



RUTGERS

Graduate School of Education

Ph.D. in Education Program Handbook
Graduate School of Education
Rutgers, the State University of New Jersey
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Please note that this is a document that we intend to revise on an ongoing basis. At any point, if you use this document and find information incomplete, incorrect, or ambiguous, or if you have difficulty accessing information from any of the links provided, please contact Ericka Diaz (ericka.diaz@gse.rutgers.edu) so that we revise appropriately.

Advancing Excellence and Equity in Education

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Table of Contents: This Handbook contains information and various resources, all of which are organized in the sections listed below, that are integral to your progress as a student in the Ph.D. in Education Program.

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Introduction

The degree of doctor of philosophy (Ph.D.), introduced to this country by Yale in 1861, is conferred in recognition of two accomplishments: (1) marked ability and scholarship in a broad field of learning, and (2) distinguished critical or creative achievement within a special area of the general field. The goal of Rutgers' Ph.D. in Education Program is to prepare scholars to make significant contributions to education by conducting research and creating new knowledge. The program is designed for students committed to doing nationally and internationally recognized educational research. Graduates work in institutions of higher education as well as in a variety of private and public organizations that conduct educational research. Graduates of the program are expected to influence educational practice in the United States and abroad through original research efforts, thereby contributing to the advancement of knowledge in education, discovering exemplary educational practices, and influencing local and national educational policy.

One of the most important components of the Ph.D. in Education Program is the opportunity to work closely with scholars who are actively engaged in educational research on issues of interest to the student. This program has been carefully designed to facilitate learning experiences of this kind. The faculty of the Ph.D. in Education Program includes experts in a wide variety of disciplines conducting research using many different methods.

The Graduate School of Education is part of the [Rutgers School of Graduate Studies](#) (SGS; formerly the Rutgers Graduate School-New Brunswick) and is subject to its [policies](#). Included on the SGS website are resources and forms for students and faculty, including [listings of opportunities](#), [career development](#), and [guidelines for best practices and mentoring in doctoral education](#) (click on "Mentoring").

Goals of the Ph.D. in Education Program

Learning Goals for Ph.D. Students

Our core mission in the Ph.D. in Education Program is to produce scholars who can and will use research to contribute to understanding and improving education. Listed below are six broad areas that students in the Ph.D. in Education Program should develop through their coursework, research, and participation in the GSE and broader scholarly community. Methods for evaluating progress with respect to these goals are described under each goal.

- **Broad Theories.** Students will understand and think critically about a wide range of the central theories on learning. These include what types of environments support learning; what the goals of education are and should be; how policy and social structures influence learning opportunities; how education can support goals related to social justice; and how the role of education continues to evolve in our society. In particular, students should be aware of the different disciplines upon which these theories draw, understand that these disciplinary lenses fundamentally influence how education and educational research is perceived, and be able to use these theories and lenses to interpret and synthesize bodies of research.

Assessment: Evaluation will be based on performance in core coursework (pro-seminars or other core course program specifications) and on successful completion of the breadth question as part of the qualifying examination.

- Knowledge and Understanding. Students will develop deep understanding and expertise in a particular domain. They should have a broad and deep knowledge of the literature in the field and an understanding and appreciation of the range of research methods that have been used to advance the field.

Assessment: Evaluation will be based on performance in courses within the student's area of specialization, performance on two independent research studies (Pre-thesis I and II), successful completion of the qualifying examination, and successful completion of the dissertation proposal and thesis.

- Conducting Original Research. Students will actively engage in research from the beginning of their program. As they gain experience and autonomy, they should gain an understanding and ability to design and carry out research employing appropriate research methods.

Assessment: Evaluation will be based on performance in the two independent research courses (Pre-thesis I and II), their dissertation proposal, and a review of other research efforts described in annual progress reports.

- Communicating and Disseminating Research. Students will successfully communicate and disseminate their research. They should give present their work in the GSE (brown bags, research poster sessions) as well as at regional, national and international conferences. They should publish their work in scholarly outlets as well as report their research, if appropriate, in ways that will be valuable to practitioners and policymakers. They should also successfully communicate their dissertation research.

Assessment: Evaluation will be based on the number of student presentations within the GSE (brown bags, poster session, other talks) as well as talks and publications. Authorship (senior or secondary) will also be monitored. These data will be available in the annual student progress reports.

- Teaching. Students will develop expertise in teaching university-level courses. This is considered to be an especially important goal because it is expected that many graduates will obtain employment at academic institutions where teaching will be part of their responsibilities. All students are expected to be observed by a faculty member as well as to complete a teaching portfolio.

Assessment: Evaluation will be based on an annual survey of courses taught by students as well as a report of the number of students who have met their teaching requirement and completed their observations and teaching portfolios.

- Service. Students will participate in their respective scholarly and professional communities, including service within the GSE as well as service to professional organizations, including scholarly reviews, serving on committees, etc.

Assessment: Evaluation will be based on annual review of student progress reports.

Structure of the Ph.D. in Education Program

The Ph.D. in Education Program offers two concentrations: [Theory, Organization, and Policy](#) (TOP) and [Learning, Cognition, Instruction, and Development](#) (LCID).

Theory, Organization, and Policy

The concentration in [Theory, Organization, and Policy](#) within the Ph.D. in Education Program prepares students for research in higher education, policy organizations, and governmental/nongovernmental organizations concerned with education, broadly defined.

Over the past three decades, political leaders have increasingly recognized the critical importance of education to economic, political, social, and cultural improvement. Their decisions have implications for the well-being of families, communities, and the United States' place in the world. Unfortunately, decision makers often pursue educational goals without a clear understanding of their own philosophical assumptions, the needs for change, the possible results of change, or the social forces that affect actions that legislatures and governments take. This program prepares scholars who can help find answers to these questions and, in the process, inform policymakers, educators, and the public about the progress and challenges of education.

Our faculty conducts research in organizational leadership, policy, and international and comparative education as well as in the social science and humanities disciplines of education. Our students specialize in one area of study but learn about others, allowing them to develop stronger educational analyses and research designs. Following an apprenticeship model and working closely with their academic advisor, students design their own course of study, taking courses offered at the GSE and across Rutgers.

Learning, Cognition, Instruction, and Development

The concentration in [Learning, Cognition, Instruction, and Development](#) within the Ph.D. in Education Program prepares students to carry out research on learning and teaching in classrooms and other settings. Interdisciplinary study is encouraged within this concentration, which focuses on:

- how people think;
- how knowledge is conveyed;
- how understanding is acquired;

- how human beings develop in learning environments; and
- the ingredients of effective teaching.

Students can specialize in areas of faculty expertise, with opportunities for research in interdisciplinary studies and these specializations:

- [Early Childhood Education](#)
- [Educational Psychology](#)
- [Human Development](#)
- [Language Education](#)
- [Learning Sciences](#)
- [Literacy Education](#)
- [Mathematics Education](#)
- [Science Education](#)
- [Social Studies Education](#)
- [Special Education](#)
- [Statistics and Measurement](#)

We help our students to develop the broad base of knowledge and research skills needed to design and investigate methods of improving learning and teaching in real learning environments. Students specialize in one area of study but learn about one or more other areas, allowing them to develop stronger educational interventions and research designs.

Note: All LCID students are expected to work on a research project during their first year and present that work at the LCID poster session in their second year. All LCID students are expected to work on a research project their second year and present that work at the LCID poster session in their third year.

Program Requirements

The Ph.D. in Education Program requires a combination of coursework, examinations, and research, eventually leading to a dissertation that is an original piece of research. A student must devote a minimum of three years of full-time study beyond the bachelor's degree for the Ph.D. If any of the work is conducted on a part-time basis, the minimum time required will be longer.

For this purpose, one year of study is represented by 24 credits of coursework or research. Therefore, the minimum requirement for the Ph.D. degree is 72 credits: at least 48 credits of coursework and at least 24 credits of dissertation-related research. The distribution of the required 48 credits for all Ph.D. students, with the exception of those enrolled in the Statistics and Measurement area of study, is available on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Academics [Courses, Quads, Dissertation, Progress Form] > Course Requirements). Students must maintain a minimum cumulative grade point average (GPA) of 3.25.

Two areas of study (Learning Sciences and Statistics and Measurement) within the LCID concentration have additional course requirements. For Learning Sciences, the 18 credits for area of study must include the following two courses (click [here](#) for course descriptions):

- 16:300:582 Cognition and Instruction

- 15:262:610 Design-based Research

Additional course requirements for Statistics and Measurement students can be found on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Academics [Courses, Quals, Dissertation, Progress Form] > Course Requirements).

The Ph.D. in Education Program is arranged in two phases. The preliminary phase, which generally involves formal courses of study, is completed when the student passes the qualifying examination. In the second phase, the student usually writes his or her dissertation. This phase concludes when the dissertation is accepted and the defense of it is approved. Between admission to the Rutgers School of Graduate Studies (SGS; formerly the Graduate School-New Brunswick) and the conferral of the Ph.D. degree, the student must: (1) satisfy the course and other preliminary requirements of the particular concentration/area of study in which the student is enrolled; (2) pass the qualifying examination; (3) present the results of the unique, original research in an acceptable dissertation; and (4) pass a final, oral dissertation defense. The student becomes a formal candidate for the doctorate only after completing the qualifying examination.

As the Ph.D. in Education policy on the **Requirements/Guidelines for University-level Teaching Experience** (click on the boldface title to bring you directly to the policy) states, Ph.D. students must demonstrate competency in teaching. In order to effectively track and monitor students' teaching experience, the program requires that students complete a [University-level Teaching Experience Report Form](#) for each semester that they teach and submit it via email to the Administrative Assistant for the Ph.D. in Education Program.

Students will be reminded to submit the University-level Teaching Experience Report Form at the time they submit their Annual Progress Form; however, students may submit this form at any time. The Annual Progress Form is administered online, and each student will receive a personalized link to complete it.

Students are encouraged to participate in the intellectual life of the educational research community by presenting their research and attending colloquia at the Graduate School of Education (GSE) and in their professional research community (e.g., Annual Meeting of the American Educational Research Association).

GSE Contact Information

Listed below are the email addresses and phone numbers for GSE faculty and staff who you may need to contact throughout your experience in the Ph.D. in Education Program. Click [here](#) for the full GSE Faculty Directory, and click [here](#) for the full GSE Staff Directory.

Dean's Office

Clark Chinn, Interim Dean
848-932-0824
clark.chinn@gse.rutgers.edu

Tiffany L. Mayers, Senior Administrative Assistant to the Dean
848-932-0748
tiffany.mayers@gse.rutgers.edu

Ph.D. Program Direction

Drew Gitomer, Director, Ph.D. in Education Program
848-932-0642
drew.gitomer@gse.rutgers.edu

Colleen McDermott, Administrative Coordinator
848-932-0641
colleen.mcdermott@gse.rutgers.edu

Steve Barnett, Coordinator, Theory, Organization,
and Policy (TOP)
848-932-4350
sbarnett@nieer.org

Ravit Golan Duncan, Coordinator, Learning, Cognition, Instruction,
and Development (LCID)
848-932-0792
ravit.duncan@gse.rutgers.edu

Office of Administration and Personnel

Robert Allison, Senior Director, Finance & Administration
848-932-0754
robert.allison@gse.rutgers.edu

Terri Bolla, Business Specialist
848-932-0620
terri.bolla@gse.rutgers.edu

Audry Burnett, Personnel Manager
848-932-0755
audry.burnett@gse.rutgers.edu

Vallarine Paynter, Business Manager
848-932-0757
vallarine.paynter@gse.rutgers.edu

Department Administration

Ben Justice, Chair, Department of Educational
Educational Theory, Practice, and Administration
848-932-0679
ben.justice@gse.rutgers.edu

Carrie Lobman, Chair, Department of Learning
and Teaching
848-932-0809
carrie.lobman@gse.rutgers.edu

Nicole Symonds, Administrative Assistant, Department of
Educational Psychology
848-932-0846
nicole.symonds@gse.rutgers.edu

Office of Student and Academic Services

Ericka Diaz, Administrative Assistant, Ph.D. in Education Program
848-932-0741
ericka.diaz@gse.rutgers.edu

Trevor Johnson, Administrative Coordinator
848-932-0736
trevor.johnson@gse.rutgers.edu

Lisa Kruger, Director of Teacher Education
848-932-0740
lisa.kruger@gse.rutgers.edu

Matthew Winkler, Assistant Dean, Advisement
848-932-0737
matt.winkler@gse.rutgers.edu

Amy Wollock, Senior Assistant Dean, Enrollment Management
848-932-0739
amy.wollock@gse.rutgers.edu

Office of Disability Services

Lucy Stone Hall, Suite A 145
54 Joyce Kilmer Ave
Piscataway, NJ 08854
(848) 445-6800
ods.rutgers.edu

Academic Requirements and Procedures

NOTE: Fulfillment of various program requirements and successfully carrying out program procedures frequently entails the completion of paperwork and/or applications. In many cases, signatures must be obtained in order to complete these items.

- 1. Please be sure to submit all paperwork/applications with all required signatures (self, advisor, committee member, program director, etc.).**
- 2. If anything requires the program director's signature, please submit either via email or in person to the Administrative Assistant for the Ph.D. in Education Program in the Office of Student and Academic Services. The Administrative Assistant will obtain the program director's signature, and the student will be informed when this part of the process has been completed.**

Admissions

All prospective students must apply to the Ph.D. in Education Program by December 1 through the [Graduate Admissions](#) website.

The following items are required for a complete application package:

- Completed admission application
- [GRE Scores](#): Scores cannot be used if they are more than five years old. Students will have to retake the exam. If you have another Ph.D., then you may waive the GRE exam.
- Transcripts
- Letters of recommendation (3)
- [TOEFL](#) (for international students)

All applicants are automatically considered by the Director of the Ph.D. in Education Program for fellowships, graduate assistantships, and teaching assistantships. No separate application is needed for this funding.

Admissions decisions are typically made by mid-March. Graduate Admissions then sends students by regular mail the official acceptance letter. You will also receive follow-up communications from the GSE Ph.D. in Education Program. You should contact your advisor or the Ph.D. Director if you have any questions or concerns as you make your final decision about whether you will enter the Ph.D. in Education Program at Rutgers.

Registration

Students register independently through [WebReg](#). In most cases, Ph.D. courses require a special permission number. Students may contact the Administrative Assistant for the Ph.D. in Education Program in the Office of Student and Academic Services to obtain these special permission numbers.

All course syllabi are available [here](#). Students may consult course syllabi when they are deciding on courses for which to register or as the semester progresses as the syllabi are regularly updated on this site when changes are made.

GSE Grading Policy

The following is the basic grading system of the GSE (see http://catalogs.rutgers.edu/generated/gse_current/pg51.html)

A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

Other grade symbols are:

IN (Incomplete): May be assigned at the discretion of the instructor who believes that an extension of time is warranted for a student whose work is incomplete at the end of the semester. Incomplete work may be made up, and a change of grade may be authorized by the instructor for up to one year after the IN grade was assigned. The decision to grant an Incomplete grade is made only by the instructor. The instructor is not obligated to grant an Incomplete grade and may instead assign, at the end of the semester, the earned grade per the course requirements.

From the SGS Handbook:

Any student incurring grades of Incomplete will be held to the limit of one year for completion of the course. Requests for waiver of this one-year limit must be made by the student, recommended by the course instructor and graduate director, and approved by the Office of the Dean. This waiver should be sought prior to the one-year expiration date. It will not be routinely granted. Students who have more than one Incomplete will be allowed one semester to reduce the number to one (or none), after which they will not be allowed to register for additional courses until these are completed or "abandoned." ("Abandoned" refers to a situation in which students have agreed that the course may no longer be completed and the program has agreed to allow them to continue with Permanent Incompletes on their records.)

Permanent Incomplete (PIN) Grades

There are situations in which a PIN grade may be warranted.

a) Students are restricted in the number of incompletes they may carry. In order to continue to register, a student may choose to "abandon" a course by waiving the privilege of completing it. In such a case the student requests a change from IN to PIN. The PIN is not regarded as an outstanding incomplete and does not hinder further registration, unless it represents part of a pattern which the faculty interprets as warranting a warning or dismissal for unsatisfactory progress.

b) Incompletes are to be made up within one year for courses that are offered every year. For courses that are not offered every year, students must make up all coursework by the end of the next semester in which the course is offered. Those not removed in favor of a letter grade may be converted to a PIN to indicate that the option to complete the course has expired.

For more information on Incomplete grades, please refer to Sections 3.21 and 3.23 in the SGS Handbook found [here](#).

P/NC (Pass/No Credit): Any student in the GSE may elect, at the time of each registration, to be graded in any GSE course on a Pass/No Credit basis. The choice of grading system typically is determined at the time of registration. The final designation of choice must be made, in consultation with the instructor, no later than the sixth week of the semester. Under this grading system, Pass is equivalent to an A, B+, B, C+, or C; No Credit is equivalent to F. Ed.D. dissertation research is graded Pass/No Credit.

S/U (Satisfactory/Unsatisfactory): Assigned when a course is taken on a noncredit basis. Ph.D. dissertation research (700/701 courses) is graded Satisfactory/Unsatisfactory.

TZ (Temporarily Not Graded): The TZ grade is assigned to students who never attended classes for a course, stopped attending and did not officially withdraw, or were not graded by instructors.

GSE Courses Designated for Pass/No Credit Grading (not an exhaustive list)

05:300:413 & 414 Practicum in Early Childhood/Elementary Education I & II

15:230:701 Dissertation Study Ed Admin

15:251:671 & 672 Practicum in Early/Upper Elementary Teaching

15:255:534 Classroom Organization

15:255:535 Teaching Internship

15:255:700 Ed.D. Dissertation Study

15:290:701 Dissertation Study in Educational Psychology

15:293:609 Research in Special Education

15:295:609 Research in Learning, Cognition, & Development

Ph.D. Grading Policy

16:300:700/701/702 courses receive a Satisfactory or Unsatisfactory grade.

Grade changes can only be made for a missing or incomplete grade. A CHANGE OF GRADE FROM A LETTER TO ANOTHER LETTER IS NOT ALLOWED.

Warning Grades

The following are the warnings that can be submitted on the Warning Roster:

W1 = Warning for poor performance

W2 = Warning for poor attendance

W3 = Warning for poor performance and poor attendance

Warning grades should be submitted during the first two weeks of March for spring and first two weeks of October for the fall semester. Due to the shortened summer schedule, warning grades are not provided for Summer Session.

Ph.D. Independent Study Approval/Documentation

Prior to receiving a special permission number from the Administrative Assistant for the Ph.D. in Education Program, students and advisors are asked to complete the [Ph.D. Independent Study Form](#). The form simply asks for a brief explanation of the focus of the independent study along with anticipated outcomes.

Ph.D. Cognate Requirement Policy

Purpose:

The purpose of this policy is to establish guidelines for the cognate requirement for all Ph.D. in Education students.

What is a Cognate?

A cognate is an area of study that is different from a student's concentration but is related to the concentration in some way. For example, students whose concentration is in Theory, Organization and Policy might take courses in History, Philosophy or Policy to further develop their expertise. Students in the Learning Sciences might likewise take courses in Philosophy, Linguistics or Psychology. Students might also take courses to further develop methodological expertise. The cognate is intended to provide students with a comprehensive understanding of a closely related area of study so that students can then synthesize information from the cognate with information in their concentration, with the opportunity of creating new knowledge.

Requirements

Students in the Ph.D. in Education program are required to take two cognates. These are typically taken outside the GSE, either in other schools within Rutgers University or at another

institution. It is expected that the faculty advisor will consult with the student to select appropriate cognate courses outside of the GSE.

In some cases, however, an independent study (inside or outside the GSE) or a course within the GSE can satisfy the intent of the cognate. In each of these cases, in addition to obtaining the approval of their faculty advisor, the student must also submit to the program (TOP/LCID) coordinator and the Director of the Ph.D. in Education Program a written explanation/justification indicating how the independent study or GSE course is appropriate for consideration as a cognate. Without such approval, the program reserves the right to not give credit for satisfaction of the cognate requirement.

Transfer Credits

Graduate courses completed at other institutions may be accepted for credit toward a doctorate at the university if they meet the following three conditions:

- First, they normally must form part of the student's concentration or area of study.
- Second, the student must have registered in these courses within the preceding six years.
- Finally, the student must have earned a grade of B or better in these courses.

Graduate credits may not be transferred until a student has completed as a matriculated student in the SGS (formerly GSNB) 12 credits of graduate courses with grades of B or better. The maximum number of credits that a student may transfer is 50% of the total number of required course credits for his or her program. For students in the Ph.D. in Education Program, the maximum number of credits is 24. The GSE Ph.D. in Education Program may recommend the transfer of credits earned at a professional or graduate school elsewhere toward a Ph.D. in the SGS (formerly GSNB).

Credits that cannot transfer include:

- credits earned in thesis-related work;
- coursework done as independent study; and
- coursework that was not graded with an A or B.

The SGS (formerly GSNB) will accept up to six credits of graduate work taken as a Rutgers undergraduate toward the requirements for a graduate degree. These credits must be in excess of 120 credits submitted for the bachelor's degree. If a Rutgers school requires more than 120 credits for the bachelor's degree, six credits above 120 may be double-counted toward the two degrees. Each degree program shall have full discretion in deciding whether to accept credits earned while an undergraduate toward a graduate degree. The Dean, or his or her designate, shall use discretion to allow double-counting of an additional three credits in exceptional circumstances. An exception to the requirement that the credits being accepted be graduate credits may be made if the undergraduate course(s) in question would normally be part of the curriculum of the graduate degree program.

A Transfer of Credit Application, found [here](#), must first be approved by the student's advisor (can be approved via email). Then the student can submit via email the application, as well as

the email indicating the advisor's approval, to the Director of the Ph.D. in Education Program for approval. The completed application must then be submitted to the SGS (formerly GSNB).

Full-time Status

Students must be enrolled for nine credits per semester in order for their status to be considered full-time. Students who are enrolled for less than nine credits in a semester are considered part-time.

Note: All Ph.D. students who have passed their qualifying examination and are doing laboratory work must register for at least one credit of research per semester until they have completed their degrees, even if this results in accumulations of research credits beyond the minimum required for the degree.

Changes in Active Status

Matriculation Continued (only during coursework or before qualifying exam)

Students who are unable to be actively involved in coursework for a given semester may register for Matriculation Continued. This keeps the student "active" in the program. Doctoral students who have not taken their qualifying exams and have completed their coursework may use this registration for a maximum of two semesters until such time that the qualifying exam has been completed and research registrations may begin.

Once students register for Research in Education and are post-qualified, they cannot register for Matriculation Continued. They must register for at least one credit of research.

If a student has an emergency, they may contact Barbara Sirman at the SGS (formerly GSNB) for approval.

For more information on Matriculation Continued and other changes in active status (e.g., leave of absence), please refer to Section 3.12 of the SGS Handbook, found [here](#).

Renewal of Active Status

If a student misses one or more semesters (fall/spring), he or she must complete an Application for Readmission, found [here](#), to be reinstated. The appropriate signatures must be obtained before the student submits the application to the SGS (formerly GSNB).

Withdrawal/Leave of Absence

A student who wishes to withdraw or take a leave of absence from the program must complete a Request to Withdraw/Take a Leave of Absence from Doctor of Philosophy Program, which is available on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Forms). Once the form has been completed, it must be submitted to the Administrative Assistant for the Ph.D. in Education Program in the Office of Student and Academic Services located in Room 110 of the GSE.

If you are registered for a course(s), you must communicate with the Registrar's Office. A student who wishes to withdraw from all courses does so by submitting a written notice to the registrar or by completing a withdrawal form in person at the Registrar's Office. A student who leaves the school without officially withdrawing in this manner will receive a failing grade in each course. The date on which the registrar receives the written notice governs the academic and financial consequences of withdrawal. The privilege of official withdrawal is not granted after the 12th week of classes; a student who leaves the school after the 12th week of classes is considered still officially enrolled and will receive final grades for the semester.

Please note that notification to the instructor, advisor, or school does not fulfill the student's obligation to communicate directly and in writing with the registrar in all matters pertaining to changes in registration and withdrawal.

Contact Information for Registrar:

Registrar Offices
Administrative Services Building
65 Davidson Road
Rooms 200-A, B, F, L
Busch Campus
Piscataway, NJ 08854-8096

Office Hours: Monday - Friday
8:30 AM - 5:00 PM
P: 848-445-7000

School of Graduate Studies (SGS) Academic Leave of Absence Policy

*Approved, as amended, by SGS Executive Council on December 14, 2017
Approved by SGS Graduate Faculty on December 20, 2017*

Students in good academic standing, who must interrupt their studies temporarily, should apply for a leave of absence in writing to the Senior Associate Dean through their graduate program directors. A SGS student may be granted a leave (or leaves) of absence for a period not to exceed a total of 12 months.

Written notification of the student's intent to return must be received by the SGS Senior Associate Dean's Office at least one month prior to the expiration of the leave. Registration is not required and funding support may be affected by the leave.

Foreign students holding a student visa who wish to temporarily leave the United States under this policy must obtain permission of their advisor, graduate program director and the SGS Senior Associate Dean's Office 30 days prior to their travel, and should contact the Office of International Services (OIS) to receive last minute advice and most current information. Students granted permission then apply for a new I-20 or DS-2019 in order to return to the U.S. Any foreign student who leaves the United States under this policy without the consent of their Graduate Director is subject to disciplinary action.

Students NOT returning from leave of absence within the approved date may be required to reapply to the Graduate School and undergo a new admissions process.

Ph.D. in Education Program Note: Although registration is not required during a leave of absence, students must be aware that access to certain university websites and resources will be deactivated. If students would like to keep access to these items, they must register for Matriculation Continued (16:300:800). Students are allowed to register for Matriculation Continued for a maximum of two semesters.

Enrollment Verification

When students get to the dissertation stage, many think that they have to register for at least six credits to meet the student loan requirement of at least half time. However, students have the option to register for at least one credit and still meet the loans requirement. To verify their status, students must complete the [Enrollment Certification of Doctoral Students](#) and submit it to Greg Rios in the Registrar's Office.

Time Limitation

Students have a maximum of seven years to complete the Ph.D. in Education Program. If they have reached seven years in the program but have not earned the degree, they must request an extension of time by completing the Application for Extension of Time found [here](#).

If a student has not completed his or her requirements for graduation after being in the program for 10 years, he or she may request another extension by completing a different version of the Application for Extension of Time found [here](#). However, it may be more difficult to get approval.

Institutional Review Board (IRB) Approval and Human Subjects Protection Certification

Any research (including dissertation research) that involves data collection from individuals—students, teachers, members of the public, etc.—requires approval from Rutgers University’s Institutional Review Board (IRB) before *any* “human subjects” data are collected that will be used in any way. The Rutgers IRB is charged with the protection of the rights and welfare of human research subjects while facilitating ethical research. The IRB is part of the Office of Research Regulatory Affairs (ORRA), which provides subject matter expertise and administrative support to the IRB committee itself, which is comprised mostly of Rutgers faculty who are also researchers. In addition, the IRB includes individuals with expertise who are not part of the Rutgers community, as required by the federal regulations governing research with humans. Review by the IRB is required for research involving human subjects regardless of the funding source and also covers human subjects research without funding. Because a student should be engaged in research throughout their graduate career, it is necessary to understand policies and practices associated with the Protection of Human Subjects which guide IRB decisions. Click [here](#) to find Information on different types of approval, criteria for approval, and forms to be completed.

All Rutgers University faculty, students, and other individuals involved in [human subjects research](#) are required to complete the [Collaborative Institutional Training Initiative \(CITI\)](#) Basic Course and complete the CITI Refresher Course every three (3) years thereafter. Campus IRBs will not issue final approval of certain IRB submissions (New / CR / Key Personnel Amends) until it is verified that listed study personnel have completed the current requirements for human subjects research education.

For further assistance, you can contact Michelle Watkinson (732-235-6043) or Farah Anwar (732-235-6041).

The Qualifying Examination

The purpose of the qualifying examination is to determine whether a student has developed a sufficient mastery of the field to warrant admission to candidacy for the Ph.D. degree and is prepared to design and complete a doctoral dissertation. The student is required to successfully complete his or her qualifying examination before beginning serious work on the dissertation. For this reason, a student cannot complete more than six credits of dissertation-level research (16:300:701 and 16:300:702 Research in Education) before completing the qualifying examination. The document describing the structure of the qualifying examination for the Ph.D. in Education Program is available on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Academics [Courses, Qualls, Dissertation, Progress Form] > Qualifying Examination Information and Forms > Qualifying Examination Information).

Once a student passes the qualifying examination, he or she must complete the Admission to Ph.D. Candidacy Application found [here](#). At this point in the program, the student only needs to complete the first two pages of the form; however, he or she must print out the entire document and submit it to the Administrative Assistant for the Ph.D. in Education Program in the Office of Student and Academic Services located in Room 110 of the GSE. The Administrative Assistant will enter the information in the GSE's internal student management system and keep a copy of the form on file in the GSE. The Administrative Assistant will then submit the original completed form to the SGS (formerly GSNB). The SGS (formerly GSNB) will change the student's status from Pre-Qualified to Post-Qualified and send to the student a letter confirming that he or she has passed the exam.

Following the qualifying examination and the committee's decision, the signed Oral Examination Results Form (Qualifying Examination) must also be submitted to the Administrative Assistant for the Ph.D. in Education Program in the GSE's Office of Student and Academic Services, Room 110. You can find the Oral Examination Results Form (Qualifying Examination) on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Academics [Courses, Qualls, Dissertation, Progress Form] > Qualifying Examination Information and Forms > Qualifying Examination Forms). In addition, a hard copy and electronic version of the initial statement, reading list, exam questions, and responses, as well as the committee's written recommendation (or written recommendations in the case of a revision of one or more responses) must be submitted to the Administrative Assistant.

In the event that any committee members participate in the oral portion of the qualifying examination virtually, rather than in-person, and are unable to provide their original signature on the appropriate paperwork, committee members need to authorize the Director of the Ph.D. in Education Program to sign on their behalf. Each committee member who is not present at the oral defense of the qualifying examination must send the Director an email following a successful defense that indicates approval of the qualifying examination and authorization for the Director to sign any relevant paperwork. See the following for the appropriate language to be sent:

I, [name of committee member], have read the qualifying examination of [student's name] and participated in the oral defense. I grant permission to the Graduate Director, Professor [name of Director of Ph.D. in Education Program], to sign on my behalf.

For an abbreviated checklist/timeline of events/responsibilities from passing the qualifying examination to graduation, go to the [GSE Ph.D. in Education Portal](#) to view the Timeline: Qualifying Examination to Graduation document found in both the Qualifying Examination and Dissertation folders.

The Dissertation

Each candidate for the doctorate, under faculty direction, pursues an original investigation of a problem or problems in an area of study and presents the results of the investigation in a dissertation. In developing the dissertation, it is important for a student to work closely with his or her faculty advisor. While most of the student's attention will focus on conducting the research, it is also important for the student to follow the necessary procedures to get official approval of the dissertation. The following information and forms regarding the dissertation process can be found on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > Academics [Courses, Qualls, Dissertation, Progress Form] > Dissertation Information and Forms).

- Dissertation Committee Form
- Dissertation Proposal Title Page
- Oral Examination Results Form (Dissertation
- Oral Examination Results Form (Dissertation Proposal)
- Form and Submission of the Dissertation
- The Dissertation Committee
- The Dissertation Proposal

Funding Opportunities

All applicants are automatically considered by the Director of the Ph.D. in Education Program for fellowships, graduate assistantships, and teaching assistantships.

Doctoral students at the Graduate School of Education (GSE) get funding from three sources:

Teaching Assistantships: The University pays for students to teach courses (usually in the GSE's teacher education program). Teaching assistantships pay tuition, benefits, and a stipend that changes annually for 15 hours of work per week during two academic semesters. The Director of the Ph.D. in Education Program, in conjunction with Department Chairs and other leaders in the GSE, usually has a number of assistantships to assign. Students must have a master's degree to become a teaching assistant (TA). If a student does not enter with a master's degree, he or she must apply for and earn the master's degree through the School of Graduate Studies (SGS; formerly the Graduate School-New Brunswick). Students receive a stipend, health insurance, and other benefits.

Graduate Assistantships: These usually come from research funds provided by professors' grants and contracts. Students work 15 hours per week on a professor's research project for two academic semesters (additional summer work may also be available). Students receive a stipend, health insurance, and other benefits.

Miscellaneous Grants and Fellowships: A variety of other funding sources are available. Some of these are awards made by the University or by the GSE. In other cases, students may apply independently for funding. Click [here](#) for further information on funding available from the GSE as well as other funding opportunities. Click [here](#) to learn more about GradFund, a group that assists graduate students with identifying and applying for merit-based research grants and fellowships. For fellowships, students receive a stipend, paid tuition, and health insurance.

Once the Director of the Ph.D. in Education Program has made decisions regarding funding of students, the Director will inform the GSE Office of Administration and Personnel (OAP). OAP staff will, in writing, inform the student of the funding opportunity.

Process/Guidelines for Fellowships and Teaching Assistantships:

- Students must sign a contract.
- Students are assigned to a department (Learning and Teaching, Educational Theory, Policy, and Administration, or Educational Psychology)
- Students with Teaching Assistantships must teach one class each semester.
- Full-time teaching assistants are entitled to full tuition remission and fee waiver.
- Part-time teaching assistants are responsible for certain costs of tuition and fees.

Process/Guidelines for Graduate Assistantships:

- Students must sign a contract.
- Students' stipends are covered by grant budgets.
- Students work with a department/faculty member on certain projects.
- Full-time graduate assistant are entitled to full tuition remission and fee waiver.
- Part-time graduate assistants are responsible for certain costs of tuition and fees.

The Ph.D. Funding Sources document, available on the [GSE Ph.D. in Education Portal](#) (GSE PhD in Education Portal Resources > RU Funding Opportunities), describes the types and amount of funding provided for each of the funding sources available through the GSE.

Academic Integrity

The University policy on academic integrity covers cheating, plagiarizing, fabricating, denying others access to materials they need for research or coursework, and facilitating others' violations of the academic integrity policy. While there are four levels of violation of the academic integrity policy, all violations of this policy are considered "potentially separable" (i.e., grounds for dismissal from the University). Most issues of academic integrity in the GSE have involved plagiarism and the inappropriate citation (or lack of citation) of others' work. These issues can usually be addressed through proper citation. Further information about the academic integrity policy can be found [here](#).

Terminations and Appeals

Students whose GPA falls below 3.25, who receive one F, or who receive three or more Cs shall be considered to be making less than satisfactory progress. They shall then be subject to the policy described below.

Terminations

Students may be required to terminate their graduate studies and withdraw from the SGS (formerly GSNB) if they fail to maintain satisfactory academic or professional standards in any phase of their graduate programs. Conditions imposed at the time of admission must be satisfied by each student. Non-adherence to the schedule of [Time Limits for Degrees](#) may constitute a basis for termination.

When such problems occur, the Ph.D. in Education Program notifies the student in writing of its concern about the student's performance. Such a warning specifies the source of the concern, the applicable program or graduate school rules, and the proposed action. Warnings specify when and on what basis a recommendation for academic dismissal will be considered by the faculty. A probationary period of one semester is typical. (In cases of extremely poor performance, the program faculty may determine that a probationary period is not justified and may move directly to a recommendation for dismissal.)

Following the probationary period, a student who fails to meet the provisions of the warning is considered by the faculty for dismissal. A faculty vote is recorded on any motion to recommend dismissal, and the student is provided with a written statement of the faculty action and its rationale.

When termination is recommended, the graduate program director communicates in writing to the Dean of the SGS (formerly GSNB) the specific reasons involved, all warnings communicated to the student, the faculty procedures and actions leading to the recommendation, the recorded faculty vote for dismissal, and the mailing address of the student. The student's actual letter of termination comes from the Dean of the SGS (formerly GSNB). Subsequently, the student's transcript will bear the notation, "Academic Dismissal."

Appeals

Whenever possible, student academic appeals are handled within the Ph.D. in Education Program. The student should take the issue to the Director of the Ph.D. in Education Program for review and mediation. The Director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to a faculty committee, as designated in the by-laws of the program. The committee may consult with anyone it chooses in order to determine a recommendation in the matter. In extraordinary cases, it may ask third parties in the faculty to review the decision that is being appealed.

While action within the faculty committee typically is final, a student may appeal to the SGS (formerly GSNB) if he or she feels the decision is unfair. Each case is reviewed by a representative of the Dean of the SGS (formerly GSNB) who attempts to informally resolve the dispute. Should the issue remain unresolved, the student is notified in writing that he or she may request that the dispute be brought to the Appeals Committee. Such a request must be made within 30 days of notification.

The Appeals Committee hears appeals that have not been resolved by the SGS (formerly GSNB). The student must make his or her case in writing. A written response to the student's statement is solicited from the Director of the Ph.D. in Education Program. The committee typically bases its judgment on written submissions only. However, should the committee deem it necessary, it may call upon the student and/or a faculty member (or members) for written or oral responses to questions raised by the committee.

A student may request an appearance before the committee. If committee members believe an appearance is warranted by unusual circumstances, they may allow the student to appear before them. They may, however, limit the amount of time granted, which typically does not exceed 30 minutes. The committee reports its recommendations to the Dean of the SGS (formerly GSNB) who makes the final decision.

Master of Arts From the School of Graduate Studies (formerly the Graduate School-New Brunswick)

Students are eligible to receive a Master of Arts (M.A.) from the School of Graduate Studies (formerly the Graduate School-New Brunswick) upon completion of 30 credits taken at Rutgers. These credits are eligible to be counted toward Ph.D. requirements in the student's concentration, will be accumulated while pursuing the requirements of the Ph.D. in Education Program, and will adhere to the guidelines related to transfer of credits, undergraduate courses, and other policies for M.A. degrees as described in the Graduate School Catalog.

The 30 credits required for the M.A. include six credits in the two proseminars (16:300:501 and 16:300:503). Additional courses are approved by advisors and by the Director of the Ph.D. in Education Program. Courses may include up to four methodological courses, which include the following but may also include other courses: 16:300:509, 16:300:511, 16:300:513, 16:300:515, 16:300:517, 16:300:519, 16:300:520. Courses may include up to one prethesis research course (16:300:600). Courses may include up to three Graduate School courses outside the Graduate School of Education (i.e., outside School 15 courses or School 16:300 courses).

In addition to fulfilling all course requirements, students are eligible to receive the Master of Arts degree in one of two ways:

1. successfully completing and passing the Ph.D. Qualifying Examination; or
2. successfully completing an independent research paper that is considered of sufficient quality to be designated a master's thesis; the thesis must be recommended by the advisor and approved by the Ph.D. Executive Committee.

In order to be granted the Master's degree, the student must complete all necessary paperwork (Admission to Ph.D. Candidacy Application and Master's Degree Application). The Master's Degree Application requires signatures from the following: the student's advisor, the Director of the Ph.D. in Education Program, and a member of the Ph.D. in Education Executive Committee.

The Admission to Ph.D. Candidacy Application and the Master's Degree Application, found [here](#), must be submitted directly to the SGS (formerly GSNB).

Appendix: Approved Policies for Ph.D. in Education Program

GSE Ph.D. Program in Education Policy

Requirements/Guidelines for University-level Teaching Experience

One of the goals of the Ph.D. Program in Education is to prepare students to be teachers at the university level. As stated in the program handbook, Competency #7: Students should develop expertise in teaching university-level courses related to their area of research. This is considered to be an especially important goal because it is expected that many graduates will obtain employment at academic institutions where teaching will be part of their responsibilities.

Additionally, the School of Graduate Studies (SGS; formerly the Graduate School-New Brunswick) has its own Ph.D. Degree Learning Goals, including:

Learning Goal 3: Prepare to be professionals in their discipline

As suggested by the SGS (formerly GSNB), both the School of Graduate Studies and the graduate programs have an obligation to help students achieve this goal by:

- evaluating teaching effectiveness of instructors in graduate courses and working with instructors to improve effectiveness if it is below expectations; and
- aggregating evaluations of teaching effectiveness of graduate student instructors (Goal 3).

Student Requirements

In order for Ph.D. students to demonstrate competency in teaching at the basic level and at the advanced level, they must fulfill the following requirements:

- be formally observed and have a record of that observation
- ensure that student course evaluations (SIRS) have been completed and have a record of those evaluations
- write a teaching philosophy statement that has been formally reviewed
- prepare a portfolio of teaching materials/artifacts

Note: Not all students will have the opportunity to teach their own course for a full semester. For example, students may co-teach with a faculty member or teach only a selected number of lessons within a course. Therefore, the SIRS evaluation requirement may be waived in such instances. However, even in these more limited teaching experiences, students should be expected to fulfill the remaining requirements.

Note: Students who have taught and have a SIRS evaluation should develop a portfolio; however, the observation requirement can be waived for students who taught before 2016 and did not have a formal observation by their faculty advisor or a faculty member. The observation requirement goes into effect beginning in Spring 2016.

Faculty Responsibilities

Each Ph.D. Program faculty member should serve as the primary source of Teaching Assistant (TA) training by providing thorough course-specific supervision and evaluation and by providing guidance with regard to discipline-specific instruction in pedagogy. One strategy for carrying out this responsibility might be co-teaching with a student for one semester and then allowing the student to teach a class independently during the next semester. In addition, faculty must ensure that students fulfill the aforementioned requirements and assist in the completion of these requirements where appropriate.

Note: In such instances where students are co-teaching or only teaching a selected number of lessons, the SIRS evaluation requirement may be waived. However, it is the faculty member's responsibility to provide students with opportunities to fulfill the remaining requirements, even in situations where students may not be teaching their own course. For example, if students are only teaching a certain number of lessons, please make sure they are observed for at least one of these lessons. Further, students should have enough teaching experience to prepare a meaningful portfolio and to have a sense of their teaching philosophy.

Note: For students who have taught before 2016 and have a SIRS evaluation and a portfolio but who have not been formally observed by their faculty advisor or a faculty member, the observation requirement may be waived. The observation requirement goes into effect in Spring 2016. It is the faculty member's responsibility to ensure that students who are teaching (whether it be their own course, co-teaching, or selected lessons) be formally observed before they graduate.

Adopted November 20, 2015

GUIDELINES ON TIME FOR REVIEW AND ASSESSMENT OF QUALIFYING PAPERS, THESES, AND DISSERTATIONS

Graduate School of Education - Ph.D. in Education Program

The Graduate School of Education (GSE) Ph.D. in Education Program requires a culture of mutual respect between students and faculty members that includes excellent communication throughout the entire community. In particular, students must allow sufficient time for faculty members to review and assess their work, and faculty members must be as prompt as circumstances allow in responding to their students with such assessments.

Further, it is the responsibility of advisors and students to keep committees informed and engaged throughout the process of the student's research and to ensure that committees are given adequate time to assess the final product before it is defended.

In an attempt to make expectations explicit for faculty and students, the GSE Ph.D. faculty endorses the following guidelines concerning both the lead time that students allow for review and assessment of qualifying papers, theses, and dissertations and the response time for faculty members to inform students of such assessments and to provide feedback.

- Students should alert faculty members to their intention to submit work at a certain time, and faculty members should indicate their expectations for the timing of their responses.
- At least two weeks (but not more than four weeks) should be allowed for faculty members to provide any written feedback to students for any intermediate work products. These expectations should be discussed and clarified for students and faculty.
- As a general rule, materials should be submitted by students at least two weeks before a qualifying examination or dissertation proposal defense. Dissertations should be submitted to committees at least one month before the defense.
- Exceptional circumstances may lead to adjustments to these guidelines. In such cases, faculty and students should communicate clearly so that expectations are explicit and documented so that they are understood by all parties. Exceptions may include end-of-semester "crunch," faculty members in the field without good access to the Internet, and medical incapacity.
- If revisions are needed to any submissions, expectations for completion should be established and agreed upon by committees and students. Students are expected to meet the established dates to the extent possible. If students require more time, they are expected to inform their advisor, in writing, about the status and revised completion date.

Adopted February 19, 2016

GSE Ph.D. in Education Program Policy

Approval and Dissemination of New Program Policies

One of the responsibilities of the Ph.D. faculty is to review and approve various policies that guide the everyday functions of the Ph.D. in Education Program. As such, this policy is proposed to make explicit the process for review, approval, and dissemination of new Ph.D. in Education Program policies.

The Director of the Ph.D. in Education Program will distribute the proposed policy or the revision of existing policy at least one week before the Ph.D. faculty meeting during which the proposed policy or policy revision will be discussed. Faculty members are expected to review the proposed policy or policy revision and be prepared to discuss at the upcoming Ph.D. faculty meeting.

Ph.D. faculty members will discuss the proposed policy or policy revision at the scheduled Ph.D. faculty meeting and vote to accept the proposed policy/policy revision as is, accept the proposed policy/policy revision contingent on agreed-upon revisions, or reject the proposed policy/policy revision.

Approved/adopted/revised policies will be posted to the GSE Ph.D. in Education Faculty Portal and the GSE Ph.D. in Education Portal on Sakai. Additionally, approved/adopted/revised policies will be added to the Ph.D. in Education Program Handbook.

Adopted February 19, 2016

GSE Ph.D. in Education Program Policy

Cognate Requirement Policy

Purpose:

The purpose of this policy is to establish guidelines for the cognate requirement for all Ph.D. in Education students.

What is a Cognate?

A cognate is an area of study that is different from a student's concentration but is related to the concentration in some way. For example, students whose concentration is in Theory, Organization and Policy might take courses in History, Philosophy or Policy to further develop their expertise. Students in the Learning Sciences might likewise take courses in Philosophy, Linguistics or Psychology. Students might also take courses to further develop methodological expertise. The cognate is intended to provide students with a comprehensive understanding of a closely related area of study so that students can then synthesize information from the cognate with information in their concentration, with the opportunity of creating new knowledge.

Requirements

Students in the Ph.D. in Education program are required to take two cognates. These are typically taken outside the GSE, either in other schools within Rutgers University or at another institution. It is expected that the faculty advisor will consult with the student to select appropriate cognate courses outside of the GSE.

In some cases, however, an independent study (inside or outside the GSE) or a course within the GSE can satisfy the intent of the cognate. In each of these cases, in addition to obtaining the approval of their faculty advisor, the student must also submit to the program (TOP/LCID) coordinator and the Director of the Ph.D. in Education Program a written explanation/justification indicating how the independent study or GSE course is appropriate for consideration as a cognate. Without such approval, the program reserves the right to not give credit for satisfaction of the cognate requirement.

Adopted April 15, 2016

GSE Ph.D. in Education Program Policy

The Master's Degree

Students are eligible to receive a Master of Arts (M.A.) from the School of Graduate Studies (SGS; formerly the Graduate School-New Brunswick) upon completion of 30 credits taken at Rutgers and passing the Ph.D. Qualifying Examination. Credits are eligible to be counted toward Ph.D. requirements in the student's concentration, will be accumulated while pursuing the requirements of the Ph.D. in Education Program, and will adhere to the guidelines related to transfer of credits, undergraduate courses, and other policies for M.A. degrees as described in the School of Graduate Studies Catalog.

The 30 credits required for the M.A. include six credits in the two proseminars (16:300:501 and 16:300:503). Additional courses are approved by advisors and by the Director of the Ph.D. in Education Program. Courses may include up to four methodological courses, which include the following but may also include other courses: 16:300:509, 16:300:511, 16:300:513, 16:300:515, 16:300:517, 16:300:519, 16:300:520. Courses may include up to one prethesis research course (16:300:600). Courses may include up to three SGS courses outside the Graduate School of Education (i.e., outside School 15 courses or School 16:300 courses).

In addition to fulfilling all course requirements, students are eligible to receive the Master of Arts degree in one of two ways:

1. successfully completing and passing the Ph.D. Qualifying Examination; or
2. successfully completing an independent research paper that is considered of sufficient quality to be designated a master's thesis; the thesis must be recommended by the advisor and approved by the Ph.D. Executive Committee.

In order to be granted the Master's degree, the student must complete all necessary paperwork (Admission to Ph.D. Candidacy Application and Master's Degree Application).

Adopted November 11, 2016

GSE Ph.D. Program in Education Policy

GRE Waiver

Background: Currently all applicants to the Ph.D. in Education program are required to submit GRE scores with their application. In Fall 2017, the School of Graduate Studies (SGS) gave individual programs flexibility in waiving GRE requirements for applicants. These options were discussed at the Ph.D. Faculty meeting in October 2017. This policy reflects discussion and votes on each of the options offered by SGS.

All applicants must submit scores from the GRE or an alternative approved higher education admissions test. Scores should be no more than five years old. However, with the approval of the Ph.D. Director, scores slightly older may be allowed. The approved alternative set of tests is limited to the MCAT, LSAT, and GMAT. Students will continue to be encouraged to take the GRE, but this policy recognizes the financial burden of taking multiple higher education admissions tests. In addition, students who have already received a doctorate degree in another field will be granted a waiver.

Adopted December 15, 2017