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

1 for students entering fall 2017 and beyond
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERVIEW OF THE PROGRAM</td>
<td>3</td>
</tr>
<tr>
<td>STUDENT ADVISEMENT AND SUPPORT</td>
<td>8</td>
</tr>
<tr>
<td>GRADING PROCEDURES AND POLICIES</td>
<td>11</td>
</tr>
<tr>
<td>ACADEMIC INTEGRITY</td>
<td>11</td>
</tr>
<tr>
<td>ROLES AND RESPONSIBILITIES OF STUDENTS</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT TRAVEL</td>
<td>12</td>
</tr>
<tr>
<td>PROGRAM OF STUDY AND STUDENT ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>PROGRAM STRUCTURE AND SEQUENCE</td>
<td>18</td>
</tr>
<tr>
<td>ANNUAL REVIEW OF STUDENT PROGRESS</td>
<td>20</td>
</tr>
<tr>
<td>COMPREHENSIVE EXAM</td>
<td>23</td>
</tr>
<tr>
<td>FELLOWSHIP AND FUNDING OPPORTUNITIES</td>
<td>24</td>
</tr>
<tr>
<td>ANNUAL REVIEW OF STUDENT PROGRESS</td>
<td>24</td>
</tr>
<tr>
<td>COMPREHENSIVE EXAM</td>
<td>27</td>
</tr>
<tr>
<td>THE DISSERTATION PROCESS</td>
<td>28</td>
</tr>
<tr>
<td>ADDENDUM</td>
<td>30</td>
</tr>
</tbody>
</table>
OVERVIEW OF THE PROGRAM

The Ph.D. in Education offers specializations in higher education/ postsecondary education, counselor education, language and literacy education, urban and diverse learning environments, and special education. Our students are tasked with responding to the region's, nation's, and world's most persistent educational challenges, those that obstruct access, success & equity in traditionally underserved communities.

Program Vision

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

Program Mission

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

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

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

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

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

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 below and Addendum.

![What is Social Justice?](image)

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

II. 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 identified and/or developed by students and faculty
III. Examining social justice as an institutionalized, systemic approach to access, success, & equity (see Addendum):

- additional tools identified and developed by students and faculty

**Program Description**

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

**Counselor Education Concentration**

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

**Higher and Postsecondary Education Concentration**

The Higher and Postsecondary Education specialization of the PhD in Education prepares students to conduct research on higher education organizations, students, and policy. Our graduates will pursue careers as academic faculty, researchers, senior college and university administrators, and policy analysts. Our curriculum provides a strong theoretical foundation in organizational theory, public policy, and issues of social justice in postsecondary institutions. Candidates will build on this foundation by working on research projects with faculty, such as:
• High school to college transitions among minoritized and low income students
• Support for student success
• College outcomes for minoritized and low income students
• Career transitions
• Conflict and rebuilding through policy networks in African higher education
• Methodological advances to support the study of marginalized populations
• Efficacy of online instructional methods
• Access to educational opportunities for women through e-learning
• The role of ethics in leadership, faculty work, and educational policy

Language and Literacy Education Concentration

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

Special Education Concentration

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

Urban and Diverse Learning Environments Concentration

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

Program Goals

1. Graduates of the Ph.D. in Education will be able to identify, advocate for, and address persistent problems in education to support educational access and equitable outcomes for all students.
2. Graduates of the Ph.D. in Education will develop scholarly and research skills to investigate and develop solutions to persistent problems of access, success, and equity in education.
3. Graduates of the Ph.D. in education will develop the knowledge, skills, and dispositions to support effective teaching, mentoring, and supervision skills to support equitable outcomes for all students.

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

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

The faculty and staff of the Ph.D. program in Education 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 list below using the link: https://confluence.rowan.edu/display/POLICY/Home.

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

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

- Provide specific information about university, college, department, and program policies, procedures, resources, and programs that affect the candidate; and

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

The program provides a variety of mentoring structures and opportunities, as represented in this graphic:

In addition, faculty members serve as advisors and mentors to students. Each year, mentors have certain objectives to meet with the student. Below outlines the objectives that your assigned advisor in year one, who will not be in your program area, needs to provide. The goal is to find and choose an advisor by the end of year one that fits your needs.

Year 1 Mentoring Objectives

1. Understand the work of the faculty
   - Know and use university/college resources
   - Participate in the life of the institution
   - Establish work-life balance
   - Engage in reflective practice
2. Develop a research direction
   · Identify and refine research interests
   · Connects theory, literature and personal/professional experiences
   · Explore inter/multi-disciplinary relationships and potential advisors for future work

3. Learn how to engage in the process of scholarship
   · Receive guidance on scholarly norms
   · Understand expectations associated with research productivity (Reference: Program Yearly Focus Overview
     https://docs.google.com/document/d/1fWqo_1KGAhvCWHfGdrMcLAsntLCiMhaYqNPdSXd6I8/edit)
   · Identify key professional organizations, conferences and journals in the field

4. Prepare for the Annual Review of Progress
   · Develop a course/programmatic plan
   · Collect and reflect on course products
   · Identify faculty to participate in the review

5. Assist with transition to advisor/mentor for year two in the fall

Holmes Scholars

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

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

Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

In order for students to maintain minimum academic satisfactory progress, students must:
- Maintain a 3.0 GPA
- Earn no grades less a “B-”
- Students who receive a grade less than a “B-”, may retake the course once. Students may not earn more than two grades less of a “B-”. Students may retake no more than 2 courses.
- In addition, students must maintain a 3.0 GPA or higher in order to be in good standing with the Ph.D. program. All students must follow the policies outlined by the handbook for student conduct.

Time and Credit Limitations

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

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](https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy)

The link to the general Rowan University Policies home page follows: [https://confluence.rowan.edu/display/POLICY/Home](https://confluence.rowan.edu/display/POLICY/Home)

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

Key features of the Ph.D. program in Education 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.

**Student Responsibilities**

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

**Student Travel**

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

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

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

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

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

**Details for Travel Funded by Departments**

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

There is no specific required conference. Students should speak to faculty directly about what they are considering requesting. They must be in the US unless special permission is granted and must be national/international in scope.

Approvals for the conferences should be directed to the Department Chair, Dr. Beth Wassell.

For the 18-19 academic year, $1000 is the travel support amount for students.

Ruth Cibo (ciboru@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

**Interdisciplinary and Inclusive Education (Special Education)**

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

Approvals and questions regarding content related conferences should be directed to Dr. Amy Accardo and Dr. Margaret Shuff.

Specific travel support amounts will be provided to students in September following budget finalization. Joann Feflie (fefliej@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

**Educational Services and Leadership (Higher Education and Counselor Education)**

Higher Education students should plan to attend/present at ASHE.
Counselor Education student should speak with faculty directly about conferences they are considering. Approvals and questions regarding content related conferences should be directed to the Department Chair, Dr. Marybeth Walpole. Specific travel support amounts will be provided to students in August following budget finalization. Shelia Manion (manion@rowan.edu) is the secretary contact for submission/completion of travel paperwork.

Travel Expense

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

Please see the Rowan University Travel Policy for non-refundable expenses and full details: https://confluence.rowan.edu/display/POLICY/Travel+Policy
All forms required for travel requests and reimbursement can be found at: http://www.rowan.edu/open/adminfinance/accountspayable/downloadabledocuments.html
PROGRAM OF STUDY AND STUDENT ASSESSMENT

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

Program Structure

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

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

CASE 90717 Program Evaluation and Assessment in Education (3 cr.) In addition, all students will take the following required research courses.

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

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

Concentrations

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

A. Counselor Education
   I. CASE 90820: Advocacy, Leadership, and Professional Issues in Counselor Education (3 cr.)
   II. CASE 90821: Advanced Practicum in Counseling for Equitable Career and College Readiness (3 cr.)
   III. CASE 90824: Advanced Theories in Family and Systems Counseling, Consultation, and Community Engagement for Educational Access (3 cr.)
IV. CASE 90822: Advanced Theories of Individual and Group Counseling for Academic, Social/Emotional, and Career Development (3 cr.)

V. CASE 90823: Supervision in Counselor Education (3 cr.)

VI. CASE 90825: Practicum in Counseling Supervision (3 cr.)

B. Higher and Postsecondary Education
   I. CASE 90830: Foundations of Student Access, Retention, and Equitable Outcomes in Postsecondary Education (3 cr.)
   II. CASE 90831: Organizational Analysis and Administration of Postsecondary Education (3 cr.)
   III. CASE 90833: Public Policy and Analysis in Postsecondary Education (3 cr.)
   IV. CASE 90832: International and Comparative Higher Education (3 cr.)
   V. CASE 90834: Student Learning & Development: Impact of Postsecondary Education (3 cr.)
   VI. CASE 90835: Theoretical and Conceptual Frameworks in Higher Education (3 cr.)
   VII. CASE 90836: Assessment and Evaluation in Postsecondary Education (3 cr.)
   VIII. EDAM 27737: The College Student: Issues and Support Programs (3 cr.)
   IX. EDAM 27741: Current Issues in Higher Education (3 cr.)
   X. HIED 06605: Higher Education in America (3 cr.)
   XI. Required Higher Education Elective

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. Required Special Education Elective

E. Urban & Diverse Learning Environments
I. CASE 90710: Power & Privilege: The Social Construction of Difference (3 cr.)
II. CASE 90712: Examining Intersectionality: Critical Theories of Race, Class, Gender, Sexuality and Citizenship (3 cr.)
III. CASE 90713: History of Urban Education and Communities (3 cr.)
IV. CASE 90714: Education Reform in the US: Theories of Change (3 cr.)
V. CASE 90715: Structural, Cultural and Demographic Displacement in Urban Educational Contexts (3 cr.)
# Program Structure and Sequence

## Fall 2017 Cohort and Beyond Sequence:

<table>
<thead>
<tr>
<th>Semester</th>
<th>F/Sp/Su</th>
<th>Courses</th>
<th>S</th>
<th>C</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>CASE 90800: Current Issues and Research in Access, Success, and Equity</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE 90718: Research Literature Analysis &amp; Writing</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spring</td>
<td>CASE 90810: Quantitative Research Methods in Education</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE 90812: Qualitative Research Methods in Education</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization II</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Summer</td>
<td>CASE 90716: Introduction to Education Policy</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>CASE 90801: Research Seminar in Access, Success, and Equity</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE 90811: Multivariate Research Methods in Education</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization III</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spring</td>
<td>CASE 90801: Research Seminar in Access, Success, and Equity</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE 90814: Advanced Qualitative Research Methods in Education</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization IV</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Summer</td>
<td>CASE 90717: Program Evaluation and Assessment in Education</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fall</td>
<td>CASE 90802: Internship in the Academic Profession, Professoriate, and</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promoting Student Success</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CASE 90803: Equity, Success, and Access in Educational Research</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialization V</td>
<td>3</td>
<td>cr</td>
<td></td>
</tr>
<tr>
<td>8(+)</td>
<td>Spring</td>
<td>CASE 90890: Dissertation Research</td>
<td>21</td>
<td>cr</td>
<td></td>
</tr>
</tbody>
</table>
Transfer Credits

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

Financial Aid & Funding

Financial aid is available to graduate students who have been admitted as degree candidates, are making satisfactory academic progress, are registered full-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 coursework constitutes full-time status.

The program also offers funding in the forms of assistantships and stipends to admitted students who are not employed elsewhere. Funding opportunities are based on a variety of sources and change year to year.

Program-Work Policies

The PhD in Education is a full-time program with day and evening classes. The program also hosts a year-long research internship for students and a semester long teaching internship in which they are fully immersed in the life of an academic and the life of the College of Education. The program provides funding to support students as they dedicate their efforts to the PhD program. Therefore, it is expected that most students will not be fully employed beyond their fellowships or other responsibilities in the program.
Annual Review of Student Progress

The annual review is intended to document a student’s abilities as a researcher, scholar, educator, and leader. It includes current cumulative vitae, research papers, conference presentations, evidence of teaching effectiveness, and evidence of service (e.g., leadership activities, editorial work, conference coordination). These materials are evaluated annually as a component of the doctoral student annual review.

Rubrics will completed by faculty for each review and kept in the student's file. Each review will serve as the program’s signature assignments and will be logged into Tk20.

Year 1 and 2 - Annual Portfolio Review (August)

● See details below for Annual Portfolio Requirements and review process

Year 3 - Comprehensive Exam (late fall/early spring)

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

Year 3 - Proposal/Prospectus (after successful completion of the Comprehensive Exam)

● Review of the student's proposal (first 3 chapters of dissertation) or the student's prospectus (20 page research plan) will be held by student's dissertation committee.

Year 4 - Dissertation Defense (anytime)

● Review will be held by dissertation committee.
Annual Portfolio

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

Timeline for Annual Review:
- Committee Forms to be submitted to the CASE Program Manager by May 15.
- Completed portfolio is due to your approved committee by August 1.
- Committee will review and meet with you by September 15.

Committee: In the first year, the committee includes the assigned mentor, one member chosen by the student, and one by the mentor. In the second year, the committee should include the anticipated dissertation advisor, and two other members who will likely be on the dissertation committee.

Format: The portfolio consists of six sections, detailed below. This portfolio will require electronic submission via Tk20 (details will be provided ahead of the submission due date) as well as hard copy or electronic copy provided to your first year mentor or advisor/chair. All portfolios should include a checklist/cover sheet that will be provided.

Portfolio contents:
1. Progress.
   a. Curriculum Vita
   b. Transcripts (unofficial)
   c. Reflection and goals for your general wellness. Consider your physiological, psychological, social, vocational/professional, and spiritual well-being and what achievable and relevant goals you have to support your well-being in those areas.
   d. Overall reflection paper addressing the following prompt: Speak to each section required in the portfolio (progress overall, content expertise, theoretical frameworks, research, teaching, and professional service). Reflect on your progress in each area, where you currently stand, what else you need to work towards, as well as outline goals and an action plan to reach those goals.

2. Content expertise. Provide evidence of expertise in a particular content area, specifically related to individual research focus. Items might include:
   a. Literature review
   b. Course papers
c. Annotated bibliography.

3. **Conceptual/theoretical frameworks.** This should provide reviewers with a clear understanding of the conceptual and theoretical frameworks that will be used by the student in framing their work. Items might include course papers, annotated bibliography or other work examples.

4. **Research.** In this section, the committee needs to see evidence of the students growing understanding of research methods, and evidence that they are participating in research activities. If students are including artifacts from projects of which they are part, they should include a statement that describes their involvement in that project, what activities they participated in, and which portions of writing are their own. Artifacts might include:
   a. Research plan/design
   b. Research presentations
   c. Research paper
   d. Grant application
   e. IRB proposal

5. **Teaching.** This section provides evidence of the students development as a teacher, and may include:
   a. Teaching philosophy statement
   b. Evaluations from courses taught
   c. Syllabi developed
   d. lessons/lectures/rubrics
   e. peer observation
   f. list of courses taught

6. **Professional service and conduct.** In this section, the committee needs to see evidence of participation in professional service activities and professional conduct and disposition. These could include activities at the college, university, community, or regional/national level, and might include artifacts such as:
   a. Conferences attended,
   b. Professional memberships- including leadership or elected roles,
   c. Peer reviews conducted- journal or grant,
   d. Service committees
   e. College meetings attended (program, department, Holmes, college wide)

**Annual Portfolio Rubric**
The Committee will complete the rubric with narrative statements in each relevant area and provide to the student after the review. A copy should be included in each portfolio thereafter.
Comprehensive Exam

All doctoral students are required to pass a comprehensive examination prior to the dissertation. The preliminary exam assesses students’ knowledge of research methodology and substantive theoretical and empirical issues, and serves as assessment of competencies that are relevant to the development of the dissertation.

Process & Procedures

Each candidate will receive four questions pertaining to: Teaching; Research; Specialization; and Access, success, and equity. The questions have been developed to facilitate the dissertation proposal process and/or in connection with future career goals.

Comprehensive exams will be written/typed and there will be an oral follow up for the written portion. Students will receive their comprehensive exams in the October after Year 2 in the program (start of Year 3). The entire comprehensive exam process will take place in the fall of Year 3. Parts of the written exams will be timed:

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

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

Exams will be graded using standard rubrics developed for each question by the Ph.D. faculty. A passing grade of 80% is required for all components to pass the comprehensive exams, including both the written and oral portions. Any sections of the exam that are not passed at the first attempt can be re-taken in the spring. Only sections of the exam that were not passed need to be re-taken, and the re-take will follow the same format as the original exam. Failure to pass on the second attempt will result in an exit from the program.

The faculty teams will have two weeks to grade the completed written exam, and then students will come in for the oral portion.

Timeline

- Comprehensive exams will be will occur in late fall/early spring in the third year of the program.
- The CASE Program Manager will proctor the in house timed exams.
Fellowships and Funding Opportunities

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

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

Research Fellowships

Ph.D. students working as research fellows are supported through scheduled research fellow meetings. Research fellows are required to log their weekly hours and work closely with CASE and research faculty.

Teaching Fellowships

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

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

Summer Internships

There may be opportunity as a Ph.D. student to participate in teaching internships, and/or summer research internships. Please anticipate that summer payroll, deductions, frequency of paychecks, etc. will differ from that received in the fall/spring semesters.
School Partner Fellowship/ Professor in Residence (PIR)

**Description:** Accepted and qualified Ph. D. Candidates may be invited to apply for a School Partner Fellowship serving as a ¾ time instructor for a school-based teacher preparation program. The focus of the position is to serve as the liaison between the College of Education and one of our Professional Development Schools (PDSs) and teach in one of the academic departments in the area of educator preparation. PDSs are innovative institutions formed through partnerships between colleges of schools of education and P-12 schools. A PDS is an environment in which university students, faculty liaisons, classroom teachers, and students in the schools can engage in long-term, ongoing research-based initiatives that benefit all members in the learning community. Ph.D. Students working as Professors in Residence in Professional Development Schools are supported directly by the Office of Educator Preparation and Support, Director Dr. Stacey Leftwich.

Responsibilities include:
- Six (6) credit hours of coursework and/or clinical practice supervision
- Three (3) credit hours as PIR at one Rowan PDS.
- Work on site 1.5-2 days per week (may include teaching courses, mentoring teachers, supervising practicum/clinical interns, observations, etc.)
- Serve as the liaison between the school and College of Education
- Collaborate with on-site PDS team, school leader(s), and teacher liaison
- Develop, coordinate, and implement the PDS plan
- Facilitate preservice and in-service professional learning opportunities
- Collaborate with the PDS partner to create a research agenda that will document the impact of the PDS
- Participate in the PDS Network Meetings
- Other duties as assigned

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

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

Expectations:

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

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

Qualifications:
- Master's degree in education area as needed or closely related field from an accredited institution of higher education in a field directly or closely associated with education area at the time of appointment
- Meets state licensure requirements as needed
- A minimum of 3 years of public or private successful teaching at the required level as needed
- Demonstrated excellence in teaching and service in education in the needed education area
- Demonstrated ability in communication, interpersonal, and leadership skills
- Demonstrated commitment to fostering academic achievement, social and personal responsibility, and social justice
- Demonstrated commitment to working in an environment devoted to collaboration, collegiality, professional development, diversity, scholarly inquiry, student learning, civic responsibility, and respect for all people
- Demonstrated commitment to working with K-12 schools
- Familiarity with current teacher accountability requirements, research, and best practices in education
- A teaching/learning philosophy consistent with the mission of the College of Education

Preferred: Experience with teaching in higher education settings
The Dissertation Process

The dissertation project entails the development of a proposal, which must be approved, the conduct of the research (which may require approval by the Institutional Review Board at RU), the completion of the written dissertation, and the successful oral defense of the dissertation.

- The committee is composed of at least three faculty members.

- Committees must be approved by the Program and the Dean’s office. The dissertation chair and must be a tenured, College of Education Ph.D. program faculty member. Committee members must be Ph.D. faculty but do not need to be tenured. A student may identify individual faculty member from outside the college with content or other relevant expertise. Committee members outside of Rowan must meet the same criteria set forth for the College of Education’s Ph.D. affiliated faculty as outlined below. A rationale to support the inclusion of a committee members from outside of the College of Education must be included.

1. Evidence of active professional engagement, which may include: regional and national leadership in the profession (e.g., editorial board membership, elected position on a special interest group, etc.);
2. Mentoring students (specifically sitting on dissertation committees or other similar activity); and
3. Three (3) publications in the last three (3) years in peer-reviewed publications (including book chapters) and/or external research grants (written, not necessarily awarded).

- Proposal: The proposal consists of the first three chapters of the dissertation (Introduction, Literature Review, and Methods).
  - The student works with the committee to develop a defensible document.
  - Proposals must completely justify the need for further inquiry on the topic and confirm to the standards of scholarly inquiry in academia.
  - Proposals also need to clearly outline the timeline and logistics for the study.
  - Proposal defense: once the proposal has been completed and presented to the committee’s satisfaction, and IRB approval granted, data collection may begin.
  - Note that these chapters are likely to undergo revision once data are collected and analysis is complete.

- Dissertation format
  - Chapter 1: Introduction
  - Chapter 2: Literature Review
  - Chapter 3: Method
  - Chapter 4: Results
  - Chapter 5: Discussion

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

- 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 defense. The dissertation chair must approve the penultimate document 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 defense, the candidate will be so notified by the dissertation chairperson. At the completion of the defense, the committee renders a decision that:
    - The dissertation has not been successfully completed and defended and requires significant changes.
    - 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.)

- Completion time for the Ph.D.: current Rowan policy is 6 years

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. Failure to follow the policies outlined here may result in delays in program completion.
Addendum

**Intersectionality as an Analytic Tool**

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

<table>
<thead>
<tr>
<th>Domains of Power</th>
<th>Interpersonal (e.g. how people relate to one another)</th>
<th>Disciplinary (e.g. rules and how they apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural</strong></td>
<td></td>
<td><strong>Structural</strong> (e.g. organizational systems)</td>
</tr>
<tr>
<td>(e.g. background, life experiences)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Citizenship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Dis/ability</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Sexuality</td>
<td></td>
</tr>
</tbody>
</table>

(Key concepts from Collins & Bilge, 2016)
**ExPAND Analytical Framework**

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

<table>
<thead>
<tr>
<th>ExPAND</th>
<th>Phase of the Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLAIN</td>
<td>Provide a brief summary of the situation, including description of the setting/context, key participants, and the dilemma to be addressed.</td>
<td></td>
</tr>
<tr>
<td>PERSPECTIVES</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>ASSUMPTIONS</td>
<td>An assumption 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?</td>
<td></td>
</tr>
<tr>
<td>NOT THERE</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>DO NEXT</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

(Gorlewski & Gorlewski, 2012)