



ROWAN UNIVERSITY

COLLEGE OF EDUCATION

Ph.D. in Education Student Handbook

2025-2026

Last update- August 2025

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

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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.

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.

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 an 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 education. 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. 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.

The Ph.D. in Education program is a cohort model where students follow a prescribed sequence of core courses with members of their cohort, regardless of lab assignment or concentration. Students also take their respective lab or concentration courses in addition to the core. The cohort model is designed to scaffold the expertise of students in terms of their content, methodology, and skills. As the semesters progress, each of the courses are designed to be built upon prior coursework or developed skills to prepare students for their comprehensive exams and subsequent dissertation process. Because of the nature of the cohort model and size of the program, some of the limitations include the frequency and availability of courses offered, and the inability to take some courses out of sequence or replace courses with alternative choices.

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. (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;
- Opportunities for college level teaching experiences; and
- Innovative pedagogical practices.

Program Research Labs (Fall 2025)

The Rowan PhD in Education program is organized around a set of research labs that are interdisciplinary, multigeneration incubators for inquiry and imagination, designed to build and sustain skills for faculty and students to engage in research. Each lab is anchored by a shared conceptual framework and research focus that can be applied in multiple contexts, spanning all educational sectors, formal and informal learning environments, and across sociological and geographical spaces. Faculty lead the conversations and structure the shared focus of the lab, while students develop their research expertise, professional skills, and knowledge through an apprenticeship model.

Students are asked to identify one or more labs with their application, and the admissions process will include a decision on lab enrollment. After admission, students will take, at a minimum, one unit of lab and one core/methods course in the PhD in Education program each semester. These courses and lab experiences are scheduled for two to three evenings per week for the whole of the PhD program. Students' engagement with foundational theory, research experiences, and disciplinary content are contained within the labs, while research methods and core content are shared across the program in coursework.

The Study of Teaching & Learning Lab at Rowan University is dedicated to advancing the study of P-12 teaching and learning and teacher preparation. Our lab serves as a dynamic hub for faculty and doctoral students to engage in reflective and inclusive pedagogical practices, fostering innovative approaches to curriculum development and addressing pressing educational challenges. The Study of Teaching & Learning Lab seeks to study current P-20 educational systems and advocate for change through policy, practice, and advocacy. Our mission is to prepare education researchers, teacher educators, curriculum specialists, and instructional leaders who are committed to equity, social justice, and educational change. Faculty and students collaboratively explore issues from sociopolitical, cultural, philosophical, psychological, and historical perspectives, ensuring a well-rounded and interdisciplinary approach to education.

The lab fosters opportunities for engaged scholarship through research to practice partnerships within the Rowan College of Education School-University Partnership Network, as well as faculty-driven networks of teachers and school districts. The Study of Teaching and Learning Lab centers on the aim to balance teaching the knowledge and skills needed to navigate the current system while critically analyzing and working toward changing them. A guiding question for this lab would be: How do teachers and teacher educators in P-12 and higher education institutions utilize theory, practice, and research in education to transform learning environments and support student learning?

The Critical Praxis Lab is dedicated to work at the intersection of deep study, community collaboration, and intentional action towards liberation in education, within and outside of institutions and processes of schooling. In keeping with scholars such as Paulo Freire (1972) who described praxis as “reflection and action upon the world in order to transform it” (p. 52), we understand praxis as critical examinations of how sociocultural systems construct knowledge and access through education, the everyday educational experiences those understandings engender, and how we can actively amplify pathways for justice while interrupting oppressive policies and practices. Along similar lines, we understand criticality to be studies that expressly attend to questions of power, for and to whom such political economies are available, and the intended and unintended consequences of relationships between power, communities, and individuals. Open to a wide variety of research interests, theoretical orientations, and research methodologies, a central throughline question for the Critical Praxis Lab is: How do people make sense of their worlds and engage in community to change it?

We offer the following potential directions in research interests, conceptual framework, and methodologies as examples of the kinds of approaches that align with our understandings of the Critical Praxis Lab. These are possibilities towards critical inquiry, justice, access, and change for disenfranchised youth and communities.

Program Concentrations (Prior to Fall 2025)

Counselor Education Concentration

The Counselor Education concentration 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 concentration 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. concentration 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 concentration 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.

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 this link, several of which are highlighted below:

<https://confluence.rowan.edu/display/POLICY/Administrative+Policies>

Graduate Student Policies

As graduate students, you are also expected to know and follow graduate student specific policies at the university level:

Rowan Global

https://sites.rowan.edu/student-success/_docs/gac-policy-guide.pdf

Rowan University School of Graduate Studies

<https://sites.rowan.edu/sgs/for-current-students/>

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>

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 an official cumulative 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://sites.rowan.edu/student-success/_docs/gac-policy-guide.pdf

- A term or cumulative GPA below a 3.0, more than two B- grades, or a grade below a B- results in Academic Warning, and students will be notified of this through a notification email from Rowan Global.
- Should the student not regain satisfactory academic progress by their next registered term, the student will be escalated to the next status of Academic Probation for those who already received Academic Warning letters.
- Not achieving satisfactory academic progress within three semesters of being placed on Academic Probation will result in Dismissal from the program.
- Note that retaking courses will result in delay of program completion, particularly for courses that are offered only once per year and may be prerequisites of further courses.

Student Academic Grievances

University Policy:

1. Student meets with professor in attempt to resolve issue; if no resolution,
2. Student meets with Department Chair or Ph.D. Coordinator; 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/policies-procedures/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:** Students are expected to attend each meeting of each scheduled class for which they are officially registered and are responsible for knowing their instructors' attendance policies as stated in the syllabus. Additionally, please refer to the university policy on attendance: <https://confluence.rowan.edu/display/POLICY/Attendance+Policy>
- **Program Attendance Requirements:** Students are expected to attend all program meetings as outlined and communicate any absences to the Ph.D. Coordinator.
- **Conference Attendance and Program/Course Requirements:** Attendance at academic conferences is a recognized part of participation in this program. For conferences where funding is provided and attendance is mandatory, students will be excused from program and course attendance requirements for the days of the conference itself. However, students are still responsible for any missed coursework during the conference days. Students electing to attend any conferences that are not mandatory for students in the program will need to address missed classes with their instructor, and will fall under the attendance policies of that course as stated in the syllabus. In all cases, it is strongly recommended that students communicate with their instructors regarding conference travel well in advance of the planned trip.

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 twenty-one (21) consecutive terms including summers. In rare and compelling instances, an extension of three (3) terms may be requested by a candidate to complete their program. This request may be granted only once upon approval by the Ph.D. Coordinator, 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 six (6) credits can be accepted towards the program. Requests for transfer credits should be submitted to the Ph.D. Coordinator and 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

- Attend all Ph.D. meetings, classes, and special events, including Student Support meetings, Research Lab meetings, etc;
- Be proactive in finding your annual review teams and dissertation teams;
- Be proactive to seek a formal program mentor after first year;
- Develop and continuously reflect upon a scholarly, social justice oriented research agenda, behaving in ways that exemplify a social justice commitment;
- Work to present and where possible publish scholarly work prior to graduation;
- Actively participate in appropriate research associations (i.e. American Education Research Association, Northeastern Education Research Association, content specific associations); and
- Exhibit high standards of professionalism including positive and proactive communication and conflict resolution with faculty, staff, and students.

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 concerns. A related student PIP will be implemented (see PIP template in addendum).

PROGRAM SUPPORT AND MENTORSHIP

To facilitate doctoral students through program requirements, the Ph.D. Coordinator team 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; 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 table:

FT and PT Year 1	FT Year 2 / PT Years 2-3	FT Year 3+ / PT Year 4+
Concentration Meetings	Concentration Meetings	Concentration Meetings
Research group/teams; Teaching teams; PIR teams (if applicable)	Research group/teams; Teaching teams; PIR teams (if applicable)	Research group/teams; Teaching teams; PIR teams (if applicable)
Assigned Faculty Mentor	Primary Advisor	Primary Dissertation Advisor
Student Support/ PhD 101 Sessions	Student Support/ PhD 102 Sessions	Student Support/ PhD 103 Workshops
		Dissertation Committee

Note. FT = Full Time cohorts, PT = Part Time cohorts

In year one, students are assigned a faculty mentor outside of their specialization area intentionally to provide students a diverse perspective on the work of academia. In year two, students are expected to identify their own mentor, typically someone in their specialization though this is not required. This second mentor may serve as a future dissertation chair or as a member of the dissertation team, though this is also not required.

Mentoring Objectives

With support of their mentors, PhD students are expected to reach the following mentoring objectives over the course of their enrollment in the program. These objects reflect the core practices of faculty in academia that we as a program feel are vital to doctoral student development.

1. Participate in academia
 - Know and use university/college resources (i.e. student support services, academic/scholarly resources)
 - Participate in the life of the institution and the broader profession (i.e. community events, professional development, committee and service work)
 - Establish and/or maintain work-life balance
 - Engage in reflective practice on work and role as a doctoral student and developing academic
2. Develop a research direction
 - Connect to your field of study – recommended 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>
 - Identify and refine research interests towards a research agenda
 - Connect theory, literature, and personal/professional experiences to research methodology and scholarship
 - Explore inter/multidisciplinary relationships and potential advisors or collaborators for future work
3. Learn how to engage in the process of scholarship
 - Receive guidance on scholarly norms and develop an understanding of the field of education research as a professional community
 - Identify opportunities for publication
 - Understand expectations associated with research productivity and identify personal habits for writing and scholarly work
 - Identify key professional organizations, conferences and journals in the field
4. Prepare for the Annual Review of Progress
 - Review progress towards successful completion of courses/programmatic plan
 - Collect and reflect on course products, identifying areas for improvement and potential for presentation or publication in scholarly outlets
 - Identify a team of faculty to participate in the annual review and dissertation processes

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, concentration coursework, financial aid, and review process. As a cohort program, the sequence of courses is fixed to allow students to engage in the coursework collectively with their cohort and scaffolded to build knowledge and skills across the years of the program.

Program Stop-Out: A student who is in good academic standing, may need to stop-out of the program (e.g. medical leave, family needs, change in employment, personal needs) and withdraw for a semester or multiple semesters before deciding to return. The missed courses will put them off cycle with their original cohort and returning to the program will require adjustments to the program of study. A plan for return will need to be created in collaboration with the Program Coordinator to align the remaining credits needed with the student's point of return. Of note, the most direct way to do this is to rejoin the next cohort at the point of the stop (i.e. if you stop end of the spring semester in year 2, you would rejoin the cohort who is at that point in the program at your return, to remain aligned with the scope and sequence of the program), which likely means extending your original completion date by one full year, as core courses are typically only offered once per year and concentration courses may only be offered every other year.

For those students who wish to return to the program, but are not in good academic standing, the Program Coordinator will also create a plan of return that will require a performance improvement plan for that student.

Guidance on Leave of Absence, Stop Out, and Time to Degree policies can be found here:
<https://sites.rowan.edu/sgs/for-current-students/leave-of-absence-and-time-extensions.html>

Program Structure

Since the program is a single degree (Ph.D. in Education), the core and methods courses will be required of all students and will consist of the following:

Core and Research Courses: 18 credits

CASE 90800	Current Issues and Research in Access, Success, and Equity in Education (3cr.)
CASE 90718	Research Literature Analysis and Writing (3cr.)
CASE 90810	Quantitative Research Methods in Education (3cr.)
CASE 90811	Multivariate Research Methods in Education (3cr.)
CASE 90812	Qualitative Research Methods in Education (3cr.)
CASE 90814	Advanced Qualitative Research Methods in Education (3cr.)

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

Research Lab Courses: 33 credits

CASE 90871	Research Lab 1 (students enroll in this course 3 credits each in sequential semesters, for a total of 15 credits in sequence) (15 cr.)
CASE 90872	Research Lab 2 (students enroll in this course 3 credits each in sequential semesters, for a total of 18 credits in sequence) (15 cr.)
CASE #####	3 credits can be replaced with a Special Topics (e.g. Grant Writing; Intro to Ed Policy; Program Evaluation and Assessment in Education, etc.) or Elective course with approval from the PhD Program Coordinator and Lab

All students will also be required to take a minimum of **21 dissertation credits**. These can be taken in any combination of CASE 90872, CASE 90890, and/or CASE 98801

Program Sequence

	Full Time Cohort entering Fall 2025 and beyond	Part Time Cohort entering Fall 2025 and beyond
Sem	Course	Course
1 / F	CASE 90800: Current Issues and Research in Access, Success, and Equity in Education (3) CASE 90812: Qualitative Research Methods in Education (3) Research Lab I (3)	CASE 90800: Current Issues and Research in Access, Success, and Equity in Education (3) Research Lab I (3)
2 / Sp	CASE 90810: Quantitative Research Methods in Education (3) CASE 90718: Research Literature Analysis & Writing (3) Research Lab I (3)	CASE 90718: Research Literature Analysis & Writing (3) Research Lab I (3)
3 / Su	Research Lab I (3)	Research Lab I (3)
4 / F	CASE 90811: Multivariate Research Methods in Education (3) Research Lab 1 (6)	CASE 90812: Qualitative Research Methods in Education (3) Research Lab I (3)
5 / Sp	CASE 90814: Advanced Qualitative Research Methods in Education (3) Research Lab 2 (6)	CASE 90810: Quantitative Research Methods in Education (3) Research Lab I (3)
6 / Su	Research Lab 2 OR Special Topics/Elective (3)	Research Lab I (3)
7 / F	Research Lab 2 OR Special Topics/Elective (6) <i>Comprehensive Exams</i>	CASE 90811: Multivariate Research Methods in Education (3) Research Lab 1 (3)
8 / Sp	Dissertation Research (21 total)	CASE 90814: Advanced Qualitative Research Methods in Education (3) Research Lab 2 (3)
9/Su		Research Lab 2 OR Special Topics/Elective (3)
10/Fa		Research Lab 2 OR Special Topics/Elective (6) <i>Comprehensive Exams</i>
11/Sp		Dissertation Research (21 total)
	72 Credit Hours	72 Credit Hours

Concentration Model (Prior to Fall 2025)

For students admitted prior to Fall 2025, research labs were replaced by stand alone concentrations. Instead of Research Lab courses, students would take 15 credits of concentration courses plus 18 credits of applications courses as listed here:

CASE 90801	Research Seminar in Access, Success, and Equity (students enroll in this course twice in sequential semesters, for a total of six credits in sequence) (6 cr.)
CASE 90802	Internship in the Academic Profession, Professoriate, and Promoting Student Success (3cr.)
CASE 90803	Equity, Success, and Access Educational Research (3cr.)
CASE #####	Special Topics (e.g. Grant Writing; Intro to Ed Policy; Program Evaluation and Assessment in Education, etc.) (3cr.) Elective (selected from an interdisciplinary concentration course) (3 cr.)

Below is a selection of courses available within each concentration.

PLEASE NOTE: Course offerings and options may vary within concentration classes based on different factors, including looping cohorts, student interests and course availability. Students are required to take courses for their admitted concentration unless a different program of study is identified and agreed upon in collaboration with Program Coordinator and affiliated faculty.

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

	Full Time Cohort entering Fall 2017 and beyond	Part Time Cohort entering Fall 2022 and beyond
Sem	Course	Course
1 / F	<ul style="list-style-type: none"> CASE 90800: Current Issues and Research in Access, Success, and Equity in Education (3) CASE 90718: Research Literature Analysis & Writing (3) Concentration I (3) 	<ul style="list-style-type: none"> CASE 90800: Current Issues and Research in Access, Success, and Equity in Education (3) Concentration I (3)
2 / Sp	<ul style="list-style-type: none"> CASE 90810: Quantitative Research Methods in Education (3) CASE 90812: Qualitative Research Methods in Education (3) Concentration II (3) 	<ul style="list-style-type: none"> CASE 90718: Research Literature Analysis & Writing (3) Concentration II (3)
3 / Su	<ul style="list-style-type: none"> CASE 90802: Internship in the Academic Profession, Professoriate, and Promoting Student Success (3) 	<ul style="list-style-type: none"> CASE 90802: Internship in the Academic Profession, Professoriate, and Promoting Student Success (3)
4 / F	<ul style="list-style-type: none"> CASE 90801: Research Seminar in Access, Success, and Equity (3) CASE 90811: Multivariate Research Methods in Education (3) Concentration III (3) 	<ul style="list-style-type: none"> CASE 90812: Qualitative Research Methods in Education (3) Concentration III (3)
5 / Sp	<ul style="list-style-type: none"> CASE 90801: Research Seminar in Access, Success, and Equity (3) CASE 90814: Advanced Qualitative Research Methods in Education (3) Concentration IV (3) 	<ul style="list-style-type: none"> CASE 90810: Quantitative Research Methods in Education (3) Concentration IV (3)
6 / Su	<ul style="list-style-type: none"> CASE Research Elective that can include 90717 or 90550 Grant Writing or Program Evaluation and Assessment in Education (3) 	<ul style="list-style-type: none"> CASE Research Elective that can include 90717 or 90550 Grant Writing or Program Evaluation and Assessment in Education (3)
7 / F	<ul style="list-style-type: none"> CASE 90803: Equity, Success, and Access in Educational Research- Proposal Writing (3) Concentration V (3) Elective (3) 	<ul style="list-style-type: none"> CASE 90811: Multivariate Research Methods in Education (3) CASE 90801: Research Seminar in Access, Success, and Equity (3)
8 / Sp	<ul style="list-style-type: none"> CASE 90890: Dissertation Research (21) 	<ul style="list-style-type: none"> CASE 90814: Advanced Qualitative Research Methods in Education (3) CASE 90801: Research Seminar in Access, Success, and Equity (3)
9/Su		<ul style="list-style-type: none"> Concentration V (3) OR Elective (3)
10/Fa		<ul style="list-style-type: none"> CASE 90803: Equity, Success, and Access in Educational Research- Proposal Writing (3) Concentration V (3) OR Elective (3)
11/Sp		<ul style="list-style-type: none"> CASE 90890: Dissertation Research (21)
72 Credit Hours		72 Credit Hours

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

PERFORMANCE IMPROVEMENT PLAN (PIP)

Per the Ph.D. in Education Program Commitment Contract (see Addendum), students not meeting the expectations of the program will be notified and provided feedback on concerns. This feedback will be provided in the form of a collaborative 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. Teaching Performance (for students working as Adjuncts of Teaching Assistants)
3. Research Performance
4. Professionalism and Student Responsibilities

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; a Ph.D. Coordinator when students are not meeting program expectations in areas outside of a course; and a mentor when the student may benefit from additional goals and resources.

STUDENT ASSESSMENT

Annual Review

In the first, second, and/or third years of the PhD program (differs for full-time versus part-time cohorts), 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 and/or three, all elements should be present. In year two and three, the committee will make a recommendation about the readiness for comprehensive examinations. 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 or four will be required to submit portfolios each year until completion of the exam.

Timeline for Annual Review:

- Committee Forms to be submitted to the Ph.D. Coordinator by April 30.
- 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 member chosen by the mentor. In the second and third year (third year for part-time only), the committee should include a faculty member the student is considering for a dissertation advisor, and two other members who are likely to be on the student's dissertation committee. However, the annual review committee and the dissertation committee expectations are different, therefore changes are acceptable in the time between the selection of the annual review year two or three committee (year three for part-time only) and the final dissertation committee.

Format: The portfolio consists of the sections detailed below. This portfolio will require electronic submission via HelioCampus (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 the checklist/cover sheet below:

Annual Review Portfolio Evaluation

A. Overall Progress and Reflection

1. Progress: Students to upload the following in our HelioCampus Assessment System
 - a. Curriculum Vita
 - b. Transcripts (to document courses taken and grades achieved)
 - 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 progress toward each learning outcome category below (ASE, research, teaching, specialization/concentration expertise and professional service). Reflect on your progress in each area, where you currently stand, what else you need to work towards; include artifacts and outline goals and an action plan to reach those goals.

B. Evidence of Meeting Learning Outcomes

1. **Access, Success & Equity (ASE):** Upload evidence to HelioCampus. In this section, the committee needs to see evidence that the student identifies educational equity theories, leadership roles, and strategies to advocate for historically marginalized populations in the educational community.

ASE Commitment. Provide reviewers with how YOU are promoting access, success & equity. Consider, how are YOU becoming an active agent in this work? Provide evidence of your developing ASE action and work. Items might include:

- a. Course papers
- b. Annotated bibliography
- c. ASE research plans
- d. Leadership work in P-20 educational settings or communities
- e. Other work examples

2. **Research:** Upload evidence to HelioCampus. In this section, the committee needs to see evidence of the student's 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

3. **Teaching:** Upload evidence to HelioCampus. This section provides evidence of the student's 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

4. **Concentration/Specialization:** Upload evidence to HelioCampus. Content Expertise. Provide evidence of expertise in the student's particular content area, specifically related to individual research focus.

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:

Items might include:

- a. Literature review
- b. Course papers
- c. Annotated bibliography
- d. Other work examples

5. **Professional Service and Conduct:** Upload evidence to HelioCampus. 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 and is intended to provide formative feedback and identify goals for the next year.

Comprehensive Exam

After all coursework is successfully completed, all 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 and the goals of the program. Written portions of this exam should be predominantly new and original writing by the student and should not be an extensive duplication 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.

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, in connection with the Ph.D. in Education program goals, and/or to support a future career in the academy.

Comprehensive exams will be written/typed and there will be an oral follow up for the written portion. You will have one week to complete the written portion of each question, followed by the oral portion over the course of two days once all written papers have been evaluated. In line with the program structure, the PhD Coordinator will schedule the comprehensive exam process in January/February of Year 3 of the program. However, all doctoral students must successfully complete all coursework prior to taking the comprehensive exam. If a student completes coursework off-cycle, the comprehensive exam will be scheduled at the discretion of the PhD Coordinator.

There will be a faculty team for each comprehensive exam question, and each team will grade one exam question for all students (three faculty members per team, total of three teams). Teams will be composed 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 75% (rubric mean of "3") is required for all components to pass the comprehensive exams, including both the written and oral portions (no more than two "2's") on a rubric. Any sections of the exam that are not passed in the initial stage can be retaken/rewritten. Only sections of the exam that were not passed need to be rewritten, and the rewrite 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 participate in the oral portion. Final evaluation of passing or areas for revision will occur following the oral portion.

General Timeline

- Comprehensive exams will be in January/February.
- Take home exam weeks will be completed sequentially over three weeks.
- Orals will be scheduled following completion of the written exams.
- If a student does not pass any of the 3 exam questions, retakes will be scheduled in collaboration with the student and the respective grading team.

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 using rigorous and systematic methods;
- 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://research.rowan.edu/officeofresearch/graduateresearch/graduate-research-services/committee-appointment-form.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 their program at the dissertation stage.

Dissertation Credit Registration Recommendations

All students at the dissertation stage must meet the minimum requirement of 21 dissertation credits. However, how those credits are dispersed over the semesters following successful completion of the comprehensive exam will vary based on the student and their individual progress. For the spring semester immediately following course work completion, students will be automatically registered for 1 dissertation credit while they are taking the comps exam. Depending on timing and results of comps, students can then adjust the number of credits in

consultation with the 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.

We recommend that all students meet with your Dissertation Committee Chair and Ph.D. Coordinator to develop a detailed timeline and plan. Until dissertation defense and completion, you must pay a minimum of 1 credit per semester (each fall and spring) to maintain continuous enrollment. Once the required 21 credits have been completed, if the student has not completed the dissertation and needs to maintain enrollment, CASE 98801 Dissertation Continuation Credit can be used to maintain status.

Committee Selection:

- Dissertation committees will have a minimum of 3 PhD Faculty Council members, where at least 1 member has tenure.
- Of the 3 members, at least one committee member must be a specialist in the dissertation topic and/or theory and at least one must have expertise in the planned methodology for the dissertation study. The third member's role is determined by the student and their committee chair.
- Of the 3 members, one must be from the student's research lab/concentration.
- All 3 members of the committee should be PhD Faculty Council members
 - Candidates 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 Ph.D. 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. Prior Rowan PhD program graduates may not serve on dissertation committees until 5 years after graduation. Supervisors/Direct reports for research and teaching assistantships are allowed.
- *Formation of Dissertation Committee* and *Dissertation Committee Rationale* forms must be submitted to the Ph.D. Coordinator 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://research.rowan.edu/officeofresearch/graduateresearch/graduate-research-services/thesis.html>).

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 Ph.D. Coordinator 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 Ph.D. Program Coordinator

IRB Approvals and Research Ethics:

- Before any data collection can begin and after the proposal is approved by the dissertation committee, students must work with their Dissertation Chair to submit a protocol for the study to the Rowan University IRB office (Dissertation Chair functions as PI on the IRB protocol). In the final dissertation document, students must include the appropriate documentation, including one of the following:
 - evidence of IRB approval,
 - a notice of exemption from IRB, OR
 - designation from IRB that their study is "non-human subjects research". Studies may be designated "non-human subjects research" when no identifiable information is included and when no issues of privacy are involved, but this designation must be made by the IRB office and the protocol must still be submitted.
- If any changes to approved methods or data collection are made after the IRB approval is achieved, the study must stop and the data collected cannot be used until a modification is submitted and approval gained for the changes. It is the candidate's responsibility to submit any modification and/or incident reports to Rowan IRB. It is also the candidate's responsibility to submit any continuing progress reports to the Rowan IRB per IRB deadlines if the study is open for more than one year.
- Also note that some organizations or institutions may require their own IRB approval in addition to the Rowan University IRB approval, and international studies often require ethics board approval from the country where the study is taking place. It is the candidate's responsibility to know and to follow Rowan IRB and other approval requirements (e.g., other organizations, institutions, and locations) for their specific research study.

- It is the candidate's responsibility to submit their final report to the Rowan IRB office in order to document their study's closure per IRB deadlines. More information on IRB at Rowan University can be found here:
<https://research.rowan.edu/officeofresearch/compliance/irb/index.html>.

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 Ph.D. Coordinator
- 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
- A public announcement will be made to invite members of the community to attend the dissertation defense. At the time of the defense, the audience will be given a period where they may also ask questions of the candidate.
- 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 *Dissertation Approval Form*
(<https://research.rowan.edu/officeofresearch/graduateresearch/graduate-research-services/dissertation-approval-form.pdf>)

Post-Defense:

- Candidate should reference the *Thesis and Dissertation Submission Requirements* (<https://research.rowan.edu/officeofresearch/graduateresearch/graduate-research-services/thesis.html>) for details on the steps post-defense, including:
 - 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 18 consecutive terms 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://sites.rowan.edu/student-success/docs/gac-policy-guide.pdf>

COMMENCEMENT AND GRADUATION

Graduation and Commencement are two separate activities, and there are different deadlines associated with each activity. The details below are provided to help clarify, but the university provides more detailed information on both activities that can be found on the Registrar's page for graduation and on the Commencement page each year for commencement.

Graduation Requirements and Policy Information

Graduation marks the successful completion of all program and concentration requirements AND the awarding of the PhD in Education degree. Students can graduate four times a year at Rowan University -- May, August, December, and January. Graduation application deadlines and instructions are available on the [Office of the Registrar's website](#). Students must complete the online Graduation Application in order to be reviewed, usually due early in the semester in which they intend to graduate, meaning the semester in which they will complete all of the requirements of the program including successful defense and completion of all edits for the dissertation. Deadlines for completion of the dissertation edits and formatting are firm and set each semester by the [Office of Graduate Research Services](#).

Rowan Global details the policies for graduation for programs with a Thesis or Dissertation, and their policy document can be found [here](#). Specifically regarding dissertations, the policy states:

“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.”

Commencement Requirements Information for the PhD in Education

Commencement is held once a year at Rowan University at the end of the spring semester in May. 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 and submitted all required documents (dissertation approval forms) per Rowan Dissertation Guidelines **no later than April 1 to be eligible to participate in spring commencement**. Candidates who need to make only minor format revisions, adjustments, and/or corrections to their dissertations after April 1st may, with the permission of the Dissertation Committee Chair and the Ph.D. Coordinator, participate in the commencement exercises, but the degree will not be conferred until the dissertation has been approved by Rowan Graduate Research Services. For students that graduate in August, December, or January, they are able to participate in commencement the May following their graduation date.

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 eligible for the following support for travel (available funds permitting, and unless travel is paused by the university for any reason):

- Up to \$1,000 for attending American Educational Research Association (AERA) for four years, provided by the Ph.D. program, budget allowing.

Opportunities for Department Funded Travel:

- Opportunities for Ph.D. student travel may be available in years 2-4 of the program, provided and approved by the department that houses the research lab, concentration area, or by funding from the college or university level. Typically, department funded travel requires that the student is presenting their research at the conference requested. Students should work with the department secretary to complete department supported travel requests, and can reach out to the PhD Coordinator for assistance as needed.

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/accountspayable/forms/index.html>.
- All travel requests must be submitted **at least 60 days before travel**.
- Requests should go to the appropriate contact as noted based on what department or unit is funding the travel.

Request for Travel Funded by Ph.D. Program (for AERA specifically):

- The Program Coordinator and Dean's Office staff will work with the students to complete the travel requests for Ph.D. Program funded travel. Students will need to have estimated expenses for the travel request process, and will need to complete the required forms with documentation for their estimates. The Program Coordinator and Dean's Office staff will have the students sign these completed forms and then will get all the required signatures from the approvers.
- Once the travel request is approved, the students must make all travel arrangements themselves for travel, either independently or through the Rowan University travel system Concur. Any situation where this policy changes will be communicated with students at that time.

Travel Expense

- All travel expense reports must be submitted no later than 5 days upon return from approved travel.
- The student should bring a completed expense report with all original receipts to the Program Coordinator or department staff. They will then get final signatures and process the form for reimbursement payments.
- If a student is driving to a conference – they must have a Google Map to justify mileage estimates attached. The mileage reimbursement is a set rate and should be calculated from Rowan University 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>

FUNDING AND OPPORTUNITIES

Fall 2025 and Spring 2026 Flat Rate Tuition

For these two semester, students will be billed at a flat rate of \$1,000 per semester for PhD program tuition, plus fees. This means regardless of number of credits taken, from 2 to 9+, students will be charged \$1,000 in tuition plus the appropriate fees (based on credits taken, see fee schedule here:

<https://sites.rowan.edu/bursar/tuitionfees/2025-26-tuition-and-fees/2025-26-graduate-tuition-and-fees/>). This rate is likely to change in future academic years, and students will be notified of changes in rate as soon as the program is made aware of adjustments.

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.

By policy, students taking a full course of study (9 course credit hours per semester) are limited to 20 hours of work per week on campus. Students taking a part-time course of study (6 course credit hours per semester) are limited to 10 hours of work per week on campus.

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 on the PROFS JOBS graduate student job board that can be found here:

<https://research.rowan.edu/officeofresearch/graduateresearch/funding-opportunity/>.

Ph.D. Program or Dean's Office Fellowships

As a doctoral program, the Ph.D. in Education offers a limited number of full-time paid graduate fellowship opportunities to full-time Ph.D. students. Please note, the types of fellowships vary with some including tuition support and stipend, while others are stipend only. Full-time graduate fellowships offered and awarded vary from year to year and are dependent on need and qualifications. For many full-time fellowships, students 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 and requirements of the fellowship each year.

Full-time 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 or the requirements of their fellowship position.

Adjunct Instructors

As Master's level professionals, Ph.D. students often qualify to work as Adjunct Faculty for programs within the College of Education. Adjunct Faculty hiring decisions are made by each individual program, and Ph.D. students can apply for these roles if they are not already working in another capacity at Rowan University. Ph.D. students working as instructors (adjunct or $\frac{3}{4}$ time) should reach out to the Program Coordinator for information and where to find support specific to each course being taught.

Research Funded GRAs

Ph.D. students can be hired to research projects under the direction of faculty. Funding for these positions tends to be grant dependent, though not always. Project assignments can vary in length and scope and are dependent on grants, programs, and project or faculty needs. Graduate research assistants 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.

Note About Summer Work

There may be opportunities as a Ph.D. student to participate in teaching internships, and/or summer research internships on a limited basis in the summer. Please anticipate that summer payroll, deductions, frequency of paychecks, etc. will differ from that received in the fall/spring semesters, and these opportunities are not always available.

Appendices

- I. Performance Improvement Plan (PIP) Template**
- II. Intersectionality as an Analytic Tool**
- III. ExPAND Analytical Framework**

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 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)