the College of Education, and the Graduate School.

Transfer credits may only be approved in areas relating to school administration, supervision and curriculum, and higher education. Graduates of Rowan's School Administration or Higher Education Programs may apply to transfer up to 3 courses (9 s.h.). Students from other NCATE accredited institutions may apply to transfer up to 2 courses (6 s.h.). All students wishing to

request the transfer of previous coursework must complete the Ed.D. Transfer Credit Form and include all necessary attachments. All requests for transfer coursework must be completed prior to Benchmark I and will only be considered for students who complete the benchmark during their first year enrolled in the doctoral program.

After completing the first four core courses in Phase I, students are eligible to undertake Benchmark I, a formative and summative review of their progress. Students must successfully complete Benchmark I before enrolling in dissertation seminar courses. Once students complete coursework, students are required to maintain continuous enrollment until completion of the program.

Financial Aid

Financial aid is available to graduate students who have been admitted as degree candidates, are making satisfactory academic progress, intend to register at least half-time, and fulfill all the eligibility requirements of the program to which they apply. For purposes of financial aid, the University has established that nine (9.0) semester hours of course work constitutes full-time status.

Phase One

For those entering the program prior to fall 2014, Phase One contains 15 credit hours:

- EDSU 28715 Leadership Theory
- EDUC 01700 Leadership through Professional Learning Communities
- EDST 24721   Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

For those entering the program in the fall 2014 and beyond, Phase One contains 12 credit hours:

- EDSU 28715 Leadership Theory
- EDST 24721   Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

Students may take up to nine credit hours as a non-matriculated student.

> **Benchmark I.** After completion of the first four courses, students are eligible to take Benchmark I. Upon the successful completion of Benchmark I, the student will be assigned the designation of doctoral candidate. Benchmark I is discussed in greater detail in the next section.

Phase Two

For those entering the program prior to fall 2014, Phase Two of the program requires 30 credit hours of study. Candidates take six courses (18 credit hours) as a cohort:

- EDST 24724   Issues in Qualitative Research for Educational Leadership
- EDAM 27750 Applied Ethics in Educational Leadership
- EDST 27725   Mixed Methods Research in Educational Leadership
- EDAM 27733 The Policy Environment
- EDAM 27719 Dissertation Seminar I
- EDAM 27720 Dissertation Seminar II

For those entering the program in the fall 2014 and beyond, Phase Two of the program requires 30 credit hours of study. Candidates take six courses (18 credit hours) as a cohort:

- EDST 24503   Quantitative Analysis in Educational Research
- EDST 24724   Issues in Qualitative Research for Educational Leadership
- EDST 27725   Mixed Methods Research in Educational Leadership
- EDAM 27733 The Policy Environment
- EDAM 27719 Dissertation Seminar I
- EDAM 27720 Dissertation Seminar II

Candidates must also complete the courses affiliated with their respective track: Higher Education, Community College Leadership Initiative (CCLI), K-12, or Nurse Educator:

K-12	Higher Education	CCLI	Nurse Educator
Instructional Leadership & the Curriculum	Student Development & Adult Learning Theory	The American Community College	Student Development & Adult Learning Theory
Issues in School Governance	Higher Education Governance	Community College Leadership & Governance	Instructional Design & Curriculum Development in Nursing Education
Promoting Effective Learning	Nature and Function in Higher Education	Community College Budgeting & Finance	Nursing Program Evaluation & Information Resources
Planning & Negotiating	Current Issues in Higher Education	Student Development & Adult Learning Theory	Practicum in Nursing

Benchmark II. Benchmark II is completed at the conclusion of the second phase of coursework in the program. Benchmark II must be successfully completed in order for a candidate to move forward with third and final phase, the dissertation. Benchmark II is discussed in greater detail in the next section.

Phase Three

For those entering the program prior to fall 2014, Phase Three requires candidates to complete 15 credit hours. During this phase, candidates must complete one final seminar in leadership (3 credit hours), in addition to 12 credit hours of dissertation:

- EDAM 27752 Advanced Leadership
- EDST 24795   Dissertation Research

For those entering the program in the fall 2014 and beyond, Phase Three requires candidates to complete 18 credit hours. During this phase, candidates must complete two final seminars in leadership (6 credit hours), in addition to 12 credit hours of dissertation:

- EDAM 27750 Applied Ethics in Educational Leadership
- EDAM 27752 Advanced Leadership
- EDST 24795   Dissertation Research

Candidates may be required to complete additional dissertation research credit hours if they find they have not completed the dissertation after the initial 12. The committee will decide when the candidate is ready to defend their completed dissertation to their committee. Successful completion of the Ed.D. program will result in a minimum of 60 credit hours taken by the candidate. Additional dissertation research credit hours may result in more than 60 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.

Time to complete: Students must complete their dissertation research and successfully defend at symposium within nine semesters, including summers, of completing the final course in the program.

Electives

The doctoral program does not require electives for completion of the program.

Benchmarks I and II

Benchmarks provide a tool for the assessment of students' learning in the doctoral program. The program consists of two benchmarks. Benchmark I is administered at the completion of the first four courses that make up the core of the program. Benchmark II occurs once a student's dissertation committee decides the student is ready to present his/her dissertation proposal.

Benchmark I: Progress Review

There are individual and programmatic dimensions to the first benchmark. The individual students will engage in continuous and rigorous evaluation of their growth in knowledge and skills related to coursework and leadership development.

For those entering the program prior to fall 2014:

- EDSU 28715 Leadership Theory
- EDUC 01700 Leadership through Professional Learning Communities
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations

For those entering the program in the fall 2014 and beyond:

- EDSU 28715 Leadership Theory
- EDST 24721 Action Research in Education
- EDAM 27704 Changing Organizations
- EDSU 28706 Diversity in Educational Leadership

Benchmark I consists of two parts: a timed, written examination, and an interactive discussion that pertains to the written examination and annotated bibliography.

The purpose of Benchmark I is:

- To assess student knowledge, skills, and dispositions after completion of the first four core courses of Phase I of the program; and,

- To provide advisement related to knowledge acquisition and skill development.

The Benchmark I Process

Benchmark I occurs twice per year in June and January on two separate dates. The first date is the written exam. The oral discussion occurs on the second date. Students intending to sit for Benchmark I must confirm their intention to the Benchmark Coordinator 45 days prior via instructions provided. Attendance is required on both dates for students in the face to face and hybrid cohorts. Attendance at the written portion of the Benchmark I is also required for the online students.

Students will be notified in writing within six weeks of completion of the written and oral parts of Benchmark I. A copy of the written notification will be kept in the student's folder in the Department of Educational Leadership.

Content of the Benchmark I
1. *Written Exam*. The written exam includes questions on the material covered in the first four courses of the program: for those entering the program prior to fall 2014, Leadership Theory, Leadership through Professional Learning Communities, Action Research in Education, and Changing Organizations; for those entering the program in the fall 2014 and beyond, Leadership Theory, Action Research in Education, Changing Organizations,

and Diversity in Educational Leadership. The exam also requires students to make connections to practice. Students are required to have their login information for the exam and will be required to upload their material to Tk20.

2. ***Oral Exam***. Students should be prepared to discuss their answers to the questions posed during the written exam and to respond to additional questions about the exam topic and any ideas and concepts covered during the first four courses of the program. Please note, as of spring 2015, the oral exam may be waived based on written performance as determined by the faculty.

Successful completion of the Benchmark I will result in the designation of the student as a doctoral candidate.

Retaking Benchmark I

Students who do not pass Benchmark I on the first attempt will have one additional opportunity to pass. During this time, students have the option to continue with coursework or stop out of the program.

Students who do not pass Benchmark I on their first attempt are strongly encouraged to meet with Educational Leadership faculty immediately after receiving their results to discuss approaches to preparing for the exam.

Students who do not pass the second time will be separated from the program. Successful completion of Benchmark I is a prerequisite for enrollment in Dissertation Seminar I. Therefore, students who have not successful passed Benchmark I will not be allowed to continue in coursework beyond the second year.

Students who are unsuccessful for a second time and are then separated from the program have two options: to withdraw from coursework immediately or to complete the class in which they are currently enrolled. However, students will have the option of applying for certificates in the Educational Leadership department.

Benchmark II: Presenting the Dissertation Proposal

Upon successful completion of Dissertation Seminar II, students should have developed a dissertation prospectus. The prospectus aids in seeking out potential committee members. Once the dissertation committee is finalized and approved, students are required to upload their committee form and rationale on to canvas. Students work with their committee to transform the prospectus into a full dissertation proposal. A student may present their dissertation proposal at a date and time decided upon by mutual agreement by the student and his or her Dissertation Chair and committee (see Section IV for further information on dissertation policies, requirements, and procedures). The document that is supplied to the chair and committee members during Benchmark II is referred to as the Dissertation Proposal. It must be made up of three chapters: the Introduction, Literature Review, and Methodology sections of the dissertation. The

candidate's completion and approval of a dissertation proposal by their dissertation committees is considered to be the successful completion of Benchmark II.

The proposal approval is indicated by the signatures of the dissertation chairperson and the committee members on the Approval of Dissertation Proposal Form (Appendix A). The candidate will receive a copy of the Approval of Dissertation Proposal form. The original form shall be filed in the candidate's folder.

SECTION IV
THE DISSERTATION PROPOSAL

The Dissertation Proposal is made up of three chapters: the Introduction, Literature Review/Theoretical Framework, and Methodology sections of the dissertation. The steps leading to the Dissertation Proposal defense and start of data collection for the dissertation are outlined below.

1. Complete Dissertation Seminars I & II
   a. Successfully complete Dissertation Seminars I & II
   b. Develop a dissertation prospectus.
2. Form your dissertation committee
   a. Share the prospectus you produced in Dissertation Seminars I & II with a potential dissertation chair.
   b. After securing a dissertation chair, discuss options with that individual for potential dissertation committee members.
   c. Share your dissertation prospectus with your potential committee members.
   d. Complete the paperwork for the approval of your dissertation committee by **February 1** after completing Dissertation Seminar II. This includes
      i. the Dissertation Committee form,
      ii. CVs from each of your non Educational Leadership Department committee members,
      iii. rationales for your committee members,
      This process may take some time after you submit it to the dean's office, so plan accordingly.
3. Write your dissertation proposal
   a. Work with your committee members to develop a plan, with their input, for transforming your prospectus into a full dissertation proposal.
   b. Write your dissertation proposal. This involves numerous interactions that you share with your chair. You should discuss the appropriate areas with your committee and share a draft with them at least once before your share the final version. Students who seek the input of their committee members throughout the process are more likely to pass their dissertation proposal defense the first time.
   c. Develop your data collection instruments and plan for pilot testing them.
4. Defend your dissertation proposal
   a. Once your dissertation chair and your committee have approved your dissertation proposal, schedule your dissertation proposal defense at least 2 weeks in advance. This meeting should be scheduled at the convenience of your committee.
   b. Once you have a tentative date for your dissertation proposal defense, contact the Educational Leadership Department secretary to reserve the Educational Leadership Conference Room.
   c. Develop a presentation based on your dissertation proposal. Be prepared to answer questions and engage in a discussion about your topic, the theories you have used, and the methodology you propose. Your presentation and your proposal should provide evidence of your knowledge and synthesis of the core

       knowledge bases of the program, as well as the capacity to plan and carry out independent research.

    d. Present your dissertation proposal to all committee members.

    e. At the completion of your dissertation proposal defense, your committee will decide whether you pass (which may include minimal changes to the proposal) or whether there is additional work to be done. The Dissertation Approval Form may only be signed if all the committee members agree that you have passed.

    f. Once you have passed and you have obtained signatures from all your committee members, submit the form to the program coordinator.

5. Complete the IRB process
   a. Investigate whether your research sites require you to complete their IRB process.
   b. Complete the Rowan eIRB application and any other institutional eIRB processes. eIRB paperwork and information about deadlines during the academic year are available online at the address provided below. During summer review of IRB applications occurs on a rolling basis. If submitting in summer, make sure to leave plenty of time for IRB committee members to receive and review your application and any potential revisions they may request.
   http://www.rowan.edu/open/provost/research/Integrity_and_compliance/Irb/Irb.cfm

6. Begin data collection!
   a. With IRB approval and the support of your committee, you are ready to begin your data collection.

NOTE: Students must have their dissertation proposal approved by all members of their dissertation committee and proposal paperwork complete before applying for IRB approval.

NOTE: It is the student's responsibility to know and follow the process. We have dissertation chairs and committee members who are not members of the Educational Leadership program and who are not familiar with our policies. It is the student's responsibility to follow the Educational Leadership program policies. Failure to follow the policies outlined here may result in delays in program completion.

SECTION IV
DISSERTATION POLICIES, REQUIREMENTS, & PROCEDURES

Candidates are advised to consult the Dissertation Requirements available at http://global.rowanu.com/academic-resources/thesis-dissertation for specific information regarding the format, type of paper, etc. to be used for the dissertation. Students should also refer to the most recent edition of the APA manual for guidance about formatting the dissertation. In the few areas where there are differences, GLP guidelines take precedence over the APA manual.

Note that this information is subject to revision. Students should utilize the Global Learning & Partnerships website as their primary information source regarding the most recent guidelines for dissertation submissions.

The Doctoral Dissertation

The doctoral dissertation is the ultimate educational product. It is a project of staggering and significant self-determination and resolve and is indicative of a candidate who can work independently and at a scholarly level. "It reflects the training of its author and the technical, analytical, and writing skills the student developed in a doctoral program" (AAUP.org, 2010). Criteria of an excellent dissertation include, but are not limited to:

- Presents research that is very well written and organized;
- Connects components in a seamless way;
- Exhibits mature, independent thinking;
- Has a point of view and a strong, confident, independent, and authoritative voice;
- Asks new questions or addresses an important question or problem;
- 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.[1]

Therefore, the candidate must be aware of the procedures that will facilitate the completion of this exciting endeavor.

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[1] Lovetts, B. (2005). How to grade a dissertation. *Academe*, *91*(6). Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2005/ND/.

Dissertation Procedures

A penultimate draft of the dissertation is to be submitted to all committee members at least three calendar weeks (21 days) prior to the scheduled date of the symposium. It must be approved by the dissertation chair before being given to the committee members. At the time the candidate is judged by the committee to be ready to present the dissertation at the symposium, the candidate will be so notified by the dissertation chairperson. At the completion of the symposium, the committee renders a decision that:

1. The dissertation has been successfully completed and defended and requires minimal changes.
2. The dissertation has been successfully completed and defended and requires no changes. (Note: This is exceedingly rare.)
3. The dissertation has not been successfully completed and defended and requires significant changes.

For options 1 and 2 above, the committee will sign the form signifying that the dissertation has been successfully defended at the symposium. A second set of signatures will be needed once the required changes to the dissertation have been made and approved. Forms may be found at http://global.rowanu.com/academic-resources/thesis-dissertation.

Dissertation Symposium

Candidates expecting to submit their dissertations for the final symposium and graduate at the conclusion of that semester must file an application for graduation with the Registrar's Office by the deadlines that are published routinely each semester on the Registrar's webpage.

The dissertation symposium must be scheduled with the secretary of the Educational Services and Leadership Department no later than three calendar weeks (21 days) prior to its proposed date. Normally, the symposium must be completed at least two calendar weeks (14 days) prior to the commencement exercises (unless extended by the dissertation chairperson and approved by the Department Chair).

**Notice of the symposium will be publicly posted on the bulletin boards within the Educational Services & Leadership Department. A copy of the notice will also be sent by the secretary to the dean of the College of Education, who will notify chairpersons of the departments within the College of Education, and to the dean of Rowan Global. The dean of Rowan Global will notify the deans of the other colleges within the university, as well as the University president and provost. Abstracts of the dissertation report will be available, upon request, within the Department of Doctoral Studies. Please note that while members of the university community are invited to attend the symposium, candidates are *strongly discouraged* from inviting friends, colleagues, or family members to the event.

Objectives of the Symposium

The objective of the symposium is for the candidate to present his/her dissertation research project to the academic community. The conveners of the symposium will be the committee with which the candidate has worked while conducting the research project and the preparation of the dissertation. The candidate's dissertation chairperson will serve as the chair of the symposium.

The symposium will be conducted in James Hall on the Glassboro campus, or other suitable campus location, on a day and at an hour to be determined by the dissertation chairperson. The dissertation chairperson will introduce the symposium and will explain the procedure to be employed during the presentation of the dissertation. The symposium is expected to last approximately two hours. The dissertation chairperson will work with the candidate to determine the content and format of the student's presentation. Candidates are invited to use the presentation methods with which they are most comfortable, including PowerPoint, overhead transparencies, or other media.

Following the candidate's presentation, the members of the dissertation committee will pose questions to the student regarding the dissertation research. The purpose of the questions will be to stimulate a discussion about the research and growth in the candidate's reflective practice. While, in general, the questions should be limited to the specific research effort, committee members may ask questions that transcend the research, but relate directly to the broad topical area covered by the research.

At the conclusion of the symposium, the committee will retire to deliberate on the presentation. Candidates will be notified orally of the committee's decision immediately following the symposium. Thereafter, the dissertation chairperson will consult with the committee members regarding the specific revisions that will be necessary (if any) prior to the official approval of the dissertation. The dissertation chairperson will establish a finite schedule for the completion of all revisions. The dissertation chairperson will review with the candidate the outcome of the symposium, the revisions that may be required, the allotted time schedule for the successful completion of all revisions. When all revisions have been made to the satisfaction of the committee, the members will sign the Dissertation Approval form. *Note: The candidate is not awarded the title of Doctor at this event. Candidates may begin using the title Doctor once they are awarded their diploma and have been hooded.*

Final Preparation of the Dissertation

Please see the Rowan Global Dissertation Guidelines and Requirements for official information on the preparation of the Ed.D. dissertation. These may be found at http://global.rowanu.com/academic-resources/thesis-dissertation.

Graduation

To be eligible for the award of the Doctor of Education degree, all students must fully satisfy all of the degree and dissertation requirements.

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

Please note that EdD/Doctoral students may not participate in the Commencement Ceremony unless they have defended their dissertation prior to the ceremony and corresponding written approval via the proper forms have been received in the Registrar's Office by the proper deadlines.

Commencement

"The hooding of doctoral candidates happens during the College of Education commencement ceremony and involves faculty and doctoral candidates dressed in academic attire. During the ceremony, the name of each candidate is called, the individual processes to the stage and is met by their dissertation chair, who is seated on the platform during the ceremony. The chair places the doctoral hood over the head of the candidate, signifying his or her success in completing the graduate program, and the dean and provost congratulate the candidate, who then promptly exits the stage.

Candidates may only be hooded by faculty members in the program or the college; family, friends, colleagues, and others who did not serve as the student's dissertation chair are not eligible to serve in this capacity. If the student's dissertation chair is not available to perform the hooding, another program faculty member present at the commencement and seated on stage may complete the ceremony. Students must also wear appropriate academic regalia to participate in the ceremony."

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

Graduation information may be obtained from the University web page regarding graduation.

APPENDIX A

DOCTORAL FORMS

Rowan University

Department of Educational Services & Leadership

Dissertation Committee Selection Criteria

1) General Requirements for Chairs and Committee Members
   - Meet *one or more* of the following criteria:
     i) Documented scholarship in the dissertation topic area and/or methodology
     ii) Recent professional experience related to the dissertation topic and/or methodology
     iii) Recent teaching experience in the dissertation topic and/or methodology
   - Hold an appropriate terminal degree
   - Chair: Must be a member of the Educational Leadership Department employed full-time or three-quarter time at Rowan University or the chairperson must be a faculty member from the College of Education , or be previously approved by the Dean of The College of Education. For CCLI, New Jersey community college presidents are acceptable. Please refer to the Dissertation Chair Handbook.

2) Please note:
   - All committees must be approved by the Dean of the College of Education (signature on form required)
   - The *Formation of Dissertation Committee* form must be accompanied by the *Dissertation Rationale* form. A CV/resume must also be attached for each proposed committee member.
   - Chairs can be assistant, associate, or full professors
   - Adjuncts may not serve as a committee chair
   - Candidates may NOT have supervisors, coworkers, family members, or individuals who have received their degrees from Rowan University within three calendar years serve on their committee

3) Committee Criteria:
   - Your committee should minimally include the Chair, a Methodologist, and a Generalist
   - All committee members must meet the "General Requirements" above
   - At least one person on the committee must have documented knowledge and experience using the candidate's chosen methodology (methodologist)
   - At least one person on the committee must have general knowledge about the dissertation field of study (generalist)
   - If a doctoral candidate has questions about his/her request for a dissertation chair meeting the requirements delineated above, he/she should contact the program coordinator of the Ed.D. program for clarification.

NOTE: Applications without a complete Formation of Dissertation Committee form, Dissertation Rationale form, and a cv/resume for each non-Educational Leadership Department proposed committee member will not be reviewed.

Rowan University

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
FORMATION OF DISSERTATION COMMITTEE

Student's Name: _____   **Banner ID Number:**_____

By their signatures below, the following have agreed to serve as members of my dissertation committee. They understand that their role is to guide the development of my dissertation, beginning with the dissertation proposal. Each member of the committee commits to serving until the dissertation is successfully completed. The committee composition may change only for reasons deemed acceptable by the Chair of the Department of Educational Services & Leadership, and the Dean of the College of Education. **(Such reasons include but are not limited to sabbatical leave, other extended leave, and discontinuation of service at Rowan University.)**

Dissertation Title:

_____

_____

_____

_____

_____	_____	_____
Chair	Chair's Signature	Date
_____	_____	_____
Member's Name	Member's Signature	Date
_____	_____	_____
Member's Name	Member's Signature	Date
_____	_____	_____
Member's Name	Member's Signature	Date

After obtaining committee signatures, please submit form along with other required committee approval forms and documentation to the Program Coordinator by **March 1** following completion of Dissertation Seminar II.

_____	_____	_____
Program Coordinator's Name	Program Coordinator's Signature	Date
_____	_____	_____
Department Chair's Name	Chair's Signature	Date
_____	_____	_____
Dean's Name (or Designee)	Dean's Signature (or Designee)	Date

DISSERTATION COMMITTEE RATIONALE FORM

Instructions: The student must complete this form. Attach a word document detailing the rationale for your committee members and their CV or resume. Incomplete forms or packets missing any of the required items will be returned without review.

Name: _____ Banner ID: _____

Dissertation title: _____

_____

Methodological approach: _____

Name of dissertation chair: _____

Name of generalist: _____

Name of methodologist: _____

Other committee member: _____

Rationale Form Checklist

☐ I have completed this form fully.

☐ I have attached a CV/resume for each potential member of my committee.

☐ I have attached a document explaining my rationale for this committee that includes the following:

    ☐ My research questions

    ☐ A summary of my dissertation topic

    ☐ An introduction and discussion of the role of each committee member in light of my dissertation topic and methodological approach

    ☐ A cogent argument for why each individual is an appropriate resource for my study

    ☐ A possible location for where my research will be conducted

    ☐ Citations that are most relevant to my topical area and my methodological approach

Student's signature: _____ Date: _____

ROWAN UNIVERSITY
DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP
Approval of Dissertation Proposal

Candidate's Name: _____   Banner ID Number: _____

Title of Dissertation: _____

_____

By their signatures below, the members of my doctoral committee have approved my dissertation proposal and authorize me to proceed with the development of my dissertation in accordance with the proposal. A copy of the approved proposal is attached.

The chair of the committee is authorized to approve minor changes as the dissertation research proceeds; in such instances, the other members of the committee shall be notified by the chair of the committee. Major changes must be approved by the entire committee. The chair of the committee must maintain a record of approved changes, signed by both the student and the chair

_____   _____   _____
Chair   Chair's signature   Date

_____   _____   _____
Member's Name   Member's signature   Date

_____   _____   _____
Member's Name   Member's signature   Date

_____   _____   _____
Member's Name   Member's signature   Date

_____   _____   _____
Member's Name   Member's signature   Date

Once signed and completed, this form and the approved proposal must be submitted to the Educational Services & Leadership Department.

APPENDIX B

AIDS FOR THE DISSERTATION

The Dissertation: What questions should each chapter answer?

I. Chapter 1: Questions, limitations, context, significance*

- ➢ What is the larger context of my study?
- ➢ What is the local context of my study?
- ➢ What change do I propose?**
- ➢ Why is this change needed?**
- ➢ What are my research questions?
- ➢ Why are these questions worth studying?
- ➢ What is the significance of my research?
- ➢ Why does this research matter? Why is it needed in policy, practice, and research communities?
- ➢ What is the scope of my study?
- ➢ What frameworks (leadership, change theory, interpretive communities) drive my study?
- ➢ What specialized vocabulary is relevant to my study? Have I defined these terms?
- ➢ What are the limitations of my study?

II. Chapter 2: Literature review*

- ➢ What kinds of research are used to inform this project?
- ➢ In what ways does the research inform this project?
- ➢ Have I critically analyzed the research that I have included?
- ➢ Have I synthesized the research that I have included?
- ➢ Does the review provide the appropriate justification for my work?

III. Chapter 3: Methodology

- ➢ Repeat your purpose statement and RQs.
- ➢ What is the rationale and assumptions of my chosen methodology and strategy(ies) of inquiry?
- ➢ Who are my participants and how did I select them?
- ➢ What are my methods of data collection? Why those methods?
- ➢ Did I describe, in detail, my instruments (interview protocol, observations worksheets, material culture databases)? How did I construct them? Did I relate how those instruments will enable me to answer your research questions?
- ➢ Did I describe, in detail, how I will conduct rigorous data analysis?
- ➢ How was data trustworthiness maintained?
- ➢ Who am I as a researcher? How did I get interested in this study? What paradigm/s guide my in work? What beliefs do I maintain? What assumptions do I have?

What ethical considerations are at play in my work? Power imbalances? Political concerns? Emic/etic? Privacy issues? What do I need to do to ensure ethical practice in my research and the just and fair treatment of my participants?

IV. Chapter 4: Findings

➢ What did my data look like?
➢ What did I learn from analyzing my data?
➢ How is what I learned situated in the literature?
➢ How does what I learned depend upon my methodology?
➢ What are the limitations, biases, assumptions, and insights gained for the field of study?
➢ What are the implications regarding my theoretical framework?

V. Chapter 5: Conclusions and Implications

➢ So what? Why does this research matter?
➢ Did my research achieve its aims?
➢ What are the implications for research (successes, impediments, structures), policy, and practice generally?
➢ What are the implications for research, policy, and practice for me professionally?
➢ How will I follow up? What will I do similarly? Differently?