RUTGERS
Graduate School of Education

Education Doctorate
Handbook

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Rutgers, The State University of New Jersey

Graduate School of Education

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Part I. Introduction

Since the 19th Century, American Higher Education has confused the doctoral preparation of educational researchers with that of educational leaders. This confusion is exemplified by the existence of two doctoral degrees in education—the Ph.D. and the Ed.D.—and questions about the appropriate audience for each. Since 2007, the Carnegie Project on the Education Doctorate (CPED) has been pioneering the development of a rigorous program for the doctoral preparation of educational leaders and scholarly practitioners in a variety of fields.

The Rutgers Graduate School of Education (GSE) is New Jersey's premier institution of higher education for doctoral work in education. The GSE has offered the Ed.D. since 1930 and the Ph.D. since 1997. In 2007, the GSE became a charter member of the CPED. Through this affiliation, the Ed.D. Program was redesigned to prepare educational leaders who are scholarly practitioners with the skills and expertise to inquire into and resolve problems of practice.

The Ed.D. Program is delivered in an executive approach over three years and one summer. The coursework, along with any available or recommended writing support, is designed to expand students' understanding of the contexts in which they work, build a knowledge base of the extant research in their concentrations, and develop the research and academic writing skills necessary to complete a dissertation.

Program Goals

The Ed.D. degree helps future and current leaders develop the knowledge, skills, and dispositions to solve problems of practice and improve instructional quality. Graduates will learn to be change agents who improve the lives of students and their families and communities. The program is specifically designed for working professionals, providing a sequence of coursework and hands-on leadership experiences along with individualized mentoring.

Students will learn how to be change agents in educational settings by:
1. Recognizing and valuing multiple perspectives.
2. Using theory and research to frame, diagnose, and respond to problems of practice.
3. Developing a professional knowledge base that integrates practical and research knowledge.
4. Conducting research to guide improvement and inform policy, programs, and practice.
5. Identifying instances and patterns of discrimination and inequality and advocating for social justice; and
6. Communicating and collaborating to build partnerships within and across communities.

Problems of Practice

The Education Doctorate at Rutgers is designed to develop the skills of scholarly practitioners who are able to positively influence the lives of students, families and communities. Our program is founded on the belief that inquiry and decision making skills are often most effectively cultivated through investigating problems of practice, and that the student's work place is one of the most effective learning environments to test and develop these skills. Students are strongly encouraged throughout their program to model their research endeavors toward solving problems of practice and to incorporate their professional practice into all scholarly pursuits.

Program Description

The Rutgers Ed.D. Program is intended for working professionals and is designed to be summer intensive (9 credits per summer) and fall/spring light (6 credits per semester). Students begin their doctoral education as part of a cohort and are encouraged to follow the curriculum sequence outlined in Part II in order to complete the program with their cohort in approximately three-and-a-half years. Alternative sequences can be followed as needed. However, the cohort is a key element of the learning experience in this program.

Each doctoral student is required to complete a program composed of three interrelated components of 24 credits each: core courses, concentration courses, and the dissertation experience. The core is a sequence of classes designed to provide students with foundational knowledge and skills relevant to leading in educational contexts. The concentration allows students to acquire specialized knowledge within an area of interest. The Ed.D. then culminates with a 15-18 month-long dissertation experience that is inclusive of a pre-Qualifying writing course and a Qualifying Examination.

The Core

The core is a group of 8 courses (24 credits) that are required of all students, regardless of their concentration. Students take 2 courses in each of the four focus areas: a) Leadership, Organizations and Change b) Social Contexts of Education c) Learners and Learning and d) Inquiry. These broad areas are essential framing lenses for understanding problems of practice in education.

In the core sequence on Leadership, students learn about facilitating change at an organizational and systems level as well as the individual and classroom level. Both classes

expose students to a range of cases for considering the complexities of leadership. In the core sequence on Social Contexts, students learn how to critically analyze the factors (historical, economic, political, sociological, historical, and epistemological) that contribute to shifts in educational theory and practice. In the Learners and Learning sequence, the purpose of the first class is to update

students' knowledge about learning theory and its uses in practice so that educational leaders know what good learning looks like. The second class builds on these principles as they specifically relate to adult learning. The Inquiry sequence of the core is designed to help students gain an understanding of the design components that go into research including the dissertation project they will complete. Students gain experience using a range of inquiry tools for solving problems of practice and as well as an understanding of program evaluation and/or action research designs that they are likely to use as scholarly practitioners and educational leaders.

The Concentrations

The Ed.D. Program at Rutgers allows students to choose among one of five areas of specialization. This provides the opportunity for students to acquire context-specific knowledge, skills, and dispositions related to particular change agent roles. The concentration is composed of 8 courses (24 credits). The concentrations available for study are:

1. *Design of Learning Environments*
The goal of this concentration is to educate students on the "science" of designing learning environments/contexts, and on the principles, frameworks, and theories of learning that undergird the design of learning environments. This concentration will prepare students to engage in the various aspects of design and evaluation. The concentration is intended for individuals who have a particular focus on the design of learning contexts and interventions in a wide range of settings from formal to informal, in-person to online, and who may benefit from the use of tools that include collaboration and technology. This includes individuals who work in museums or libraries, are extension educators (4H), educators in other informal environments, corporate training staff, education software designers, classroom teachers, district curriculum developers, teacher educators, or various higher education professionals.

2. *Educational Leadership*
This concentration prepares K-12 educators to lead a range of improvement efforts in their schools and districts. Students deepen their knowledge of multiple leadership dimensions including equity leadership, instructional leadership, and organizational leadership. The typical student is interested in holding formal leadership roles such as supervisor, principal,

administrator, and/or superintendent. It is not assumed that applicants are already serving in a formal leadership role; however, successful applicants must have completed a master's in educational leadership and hold principal certification. Principal certification cannot be earned as part of the Educational Leadership concentration.

3. Education, Culture and Society

This concentration is designed to attract a diverse cohort of students who desire systematic and rigorous advanced study of theoretical and practical issues of social and educational equity, change, and reform. The intended audience for this concentration is school and higher education leaders, reformers, policymakers, and teachers. The goal is to enact improvements to practice and thus to improve the process of education. Students in this concentration will be challenged to understand and use research and data effectively in meeting problems of practice related to equity and social justice.

4. Special Education

This concentration is designed to provide students with opportunities to learn about supervision, preparing teachers, and developing policy within the field of special education. The intended audience for this concentration is special education teachers, administrators of special education, teacher educators, leaders in allied service agencies and organizations, and policy- makers, and teachers. The goal is to enact improvements to practice and thus to improve the process of education for students with special needs. Students in this concentration will be challenged to understand and use research and data effectively in meeting problems of practice related to special education.

5. Teacher Leadership

This concentration enables students to learn how to design research-informed professional development and teacher learning opportunities in their focus area, whether that is science, literacy, early childhood/elementary education, language education, social studies education, mathematics education, special education, etc. The intended audience for this concentration is people who are, or will be, working as a teacher educator in a college or university setting or who are responsible for professional development of educators in some kind of educational setting, such as a curriculum coach, a coordinator of curriculum and instruction or a subject area coordinator, as well as principals or other educational leaders who want to know more about professional learning and educational opportunities that lead to practitioner improvement.

The Dissertation

Effective with the 2023 cohort, students are required to take a 0-credit writing course by the first spring semester. If a student has already earned a doctorate prior to entering the Program, this writing requirement will be waived.

After successful completion of a qualifying exam process (see page 16), students are required to complete a dissertation. The dissertation requires students to identify and investigate a problem of practice systematically using current literature and inquiry methodology. Most students will work in assigned dissertation groups under the supervision of a dissertation chair.

Part II. Program Requirements

The Ed.D. Program consists of three interrelated program components: the core, a concentration, and a dissertation experience. Students are also required to pass a Qualifying Exam immediately prior to engaging in the dissertation experience. The Core is required of all students, regardless of Concentration. It is composed of 8 courses, which are broken into four sub-categories.

The Core (24 credits)

Leadership, Organizations and Change (6 credits):
Leadership 1: Leadership in Schools and Communities (15:255:611)
Leadership 2: Improving the Capacity of Individuals in Organizations (15:255:612)

Social Contexts (6 credits):
Social Contexts 1: Sociocultural Foundations of Education (15:255:615) Social Contexts 2: History of School Reform in America (15:255:617)

Learners and Learning (6 credits):
Learners and Learning 1: Key Principles of Learning (15:255:606) Learners and Learning 2: Adult Learning and Training (15:255:607)

Inquiry (6 credits):
Inquiry 1: Introduction to Methods and Uses of Inquiry (15:255:603) Inquiry 2: Intermediate Methods and Uses of Inquiry (15:255:602)

The Concentrations

Each student is required to choose one concentration area of study. Suggested timelines for program completion are provided below. Students who need to extend their program timeline should do so with the guidance of their concentration coordinator. Concentration coordinators have the expertise necessary to formulate an appropriate alternative timeline, based students' needs and course schedules and availability.

Design of Learning Environments (24 Credits)

Design of Learning Environments (DLE) Concentration Learning Goals

Students will learn to:

- Understand the process of design and how it applies specifically to the design of learning environments.
- Know the theoretical foundation and empirical support for common learning environment approaches or features.
- Engage in the process of designing learning environments.
- Understand how to conduct design-based research.
- Design, evaluate, and revise existing learning environment designs enacted in real settings.

This concentration has 3 required courses. Students must also take at least 2 courses out of 4 concentration electives (listed below). There are 3 additional electives for which students can select courses that will enhance content area knowledge or technical/methodological expertise.

Summer 1	Fall 1		Spring 1
Leadership I (15:255:611)	Inquiry I (15:255:603)		Inquiry 2 (15:255:602)
Learners & Learning I (15:255:606)	Design of Learning Environments (15:262:603) *OR* Design Based Research (15:262:610)		Design Research Practicum (15:262:625) *OR* Concentration Elective
Social Contexts I (15:255:615)			
	Writing Course (*Fall 1 or Spring 1)		
Summer 2	Fall 2	Winter 2	Spring 2
Leadership 2 (15:255:612)	Learners & Learning 2 (15:255:607)	Qualifying Process	Design Research Practicum (15:262:625) *OR* Concentration Elective
Social Contexts 2 (15:255:617)	Design of Learning Environments (15:262:603) *OR* Design Based Research (15:262:610)		
Concentration Elective			Concentration Elective
Summer 3	Fall 3		Spring 3
Concentration Elective	Dissertation credits(6) (15:255:700): Data Collection		Dissertation credits(6) (15:255:700): Writing and Analysis
Concentration Elective			
Dissertation credits(3) (15:255:700): Proposal			
Summer 4			

Dissertation credits(9) (15:255:700): Writing and Analysis			

DLE Concentration Electives (students must take at least 2):
- Cognition, Collaboration and Technology (15:262:622)
- Problem-based Learning (15:295:620)
- Cooperative and & Collaborative Learning (15:295:510)
- Learning in Informal Contexts (15:262:620)

Other Electives (in consultation with concentration coordinator):
- Race, Empire, and Education (15:310:512)
- Urban Education (15:310:542)
- Introduction to Teaching with Digital Tools (15:255:503)
- Curriculum and Instruction (15:310:500)
- Developing Digital E-Learning Environments (15:255:506)
- Digital Literacies (15:252:522)
- Psychology of Learning (15:295:580)
- Motivation in the Classroom (15:295:518)
- Cognition and Instruction (16:300:582)
- Web-Based Multimedia Design for Educators (15:255:504)
- Gender and Education (15:310:540)
- Foundations of Human Resources Development (15:233:560)
- Models of Professional Development and Change (15:267:604)

Educational Leadership (24 Credits)

Educational Leadership (EL) Concentration Learning Goals

Students will learn to:
- Lead organizational learning and change so that there is a collective sense of ownership and improvements can be sustained over time.
- Serve as learning-focused leaders who create the conditions and engage in the practices necessary for educators to experience effective professional learning.
- Serve as equity-focused leaders who confront and alter institutional biases that contribute to student marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

This concentration consists of 4 required concentration courses and 4 electives. Electives must be chosen in consultation with your concentration coordinator. Students have the option of choosing one of the following focus areas: Equity, Learning, or Policy.

Summer 1	Fall 1		Spring 1
Leadership I (15:255:611)	Inquiry I (15:255:603)		Inquiry 2 (15:255:602)
Learners & Learning I (15:255:606)	Leading Curriculum And Instruction (15:230:624) *OR* Concentration Elective		Leading for Social Justice (15:230:609) *OR* Organizational Theory in Education (15:230:604)
Social Contexts I (15:255:615)			
	Writing Course (*Fall 1 or Spring 1)		
Summer 2	Fall 2	Winter 2	Spring 2
Leadership 2 (15:255:612)	Learners & Learning 2 (15:255:607)	Qualifying Process	Leading for Social Justice (15:230:609) *OR* Organizational Theory in Education (15:230:604)
Social Contexts 2 (15:255:617)	Qualitative Research Methods I (16:300:509)		
Concentration Elective			Concentration Elective
Summer 3	Fall 3		Spring 3
Concentration Elective	Dissertation credits(6) (15:255:700): Data Collection		Dissertation credits(6) (15:255:700): Writing and Analysis
Concentration Elective			
Dissertation credits(3) (15:255:700): Proposal			
Summer 4			
Dissertation credits(9) (15:255:700): Writing and Analysis			

Required EL Courses:
Leading Curriculum & Instruction (15:230:624)
Leading for Social Justice: Navigating Through Policy, Politics, and the Law (15:230:609)
Leading Educational Organizations (15:230:604)
Qualitative Research Methods in Education: Introduction (16:300:509) (There is an option to take alternative methods courses by advisement only.)

Recommended EL Electives (students must take 4) to be chosen in consultation with your concentration coordinator:

- Equity Focus:
    - Race, Empire, and Education (15:310:512)
    - Urban Education (15:310:542)
    - History of African-American Education (15:310:561)
    - Gender and Education (15:310:540)
    - Queer Issues in Schools (15:310:569)
- Learning Focus:
    - Teacher Leadership: Theory and Practice (15:267:622)
    - Models of Professional Development and Change (15:267:604)
    - Educating Teachers (15:267:610)
    - Design of Learning Environments (15:262:603)
    - Problem-based Learning (15:295:620)
    - Cooperative and Collaborative Learning (15:295:510)
- Policy Focus:
    - Education Policy Analysis (15:230:618)
    - Economics of Education: Equity and Efficiency (16:300:541)
    - Education Policy Implementation (15:230:508)
    - Fiscal Policy and Management in Education (15:230:622)
    - Assessment, Data, and Problem Solving (15:230:615)

Education, Culture and Society (24 Credits)

Education, Culture and Society (ECS) Concentration Learning Goals

Students will learn to:
- Develop theoretical frameworks and perspectives critical to understanding education as a social process situated in political, historical, social, economic and cultural contexts.
- Understand issues of social justice and equity in educational settings, informed by theory and research.
- Employ robust methods of inquiry to investigate their particular area of research interest.

There are 5 required concentration courses for the ECS concentration:
- Education and Society
- 2 methods courses: Qualitative/Quantitative Research Methods I and II
- 2 additional ECS content courses to be selected with the guidance and permission of the ECS concentration coordinator.

Students have the option of choosing a focus (Race, Empire and Ethnicity; Global; Higher Education; or Gender and Sexuality).

Summer 1	Fall 1		Spring 1
Leadership I (15:255:611)	Inquiry I (15:255:603)		Inquiry 2 (15:255:602)
Learners & Learning I (15:255:606)	Education and Society (15:310:551)		Concentration Elective
Social Contexts I (15:255:615)	Writing Course (*Fall 1 or Spring 1)		
Summer 2	**Fall 2**	**Winter 2**	**Spring 2**
Leadership 2 (15:255:612)	Qualitative Research Methods I (16:300:509)	Qualifying Process	Qualitative Research Methods II (16:300:513)
Social Contexts 2 (15:255:617)	Learners & Learning 2 (15:255:607) (*Fall 2 or Fall 3) **OR** Concentration Elective		Concentration Elective
Concentration Elective			
Summer 3	**Fall 3**		**Spring 3**
Concentration Elective	Dissertation credits(6) (15:255:700): Data Collection		Dissertation credits(6) (15:255:700): Writing and Analysis
Concentration Elective (*If not taken in Fall 2)			
Dissertation credits(3) (15:255:700): Proposal			
Summer 4			
Dissertation credits(9) (15:255:700): Writing and Analysis			

Required ECS Concentration Courses:
- Education and Society (15:310:551)
- Two Methods courses:
  - Qualitative Research Methods in Education: Introduction (16:300:509)
  - Qualitative Research Methods in Education: Design and Analysis (16:300:513)

*There is an option to take alternative methods courses by advisement only.

ECS Content Courses (students must take at least 2) to be chosen in consultation with your concentration coordinator:
- Race, Empire and Education focus:

- o History of African American Education (15:310:561)
- o Race, Empire, and Education (15:310:512)
- o Urban Education (15:310:542)
- Global focus:
  - o Comparative Education (15:310:503)
  - o Migration, Globalization, and US Education (15:310:568)
- Higher Education focus:
  - o History of Higher Education in the US (16:507:535)
  - o Any additional higher education course in the GSE
- Gender and sexuality focus:
  - o Gender and Education (15:310:540)
  - o Leading for Social Justice: Navigating Through Policy, Politics, and the Law (15:230:609)
  - o Queer Issues in Schools (15:310:569)

ECS Electives (students must take 3)
ECS electives can be taken from across the GSE or the university and must be chosen in consultation with your concentration coordinator.

Special Education (24 Credits)

Special Education (SE) Concentration Learning Goals

Learning experiences in the program will be guided by a:
- Commitment to improving educational practices for students with disabilities and other at-risk students;
- Grounding in evidence-based practice;
- Focus on challenges of real-world educational settings;
- Leveraging of doctoral students' experiences within courses;
- Flexible course schedule meeting individual student needs;
- Balanced development of knowledge, strategies, and skills;
- Strong mentorship support from faculty;
- Ed.D. student voice in program and course enhancements; and
- Expertise in special education.

This concentration consists of 4 required courses, 1 methodological elective, 1 teacher leadership elective, and 2 specialization electives. Methodological, Teacher Leadership, and Specialization Electives must be chosen in consultation with your concentration coordinator.

Summer 1	Fall 1		Spring 1
Leadership I (15:255:611)	Inquiry I (15:255:603)		Inquiry 2 (15:255:602)
Learners & Learning I (15:255:606)	Seminar in Special Education (15:293:605)		Designing Interventions and Measuring Outcomes (15:293:615)
Social Contexts I (15:255:615)	Writing Course (*Fall 1 or Spring 1)		
Summer 2	Fall 2	Winter 2	Spring 2
Leadership 2 (15:255:612)	Learners & Learning 2 (15:255:607)	Qualifying Process	Concentration Elective
Social Contexts 2 (15:255:617)	Internship in Special Education (15:293:633 **OR** Concentration Elective		Internship in Special Education (15:293:633 **OR** Concentration Elective
Current Topics in Special Education (15:293:630)			
Summer 3	Fall 3		Spring 3
Concentration Elective	Dissertation credits(6) (15:255:700): Data Collection		Dissertation credits(6) (15:255:700): Writing and Analysis
Concentration Elective			
Dissertation credits(3) (15:255:700): Proposal			
Summer 4			
Dissertation credits(9) (15:255:700): Writing and Analysis			

Required SE Concentration Courses:
- Seminar in Special Education (15:293:605)
- Current Topics in Special Education (15:293:630)
- Designing Interventions and Measuring Outcomes in Special Education (15:293:615)
- Internship in Special Education (15:293:633)

In addition, students must take one Teacher Leadership course (please refer to the Teacher Leadership concentration courses) and one advanced research methods course. The final two elective courses should be selected in consultation with an advisor.

Teacher Leadership (24 Credits)

Teacher Leadership (TL) Concentration Learning Goals

Students will learn to:
- Utilize research on teaching, learning, and leadership to support effective instructional practices
- Identify problems of practice to facilitate instructional change efforts guided by appropriate theoretical lenses
- Know how to advocate for, design, implement, and evaluate sustainable learning environments for pre- and in-service teachers
- Understand and be able to navigate the complexity of acting as a teacher leader, in order to effectively fulfill roles such as mentor, co-teacher, coach, be a team leader, chair committees, facilitate PLCs

This concentration is composed of 8 different courses; three are required and five are electives.

Summer 1	Fall 1		Spring 1
Leadership I (15:255:611)	Inquiry I (15:255:603)		Inquiry 2 (15:255:602)
Learners & Learning I (15:255:606)	Teacher Leadership: Theory and Practice (15:267:622)		Models of Professional Development (15:267:604)
Social Contexts I (15:255:615)	Writing Course (*Fall 1 or Spring 1)		
Summer 2	Fall 2	Winter 2	Spring 2
Leadership 2 (15:255:612)	Learners & Learning 2 (15:255:607)	Qualifying Process	Teacher Leadership Inquiry(1.5) (15:267:618)
Social Contexts 2 (15:255:617)	Concentration Elective		Educating Teachers (15:267:610) *OR* Concentration Elective
Teacher Leadership Inquiry(1.5) (15:267:618)			
Summer 3	Fall 3		Spring 3
Concentration Elective	Dissertation credits(6) (15:255:700): Data Collection		Dissertation credits(6) (15:255:700): Writing and Analysis
Concentration Elective			
Dissertation credits(3) (15:255:700): Proposal			
Summer 4			
Dissertation credits(9) (15:255:700): Writing and Analysis			

*This schedule does not show a required 3 credit elective. Students may apply a transfer credit to the final elective or take an additional course in any semester or during the Winter term.

Required TL Concentration Courses:
- Teacher Leadership: Theory and Practice (15:267:622)
- Models of Professional Development and Change (15:267:604)
- Teacher Leadership Inquiry (15:267:618)

TL Concentration Electives (students must take 5):
Students should consult with their concentration coordinator to identify a coherent set of electives in a focus area. A focus area should help students deepen their content knowledge or their knowledge and skills in a relevant area of educational study. Students have the option of choosing one of the following focus areas: Literacy, Mathematics, or Equity. Other focus areas can also be developed with advisement from Teacher Leadership concentration faculty.

- Literacy Focus:
    - Literacy Development in the Early Years (15:299:514)
    - Literacy Development in the Elementary and Middle School (15:299:516)
    - Theoretical Foundations of Literacy Research, Policy, and Practice (15:299:561)
    - Diagnosis and Correction of Reading Difficulties (15:299:564)
    - Independent Study in Reading (15: 299: 601)
        - Students can take an Independent Study in Reading OR serve as a Teaching Assistant or Part Time Lecturer for a literacy course
- Mathematics Focus:
    - Introduction to Mathematics Education (15:254:540)
    - Mathematics Education Practicum (15:254:644)
    - Seminar in Mathematics Education (16:300:661)
    - Topics in Math Education: Critical Thinking and Reasoning (15:254:551)
- Equity Focus:
    - History of African American Education (15:310:561)
    - Race, Empire and Education (15:310: 512)
    - Gender & Education (15:310:540)
    - Queer Issues in Schools (15:310:569)
    - Comparative Education (15:310:503)
- Other Content Knowledge Foci (in consultation with concentration coordinator):
    - Subject areas: Science, Early childhood/Elementary, Social Studies, Language, or Gifted Education

Part III: Qualifying Exam Process

Purpose
The qualifying exam process is designed to enable students to demonstrate the skills and knowledge they have learned through course work as well as their capacity to design a successful dissertation study. The qualifying exams take place over winter break, typically between the second fall and second spring semesters of the program. The qualifying process gives students a chance to engage in summative reflection, demonstrate what they have learned, and begin to finalize their thoughts on a dissertation topic prior to beginning the proposal writing process in the summer. The exam consists of two questions. Each response is 15-20 pages long.

Question # 1 is developed by faculty from each respective concentration and provides students the opportunity to demonstrate learning related to concentration-specific learning goals.

Question #2 is the same for all students across all concentrations and is aimed at helping them look toward their dissertation work. In this paper, students begin to develop aspects of their dissertation proposal based on the problem that they are interested in investigating for their dissertation. Students will 1) introduce and frame the problem, 2) provide a literature review that synthesizes existing empirical and conceptual studies and creates an argument for the proposed study and, 3) outline a research design and methodology. In other words, the paper is structured as a brief purpose statement (20 percent), literature review (50 percent), and research design (30 percent). That is, the literature review makes up the majority of the paper.

Eligibility
To sit for the Qualifying Exam students must have completed at least 21 credits of core courses (six of which must be Inquiry I and Inquiry II) as well as 12 credits of their concentration courses and the 1-credit writing course. A student may have no more than one outstanding "Incomplete" grade.

Procedures
The qualifying exam is offered once each year.

- Students receive qualifying questions by December 1st
- Students submit responses to qualifying questions on the first day of the Spring semester.
- Each response paper will have 2 reviewers; one will be assigned as "lead" reviewer.
- After submitting their independent rubrics to the Ed.D. Administrator, reviewers are encouraged to discuss their individual scores and reviews in order to:

- o come to a consensus on common final scores across each rubric component
- o provide clear and comprehensive feedback/comments on each paper response,
- o submit a combined rubric to the Ed.D. Administrator
- Qualifying papers are graded as "Pass" or "Revise and Resubmit."
- Students receive a combined rubric with common scores from the 2 reviewers AND tracked changes/comments and feedback on each of the exam papers.
- Students are notified of their results within one month of submission. Students must pass _both_ papers to complete the qualifying process. In the case of disagreement between reviewers about a paper, the Ed.D. Director will assign a third independent reviewer. The decision of the third reviewer will be accepted as the final decision.
- For papers that have been graded as "Revise and Resubmit", the "lead" reviewer of each paper will meet with the student to provide written and verbal feedback (using the combined rubric to guide the conversation with the student) and answer any questions the student may have about the initial scores and written feedback the reviewers provided. Feedback sessions should include the following discussion points:
  - o Strengths of the paper(s)
  - o Areas where the student needs to improve
  - o Conceptual and/or nuts-and-bolts feedback (including any writing concerns)
  - o Suggestions for moving forward with revisions, and where appropriate, for preparing the future dissertation proposal
- If a student does not pass one or both qualifying papers (i.e., has been graded Revise & Resubmit), the student has exactly **one month** from the date of the face-to-face meeting with the lead reviewer to revise the paper(s). *After the feedback meeting with the reviewer, students may **not** solicit their reviewers during this interim 30-day revision period, and reviewers must not offer or provide feedback during this time.* The two original reviewers will review the revised paper(s). Results will be provided within 30 days of receipt of the revisions.
- If there is a disagreement between reviewers about the revised paper(s) OR the paper is graded as "Fail", the Ed.D. Director will assign an independent third reviewer whose decision will be final. If either paper is graded as "Fail" by the third reviewer, the student will fail the qualifying process and will be dismissed from the program.

NOTE: The student will have **one** opportunity to revise and resubmit paper(s). If **either** paper does not pass after this second attempt (i.e., the 30-day revision & resubmission), **the student will fail the qualifying process and will be dismissed from the program.**

Part IV: Dissertation Process

The Ed.D. culminates with an approximately 15-18 month dissertation experience. The dissertation requires students to identify and investigate a problem of practice using current literature and inquiry methodology. Students are encouraged from the beginning of the program to identify a problem of practice that will be the focus of their dissertations.

Problem of Practice Dissertation
A problem of practice dissertation describes a challenge in educational practice, seeks empirically to investigate the challenge and/or test solution(s) to address the challenge, generates actionable implications, and appropriately communicates these implications to relevant stakeholders.

Dissertations that investigate an educational challenge or test solutions to a challenge typically formulate research questions that in some way ask, What's going on here? Or, What happens when…? For a student to appropriately communicate the study implications they might write a policy brief, journal article, curriculum, evaluation report, or other product. The mode of communication should be matched to the audience. In addition to the dissertation committee, stakeholders could include colleagues, supervisors, administrators, parents, community members, policy makers, etc.

Dissertation Design
Design principles. The Ed.D. dissertation should:
- Focus on a problem of practice that is relevant to the student and his/her professional context (when possible)
- Have direct implications for policy and practice
- Uphold common standards of high quality research (well written, rigorous and coherent approach to methodology, thorough grounding and bounding, etc.)
- Have a final chapter that outlines how this study helps/informs everyday work of practitioners and a section that makes specific suggestions for improved practices based on the findings of the study

Dissertation Types. The purpose/goal of the dissertation will drive the type of dissertation that students conduct. Regardless of the type, all dissertations involve the systematic collection and analysis of data or primary source material. Some examples include:
- <u>Problem identification and implications for intervention</u> dissertation: asks "What's going on here?" and "What should we do about it?"
- <u>Design of instructional, organizational, or systemic change initiative or intervention</u> dissertation: Proposes specific and detailed solution to problem of practice. The

emphasis is on design, based on problem identification and review of relevant research, but would include an evaluation design and some evaluation data and implications

- Evaluation of intervention or initiative dissertation: comparison study of two or more interventions or control compared to intervention(s) that asks "What happens when we…?"
- History/Phenomenology of an educational problem or issue dissertation: Uses historical or phenomenological data to inform thinking about problems of practice

Dissertation Audience. Dissertations may be written for a variety of practitioner audiences (single or multiple) from those most directly involved at a local level to a more public group of readers. The audience can be described as:
- Proximal: self, teachers of same grade level or department, school leaders, other colleagues, and GSE faculty)
- Semi Proximal/Semi Distal: School district, school board, practitioners in outside of building but in same district, colleagues working in other close by or similar sites, parents, community members, and GSE faculty
- Distal: public, academic field, client, policy makers, GSE faculty

Dissertation Formats. Students have the choice to prepare a dissertation using any of the formats described below. The choice of format should be discussed with and approved by the Dissertation Chair.

- Traditional
    - The traditional dissertation format should consist of 5 or more chapters describing
        - the purpose of the study
        - relevant literature and how it informs the study
        - research design and methods
        - findings
        - a discussion that explains how the study helps/informs everyday work of practitioners and makes specific suggestions for improved practices based on the findings of the study.
- Semi-traditional
    - This dissertation consists of 4 chapters (Purpose, Literature Review, Design/Methods, Findings), plus a product that is the outcome of your work. This could include, but is not limited to:
        - Presentation to faculty, school board, conference attendees, community, etc. Evaluation Plan

- Curriculum Design/Curriculum Materials Professional Development Design
- Policy Brief
- Journal article (practitioner or academic) Funding Proposal
- Video documentary
- Portfolio (Alternative Format)
  - The portfolio dissertation contains at least 3 distinct products from the list above (or similar products), including at least one that reviews relevant literature, describes the research design and verifiable methods, and demonstrates an explicit link between data collected, analysis, and interpretation of the data (i.e., a more traditionally scholarly product) plus an introduction explaining the contents of the portfolio, a design description (if appropriate) and a conclusion that describes what actions have or will be taken as a result of the study and what the overall learnings have been from completing the project.

Portfolio Dissertation Format Approval Process

Because the alternative format dissertation is a less standardized product, a proposal to do portfolio dissertation format must be approved by the student's dissertation committee and then by the Ed.D. Curriculum Committee. It should be submitted to the dissertation committee during the proposal defense or at least 4 months before defending the dissertation. In the proposal, be sure to make clear:

- What products are being chosen and a rationale for each;
- Intended audience(s) and the specific contribution of each product;
- How the 3 products are distinct from each other;
- How the products connect to the goals of the Ed.D. program.

After the dissertation committee approves the proposal, it must be submitted to the Ed.D. Executive Committee for review. The purpose of the review is to assure quality and coherence of alternative formats across the program. Unsuccessful proposals will receive feedback and can be resubmitted for another review.

Dissertation Committee

The Ed.D. Dissertation Committee consists of a minimum of three individuals, at least two of whom must be Rutgers full-time faculty members and/or staff members. Any full-time faculty or staff member at Rutgers with an earned doctorate and appropriate expertise is eligible to serve as a committee member if recommended by the Chair of a dissertation committee. A person with appropriate expertise outside Rutgers may become a member of a specific dissertation committee if recommended in writing by a committee Chair and approved by the Ed.D. Director. A vita for an outside (i.e., non GSE) committee member must be provided. The Chair should be a current full-time member of the Graduate School of Education faculty. The

Ed.D. Director must review and approve the full Committee. All students are required to submit a Dissertation Committee Form prior to scheduling your proposal.

To ensure that all students have Chairs who can assist them during the entire dissertation process and a committee that can provide subject area and methodological expertise, chairs and committees will be recruited and approved by the Ed.D. Director who will have final authority to approve them. The Ed.D. Director will consult with GSE faculty members and with candidates in selecting chairs and in forming dissertation committees. Every attempt will be made to make subject-related matches between groups and chairs. However, given that the majority of candidates want to graduate in the 3.5-year timeframe and intensive summer work is required to do so, sometimes a perfect match between expert and topic will not be possible, as many faculty are not available to supervise when it is most needed.

Therefore, the Chair's function is to facilitate the dissertation process. The term facilitate denotes that the dissertation chair will guide the group members by supporting design and writing, keeping candidates on track, acting as a resource, helping with group processes, and being a critical reader. If the chair is not a content area specialist for a candidate, the Chair will work with the candidate to identify and recruit a second reader who can serve as content area expert. Other members of the committee will be expected to actively engage in the process during the academic year, and when possible during the summer. For example, if the chair is not the "subject matter expert," the committee member who is may be asked to read and provide feedback on sections of the proposal or dissertation as they are drafted. Committee members will be consulted by the candidate and the dissertation Chair to ensure that the proposal is grounded in relevant literature and has an appropriate research problem and design. The candidate will be encouraged to seek as much subject area assistance as possible during the academic year through course work, independent study, and individual meetings with committee members.

Where it is possible and advisable to do so, it is suggested that one committee member be a colleague or professional with the proper credential (a doctorate) from the candidate's workplace, field of study or study context.

Dissertation Groups and Timeline
Candidates will work in dissertation groups of approximately 4-6; all members of the same group will have the same chair, unless circumstances preclude placement in a group. Candidates are placed in a dissertation group based on similar research topics and/or methodologies as well as student input. Although each candidate will write a separate dissertation, in keeping with the guiding principles of the Ed.D., grouping should promote a

synergy with regard to problem framing, literature review, research design and analysis, and peer feedback and support. The groups will not necessarily be concentration specific.

Timeline and Responsibilities:
A recommended timeline for students wishing to complete the degree in 3.5 years is provided below. However, it should be noted that the timeline is contingent upon the student's development of quality work. Progress is contingent upon meeting the guidelines established by the Chair and dissertation committee.

Spring 2: The Ed.D. Director solicits student input into dissertation group composition. Groups are finalized and chairs are recruited. Chairs work with candidates to establish a timeline for meeting over the summer.
Summer 3: Candidates complete the dissertation proposal. They will have begun this task through their coursework and completing question #2 of the qualifying process. This past work may be expanded over the summer into a full proposal. The expectation is that Chairs will meet with their respective groups every two weeks and also provide written feedback on proposal drafts between meetings. Meetings may be face-to-face or virtual. The Chair will encourage peer feedback within the group, and the committee members will be asked to help if they are willing and available.
Fall 3: Proposal defenses will take place as early in the semester as possible. IRB materials should be submitted as early as possible to avoid delays. Whenever possible candidates are urged to request an exempt IRB review. If the project needs an expedited or full review, IRB materials should be submitted no later than mid-September. Some candidates may be able to submit the IRB materials earlier based on previous coursework. NOTE: THE IRB COMMITTEE DOES NOT MEET IN AUGUST.

Spring 3: Chairs will meet on a regular basis (every 2 to 3 weeks) with their groups throughout the academic year to provide support and feedback during data collection, early data analysis and drafting. Candidates and Chairs may call on second and third readers for assistance as needed.
Written and oral feedback will occur as needed.
Summer 4: Candidates complete dissertation. Until that time, Chairs will meet every two weeks with groups and provide oral and written feedback on candidate work between meetings. Meetings and general feedback may be face-to-face or virtual; candidate-specific feedback must be written and may also include one-on-one meetings. The Chair will encourage peer feedback (oral and written) within the group; and committee members will be asked to help if they are willing and available. Candidates may defend their dissertations as early as the start of the Fall semester, and subsequently complete any necessary revisions.

Dissertation Procedures:

The Dissertation process involves two distinct stages: Proposal Defense and Dissertation Defense. Each phase entails a series of steps requiring the submission and processing of forms and documents. It is the responsibility of the student/candidate and Chair to ensure that all necessary forms are signed and submitted in a timely manner. Please submit all forms and documents to the program coordinator for the GSE doctoral programs.

A general plan for each step is as follows:

1) Procedures FOR PROPOSAL:
   a. Determine Dissertation Committee; Request *Dissertation Committee Form* from the GSE, Office of Student and Academic Services (OSAS); Complete and submit Committee form, signed by Chair and Director. Committee members from outside of Rutgers University must be approved by the Ed.D. Director. A CV or resume for the external Committee member must be provided when submitting the Form.
   b. Request *Dissertation Proposal Announcement Form* from OSAS approximately three weeks prior to scheduled proposal defense date.
   c. Submit *Dissertation Proposal Announcement Form* to OSAS two weeks prior to proposal defense
   d. Receive from OSAS, the *Oral Exam Results Form* to be used at the proposal defense
   e. Propose! Submit signed *Oral Exam Results Form* to OSAS immediately following defense

1) Procedures FOR FINAL DEFENSE
   a. Obtain *Dissertation Defense Announcement Form* from the Office of Student and Academic Services (OSAS) at the GSE approximately three weeks prior to defense
   b. Submit Dissertation Proposal Announcement Form to OSAS two weeks prior to defense
   c. Receive *Oral Exam Results Form* from OSAS to be used the dissertation defense.
   d. Defend! Submit signed *Oral Exam Results Form* to OSAS immediately following defense meeting
   e. Complete any necessary revisions
   f. Confirm the approval of revisions with Chair; Chair then submits signed cover page to OSAS immediately following defense/revision completion
   g. OSAS sends out post-defense directions
   h. Complete survey, upload ProQuest, apply for diploma, make formatting revisions based on review of upload by OSAS

Dissertation Proposal Defense
Students may <u>not</u> defend their dissertation proposals if they have any incomplete (IN) grades.

Final Dissertation Defense
Students may <u>not</u> defend their final dissertations during the same semester of the proposal defense.

<u>*Academic Progress And Program Completion:*</u>
The Ed.D. Program is designed to support students' progress to dissertation completion through a cohort model. As such, a satisfactory timeline to completion is approximately 4 - 5 years comprising:
- approximately 6 consecutive semesters of Core and Concentration courses (24 credits each)
- immediately followed by b) approximately 15-18 months of culminating dissertation work experience (24 credits).

Note: *Dissertation Credits are only allowed for active dissertation work (i.e., data collection, analysis, and document development).*

<u>*Progress Rule:*</u>
During their time in the Program, students are expected to make substantial and timely progress and remain in good academic standing throughout the two main stages/phases of the program i.e., coursework and dissertation work. While students may fall out of cycle with their respective cohorts due to extenuating circumstances, <u>all</u> students are still be expected to make substantial and timely progress in order to complete the Program within the following timeline:
- <u>Coursework & Qualifying Exam</u>: within 7 years from date of admission to program
- <u>Dissertation Proposal defense</u>: within 1 year after passing the Qualifying Exams
- <u>Dissertation defense</u>: within 2 years after the Dissertation Proposal defense

After 10 years, students must submit a formal, written petition for an extension to the Ed.D. Executive and Chair/advisor. Extensions will be granted on a case-by-case basis upon review of students' progress and in consultation with Dissertation Chairs/advisors. If an extension is granted, the student will be placed on an Academic Progress Plan.

<u>*Academic Progress Plan:*</u>
The Executive Committee and Dissertation Chairs/advisors will conduct an ongoing review of students' progress. Students who fail to meet these expectations of the Progress Rule, at any point in time during their course of study, will be placed on an Academic Progress Plan.

Extensions:

Within one year prior to the end of the Progress Rule, it is the student's responsibility to formally petition the Ed.D. Executive for an *Academic Progress Plan* extension. The Ed.D. Executive and the candidate's Chair will review the petition. Decisions will be made on a case-by-case basis. Successful petitions will result in a 6-12-month extension (decided on a case-by-case basis) with an *Academic Progress Plan* outlining the expectations, timelines, and schedules. Failure to meet any of the stipulated timelines and/or benchmarks will result in termination from the Program.

NOTE: *Students are allowed underline one extension only.*

Termination from Program:

Failure to complete Program requirements and/or make timely progress toward dissertation completion will result in dismissal from the Program.

Dismissal from the Program may occur if the student:

- Has not satisfied any admission condition
- Receives a minimum of 6 credits graded C, F, or NC
- Fails to adhere to degree time limits imposed in Academic Progress Plan
- Has not petitioned for an Academic Progress Plan AND/OR has not made the required substantial progress within the timelines of the Progress Rule. In such cases, the student will receive a termination-warning letter from the Ed.D. Director and the student's respective academic advisor/Concentration Coordinator or Chair. If the student fails to respond to this warning letter by initiating a Program Completion Plan and/or fails to make substantial progress based on the said plan by a specific deadline, the final termination process will be initiated by the Ed.D. Director and the student will then receive a notification of dismissal letter.
- Receives a "Fail" grade in at least one revised Qualifying Exam paper
- Has violated Rutgers University academic integrity policies.

Dissertation Style Guide and Catalog

The finished product from the dissertation process will be cataloged electronically in RUCore, the Rutgers University Community Repository (https://rucore.libraries.rutgers.edu/etd/). Electronic dissertations will be accessible for worldwide retrieval. Prior to submission, all dissertations must be prepared in accordance with the formatting procedures outlined in the Rutgers University Style Guide (https://gse.rutgers.edu/content/edd-dissertation-style-guide). Some students hire an editor to complete this final production stage.

Part V: Additional Policies and Procedures

General Degree Information

Full-time graduate status is a minimum of 9 credits for the fall and spring semesters. Full-time graduate status is a minimum of 4.5 credits for the Summer Session. All credit amounts are considered full-time for the Winter Session. Students seeking to take more than 12 credits require the approval of their advisor. The policy of the Graduate School of Education is that credit for a course may not be applied toward both of two degrees pursued simultaneously at Rutgers. The requirements for degrees, examinations, and related program requirements are formulated by the faculty in accordance with its best judgment and are intended to provide the strongest possible professional preparation for students.
Modifications to academic regulations may be necessary from time to time. New regulations supersede old regulations.

Transfer Credits

Up to 18 graduate/Master's credits may be considered for transfer toward Program credits. Course credits earned within the past 5 years (and in extenuating circumstances, up to 10 years maximum) will be considered for transfer.

Courses/credits not eligible for transfer:
- Students may not transfer any classes from a Master's degree for the 9 required credits of research Methods courses: 6 in Core + 3 in Concentration
- For students with a Master's teaching degree, teaching methods courses will not be considered for transfer (For students holding a Rutgers GSE-awarded Master's teaching degree, up to 6 credits may be considered for transfer.)
- The Core (Inquiry; 6 credits): Students may not use transfer credits in place of the two Inquiry courses, Inquiry I and Inquiry II (6 credits).
- Summer 1 (9 credits): All Summer 1 courses are required: Leadership 1, Learners & Learning 1, and Social Contexts 1. Students are not permitted to transfer these 3 Core courses (9 credits).
- No transfer of Leadership I. (In cases where students have a Master's in Leadership, consideration may be given to waive Leadership II and instead are required to take an additional program elective course.)

Review Procedure/Guidelines:
Approval for all transfer credits is to be determined by the Ed.D. Executive Committee. Transfer credits will only be processed with official transcripts.

- No transfer credits will be applied until students have successfully completed Summer 1.
- Upon successful completion of Summer 1 courses, the Concentration Coordinator will initiate the transfer process.
- All approved transfer credits must be applied by the end of Year 1 (end of summer the year after entering the program). The Ed.D. Director must approve any post-Year 1 exceptions and/or conditional changes.
- Where necessary, students are required to provide a syllabus for review by the Executive Committee. (Syllabi will be reviewed for validity, content, course level, and program alignment.)
- If students wish to appeal transfer decisions made by the Ed.D. Leadership, students must contact the Director with attached transcripts within two weeks of the decision, and provide a rationale as to why a particular class/course might be eligible for transfer.

Registration

Continuous Registration, Restoration and Reinstatement

All students in degree programs must maintain status in the school by registering each fall and spring semester in coursework, dissertation study, or Matriculation Continued. Students who fail to maintain continuous registration in one of these areas must apply for reinstatement if they are to continue in good standing. Such students are charged an amount at least equal to the cost of registering for Matriculation Continued for each semester in which they failed to register.

Matriculation Continued

Matriculation Continued is only available to students in the Pre-Qualifying Examination stage and Post-Qualifying Examination students who have completed 24 credits of dissertation research. Post-Qualifying Examination students must register for a minimum of 1 credit of dissertation research each fall and spring semester until the completion of 24 credits and are not eligible for Matriculation Continued.

Grading Policies

Grades

The following is the basic grading system of the GSE:
https://www.rutgers.edu/academics/catalogs

A   4.0   Outstanding
B+   3.5
B   3.0   Good

C+   2.5

C   2.0   Satisfactory

F   0.0   Failing

PA/NC Pass/No Credit

IN   Incomplete

* Ed.D. students have one year to resolve an incomplete grade from the date the IN is posted.
* Ed.D. students with two or more current IN grades may not move forward with additional coursework
* ED.D. Dissertation Credits are graded Pass or No Credit (PA or NC)

Holds

The privileges of registration, receipt of a diploma at commencement, and receipt of transcripts of record are barred to students having outstanding obligations to the university. Obligations may take the form of unpaid monies, unreturned or damaged books and equipment, parking fines, other charges for which a student may become legally indebted to the university, and/or failure to comply with disciplinary sanctions or administrative actions.

University departments and offices may place "holds" on registration, diplomas, and transcripts for any students having an outstanding obligation.

Student Complaints About Grades

Students who wish to file a complaint about a course grade or a grade received for a particular piece of work in a course should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be resolved satisfactorily between the student and instructor, the student may specify in writing the basis for the complaint and request a review by the chair of the department offering the course or, for Ed.D. students, the director of the Ed.D. program, as appropriate. A written complaint about a grade for work completed while the course is in progress must be submitted to the chair or director no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade no later than four weeks after the date of the official notification of grades.

A student who wishes to appeal the decision of the department or program must do so in writing to the Office of the Dean. Written notification of the action taken by the chair, the Ed.D. program director, or the Dean is sent to the student within six weeks of filing an appeal, excluding weeks in which classes are not in regular session.

Scholastic and Academic Standing

Scholastic Standing
Students in the Ed.D. program must maintain a cumulative GPA of at least 3.25 in the doctoral coursework and dissertation research courses.

Academic Integrity
The University policy on academic integrity covers cheating, plagiarism, fabrication, denying others access to materials they need for research or course work, 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 by graduate students are considered "potentially separable," that is, grounds for dismissal from the university. Most issues of academic integrity in the Graduate School of Education have had to do with plagiarism and the inappropriate citation (or non-citation) of the work of others. These can usually be addressed through proper citation. Further information about the academic integrity policy can be found at http://academicintegrity.rutgers.edu/academic-integrity-policy/

Annual Review of Student Performance:
Programs at the Graduate School of Education are expected to conduct annual reviews of student performance. When a student is judged not to be making satisfactory progress, the 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 of Education 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 normal. (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 for dismissal by the faculty. A program faculty vote is recorded on any motion to recommend dismissal, and a letter is written to the student stating the faculty action and its rationale.
When termination is recommended, the director of the Ed.D. Program communicates to the Dean of the Graduate School of Education in writing, 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 Dean of the Graduate School of Education will write the actual letter of termination to the student.
International students are required to make acceptable progress toward their degree in order to maintain their legal status. International students facing serious academic problems that

could lead to probation and/or termination are urged to consult with the Center for International Faculty and Student Services as soon as they are aware of such problems.

Termination of Studies

Students may be required to terminate their graduate studies and withdraw from the Graduate School of Education if they fail to maintain satisfactory academic or professional standards in any phase of their graduate programs. A student is deemed to not be making satisfactory progress when she or he:

- has not satisfied any condition imposed at the time of admission;
- receives 6 credits graded C, F, or NC;
- does not adhere to the schedule of time limits for degrees; or
- violates the professional standards of her or his field (e.g., New Jersey Professional Teaching Standards Interstate School Leaders Licensure Consortium Standards, American School Counselor Association, or American Counseling Association).
- Violation of the university's academic integrity policy is another reason for being terminated from graduate studies, however, the disposition of such violations is covered by the [Rutgers University's Academic Integrity Policy.](#)

Programs are expected to conduct annual reviews of student performance. When a student is judged not to be making satisfactory progress, the 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 of Education 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 normal. (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 for dismissal by the faculty. A program faculty vote is recorded on any motion to recommend dismissal, and a letter is written to the student stating the faculty action and its rationale.

When termination is recommended, the director of the Ed.D. program communicates to the Dean of the Graduate School of Education in writing 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 dean of the Graduate School of Education will write the actual letter of termination to the student.

International students are required to make normal progress toward their degree in order to maintain their legal status. International students facing serious academic problems that could lead to probation and/or termination are urged to consult with the [Rutgers Global](#) as soon as they are aware of such problems.

Due Process

Students are entitled to fairness in the way their academic performances are assessed. Each program has a statement that spells out how a student's academic progress is monitored and how comprehensive, qualifying, and final examinations are graded. Each program also has a procedure for academic appeals. The Graduate School of Education provides further opportunity for appeal for students who wish to proceed beyond the program level (see the Student Academic Appeals section below).

All students in the Graduate School of Education are entitled to expect that regularly scheduled examinations will be graded, and grades will be announced within two weeks of completion of those examinations. If a student fails an examination, he or she is entitled to an explanation of the reasons for that decision.

Student Academic Appeals

Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program director for review and mediation. The chair or director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in Graduate School of Education bylaws.

The Committee on Admissions and Scholastic Standing hears appeals that have not been resolved by the department chair or program director. The student must make his or her case in writing. A written response to the student's statement will be solicited from the chair or director of the department or program whose action is being appealed. The committee normally bases its judgment on written submissions only. 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 they believe an appearance is warranted by unusual circumstances, the committee members may allow the student to appear before them. They may, however, limit the amount of time granted, which normally will not exceed 30 minutes. The committee reports its recommendations to the Dean of the Graduate School of Education, whose decision is final.

Should the student decide to appeal to the Dean, such a request must be made in writing within 30 days of notification of the decision of the Committee on Admissions and Scholastic Standing. Each case will be reviewed by a representative of the Dean of the Graduate School of Education whose decision is final.