



**RUTGERS–NEW BRUNSWICK**

**Graduate School of Education**

# **Ph.D. in Higher Education**

# **Student Handbook**

**Rutgers, The State University of New Jersey  
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## ABOUT RUTGERS UNIVERSITY

### **Mission Of School Of Graduate Studies**

The mission of the School of Graduate Studies is the pursuit of Excellence in graduate education and the welfare of our students.

We promote high quality in graduate education and work to improve the effectiveness of graduate education. We do so by the maintenance of rules governing requirements for the degree, through oversight of admissions standards, and by reviewing and approving curricular initiatives and changes. To assess the effectiveness of graduate education, our school collects data on current graduate student support, external awards of current students, student success within programs, and placement and career advancement of its graduates. We provide topical and timely support to assist students to progress and succeed, through flexibility in the application of standard rules and various forms of financial assistance and through competitive support of outstanding students and support for training grant and other funding initiatives. Through [GradFund](#), we help students succeed in the pursuit of external fellowships and grants. We also keep abreast of trends, best practices, and comparative data on graduate education, and we promote and oversees participation in local and international consortia and exchanges. By disseminating best practices and results of assessments of activities in graduate education, the School of Graduate Studies works with individual degree programs to improve the effectiveness of graduate education to enhance mentorship, reduce degree completion time, and increase completion rates. We offer ongoing advice and assistance to graduate directors, faculty members, and staff on the full range of issues they confront in conducting the everyday work of graduate education.

We seek to enhance the quality of student life for graduate students by serving as an advocate for their needs in such matters as the development of policy and planning pertaining to housing, dining, facilities, recreation, health and psychological services, and other aspects of student life and procedures governing issues of graduate student conduct and status. The School of Graduate Studies also enhances student welfare through the services it provides directly, including ombudsperson and conflict resolution services, the Teaching Assistant Project, and general guidance and assistance with regard to registration, degree attainment, financial support, insurance, and other matters pertaining to persistence to degree.

### **Academic Integrity Policy**

Academic integrity means that all academic work is honest, original, and properly credited.

Students are expected to:

- Submit work that is their own and completed without unauthorized assistance;
- Cite all sources of ideas, words, data, and images;
- Acknowledge all contributors to their work;
- Use and report data accurately and ethically;
- Respect the academic work of others;
- Follow the ethical and professional standards of their field;

These expectations ensure:

- Proper credit for all scholarly work;
- Fair and equitable evaluation of students;
- Integrity in research and academic work;

- The credibility of Rutgers degrees and the institution;
- Students are responsible for understanding and following these expectations in all academic work. They are also encouraged to uphold these standards within the broader academic community.

For full policy details, including types of violations, procedures, and sanctions, visit: <https://academicintegrity.rutgers.edu/>

### **Code Of Student Conduct**

The Code of Student Conduct outlines the behavioral expectations for all Rutgers students and helps ensure a safe and respectful University community. Students are expected to understand their rights and responsibilities and to act in a way that reflects the values and integrity of Rutgers.

For complete details, visit: <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

## **PH.D. IN HIGHER EDUCATION PROGRAM**

### **Mission**

The Ph.D. in Higher Education at Rutgers University offers a focused study of the complexities of colleges and universities, their missions, contexts, challenges, and successes. This interdisciplinary degree program brings together distinguished higher education scholars representing the Graduate School of Education (GSE), the Bloustein School of Planning and Public Policy (BSPPP), the School of Arts and Sciences (SAS), the School of Communication and Information (SCI), the School of Environmental and Biological Sciences (SEBS), and the School of Management and Labor Relations (SMLR). Affiliated faculty bring expertise in education, law, communication, organizational studies, public policy, economics, and related disciplines.

The Ph.D. in Higher Education program prepares higher education researchers who will take their scholarship, knowledge, and research skills into a range of higher education settings such as universities and colleges, state or federal governing and coordinating boards, independent research and policy organizations, and foundations.

### **Learning Goals**

The following learning outcomes inform the Ph.D. in Higher Education curriculum. Graduates of the Ph.D. in Higher Education program will:

- Conduct original, rigorous research and interpret and evaluate findings from other research studies.
- Be knowledgeable about higher education organizations; systems; governance; leadership; analysis and planning; research, assessment, and evaluation; and communication.
- Understand current and developing trends and issues facing colleges and universities.
- Understand and effectively negotiate the complexities of higher education in terms of institutional type, control, contexts, stakeholders, and constituencies.
- Provide leadership, insight, and expertise at the institutional or related higher education settings in which they work.

### **Program Commitments and Doctoral Formation**

The Ph.D. in Higher Education program prepares students to become scholars, researchers, teachers, institutional leaders, policy thinkers, and contributors to the field of higher education. Doctoral education extends well beyond completing coursework. It includes research training, methodological development, scholarly writing, professional socialization, teaching experience, mentorship, and preparation for academic and non-academic careers.

Students enter the program with different professional experiences, research interests, methodological backgrounds, writing histories, and career goals. As a result, every doctoral journey is unique. Students are expected to work closely with their faculty advisor and program leadership to develop a coherent plan of study that supports intellectual growth, timely progress toward degree completion, and long-term professional goals.

The program is committed to providing clear expectations regarding policies, milestone timelines, forms, advising, and professional development opportunities. Students are equally responsible for taking an active role in their doctoral education by communicating regularly with advisors, monitoring program communications, planning ahead for major milestones, and engaging in opportunities that support their scholarly and professional development.

### **New Student Orientation**

Before the start of the academic year, the Ph.D. in Higher Education program offers an orientation for incoming students. Orientation introduces students to the curriculum, advising structure, milestone expectations, program resources, the student Canvas site, and the doctoral community.

Orientation may include:

- introductions to program faculty and their research interests;
- an overview of the curriculum, course sequence, and degree requirements;
- guidance on the Individual Development Plan (IDP), annual advising expectations, and degree planning;
- introduction to program forms, deadlines, and Canvas resources;
- discussion of research, writing, teaching, and professional development opportunities;
- conversation with current students and/or student representatives;
- overview of student support resources, funding, and program communication structures.

Orientation serves as an introduction to the program and does not replace ongoing advising. Students should meet with their assigned faculty advisor before or early in their first semester to discuss course registration, transfer credit, research interests, and professional goals.

### **Advising Ecosystem**

Advising in the Ph.D. in Higher Education program is a shared process. The faculty advisor is the student's primary academic mentor, but students may also work with the Program Director, Program Coordinator, qualifying examination committee, dissertation chair, dissertation committee members, course instructors, student representatives, and other Rutgers offices depending on the issue.

### **Faculty Advisor**

The faculty advisor serves as the student's primary academic mentor and supports course planning, research development, qualifying examination preparation, dissertation planning, professional development, and annual IDP review.

Students are expected to meet with their faculty advisor at least once each fall and spring semester

and more frequently during qualifying examinations, dissertation proposal development, and dissertation research.

Students should keep their advisor informed of their academic progress, accomplishments, research interests, professional goals, and any circumstances that may affect degree progress. Students are responsible for scheduling meetings, preparing questions, updating their Individual Development Plan (IDP), and following through on agreed-upon next steps.

### **Program Director**

The Program Director provides oversight of the Ph.D. in Higher Education program and supports students with program requirements, policy interpretation, milestone processes, advisor changes, student progress monitoring, petitions, exceptions, appeals, and coordination with the School of Graduate Studies and the Graduate School of Education.

Students should contact the Program Director with questions about program policies or when concerns cannot be resolved through regular advising channels.

### **Program Coordinator**

The Program Coordinator supports the administrative operation of the program, including registration, Canvas administration, milestone forms, qualifying examination and dissertation documentation, graduation certification, program records, and communication with the School of Graduate Studies.

Students should contact the Program Coordinator with questions about registration procedures, required forms, submission deadlines, and other administrative processes.

### **Qualifying Examination and Dissertation Committee Members**

Committee members provide scholarly, theoretical, methodological, and professional expertise. Students should consult with their faculty advisor or dissertation chair about when and how to communicate with committee members.

### **Student Representatives**

Student representatives serve as liaisons between students and program leadership and help strengthen communication across the program. They may gather broad student feedback, communicate cohort questions or concerns, and support student engagement within the program.

Student representatives may support communication regarding:

- program events and community-building opportunities;
- student questions about policies, timelines, or resources;
- suggestions for workshops, writing spaces, and professional development;
- cohort concerns that affect more than one student;
- feedback on Canvas resources and program communication.

Student representatives do not replace faculty advising, formal grievance procedures, confidential university resources, or direct communication with the Program Director regarding individual academic or personal concerns.

## **CURRICULUM OVERVIEW**

### **Degree Requirements**

The Ph.D. in Higher Education requires a minimum of 72 credit hours, including Higher Education core courses, electives, research methods coursework, and dissertation research.

**Higher Education Core\* (18 credits total)**

Course Number	Course Title	Credits
16:507:510	Higher Education Structures and Governance	3
16:507:515	Diversity and Multiculturalism in Higher Education	3
16:507:520	Higher Education Law	3
16:507:525	Economics and Finance of Higher Education	3
16:507:530	Higher Education Leadership	3
16:507:535	History of Higher Education in the United States	3

*\*With advisor approval, up to two core courses may be replaced with relevant doctoral-level coursework by submitting a **Transfer Equivalency & Substitution Approval Form** located on the **Ph.D. in Higher Education Student Canvas** site.*

**Additional Graduate Coursework and Electives (15 credits total)**

Selected in consultation with the faculty advisor.

**Pre-Dissertation Research Courses Eligible for Elective Credit**

Course Number	Course Title	Credits
16:507:600	Independent Study in Higher Education 1-6 <sup>1</sup>	
16:507:550	Field Experience in Higher Education* 1-3 <sup>2</sup>	

<sup>1</sup>*Up to 6 credits may be applied toward the degree through an approved independent study supervised by a GSE faculty member. The completed and approved **Independent Study in Higher Education Contract** located on the **Ph.D. in Higher Education Student Canvas** site must be submitted to the Ph.D. Program Coordinator prior to registration.*

<sup>2</sup>*Up to 3 credits may be applied toward the degree through an approved field experience supervised by a program-affiliated faculty member. The completed and approved **Field Experience in Higher Education Contract** located on the **Ph.D. in Higher Education Student Canvas** site must be submitted to the Ph.D. Program Coordinator prior to registration.*

**Rutgers Graduate Writing Courses (0 credits required)**

Program faculty strongly recommend that students enroll in graduate writing courses during at least the first two semesters of coursework. For complete details, visit: <https://wp.rutgers.edu/gwp/gwp-home>

**Research Core\* (15 credits total)**

Requirement	Credits
Introductory Statistics (doctoral level)	3
Introductory Qualitative Methods (doctoral level) <sup>3</sup>	3
Advanced Statistics <b>or</b> Advanced Qualitative Methods (doctoral level)	3
One additional research methods or methodology course (doctoral level)	3

Requirement	Credits
16:507:695 Research and Dissertation Seminar <sup>4</sup>	3

*\*With advisor approval, up to two core courses may be replaced with relevant doctoral-level coursework by submitting a **Transfer Equivalency & Substitution Approval Form** located on the **Ph.D. in Higher Education Student Canvas** site.*

*Note: In addition, the dissertation committee may require additional methodology or research methods coursework to ensure adequate preparation for the qualifying examination and/or dissertation.*

<sup>3</sup>*The Qualitative Methods sequence for Ph.D. students follows a Spring-Fall schedule.*

<sup>4</sup>*Research and Dissertation Seminar is ordinarily taken near the end of coursework as students prepare for the qualifying examination and begin transitioning toward dissertation proposal development. Students may enroll before completing the qualifying examination, particularly while developing their statement of interest, reading list, research direction, or early dissertation ideas. Because students enter the course at various stages, completion of the seminar does not require advancement to candidacy or completion of a full dissertation proposal. With faculty advisor approval, students may complete up to six (6) dissertation research credits (16:507:700–702) before or concurrently with 16:507:695 and prior to advancement to candidacy.*

### Independent Dissertation Research (24 credits total)\*\*

Course Number	Course Title
16:507:700, 701, 702	Research in Higher Education

*\*\*After advancement to candidacy (successful completion of the qualifying examination), students must enroll in **Research in Higher Education** each fall and spring semester until degree completion.*

### Registration Notes

- Students may enroll in a maximum of 6 dissertation research credits prior to advancement to candidacy, with faculty advisor approval.
- Students must register under their faculty advisor's assigned **Research in Higher Education** section.
- Registration requires submission of the program's **Ph.D. in Higher Education Registration Request Form** located on the **Ph.D. in Higher Education Student Canvas** site.

### Program-Level Notes

- No more than 24 credits completed outside the Rutgers School of Graduate Studies (School 16) may be applied toward the 72-credit degree requirement.

### Higher Education Course Offering Schedule

The following reflects the locked-in course schedule for the Ph.D. in Higher Education program. This schedule is designed to provide students with a predictable course rotation to support long-term academic planning and timely degree progress.

Course Number	Course Title	Fall	Spring	Summer
16:507:510	Higher Education Structures & Governance	Online, Monday, 5:40–8:40 p.m.		

<b>Course Number</b>	<b>Course Title</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
16:507:515	Diversity & Multiculturalism		Online, Wednesday, 5:40–8:40 p.m.	
16:507:520	Higher Education Law	Online, Wednesday, 5:40–8:40 p.m.		
16:507:525	Economics & Finance in Higher Education		Online, Monday, 5:40–8:40 p.m. <b>Odd Years Only</b>	
16:507:530	Higher Education Leadership		Online, Monday, 5:40–8:40 p.m. <b>Even Years Only</b>	
16:507:535	History of Higher Education		In-person and asynchronous content, Monday, 5:40–8:40 p.m.	
16:507:695	Research & Dissertation Seminar	Online, Thursday, 5:40–8:40 p.m.		
16:507:645	Community College Sector			Online, Summer II, July 6 – August 12
16:507:700	Research in Higher Education			By Arrangement, Summer I, May 26 – August 12
16:507:701	Research in Higher Education	By Arrangement		
16:507:702	Research in Higher Education		By Arrangement	

### **Earning the M.A. in Higher Education**

Under certain circumstances, students who discontinue the Ph.D. program may be awarded the M.A. in Higher Education if all associated requirements have been successfully completed.

Requirements include:

- 18 credits of Higher Education core coursework
- 6 credits of Additional Graduate Coursework
- 6 credits from the Research Core
- Successful completion of the comprehensive examination or equivalent requirement

Equivalent requirements may include successful completion of qualifying examinations or a thesis project.

This option is available only to currently enrolled Ph.D. in Higher Education students. Applications for admission solely to the M.A. in Higher Education are not accepted.

## **Higher Education Certifications**

Students in the Ph.D. in Higher Education program may be eligible to pursue graduate certificates that complement their academic, professional, and research interests. Certificate requirements are separate from the Ph.D. degree requirements and are not awarded automatically upon completion of the doctoral program. Students interested in pursuing a certificate should consult with their faculty advisor, the Program Director, and the Program Coordinator early in their program so that certificate requirements can be incorporated into their Individual Development Plan (IDP) and reviewed during the annual IDP process.

### ***Graduate Certificate in Community College Leadership***

The Graduate Certificate in Community College Leadership is a 12-credit certificate affiliated with and administered by the Ph.D. in Higher Education program. The certificate is designed for students and professionals seeking a deeper understanding of community colleges, including their history, mission, governance, leadership, finance, and role within the broader higher education landscape.

The certificate is particularly well suited for students whose research, professional practice, or career goals relate to community college leadership, student success, transfer, workforce development, institutional change, access and equity, public policy, or higher education finance.

### **Required Coursework**

Students pursuing the Graduate Certificate in Community College Leadership must complete 12 graduate credits through the following required courses:

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
16:507:510	Higher Education Structures and Governance	3
16:507:525	Economics and Finance of Higher Education	3
16:507:530	Higher Education Leadership	3
16:507:645	The Community College Sector	3
	Total Credits	12

Students must maintain a minimum B average in the certificate coursework. Coursework completed at another institution may not be applied toward the certificate requirements.

### **Applied Research / Culminating Project**

Students pursuing the Graduate Certificate in Community College Leadership must complete an applied research project that integrates learning across the four required courses. The project should examine a significant issue affecting the community college sector, such as a policy challenge, leadership issue, institutional practice, equity concern, governance question, or finance-related topic.

Working with their faculty advisor, students will develop a proposal for the project during *The Community College Sector* course and build upon it throughout the certificate curriculum before presenting the completed project.

Project formats may include, but are not limited to:

- an applied research paper;
- a policy analysis;
- an institutional case study;
- a leadership or organizational analysis;

- a program evaluation proposal;
- a research-informed practitioner brief;
- a dissertation-aligned pilot project, when appropriate.

The culminating project should demonstrate the student's ability to integrate scholarship, research, policy, leadership, governance, finance, and practice within the community college context.

### Planning and Approval Process

Students interested in pursuing the certificate should discuss their plans with their faculty advisor as early as possible. Certificate coursework and progress should be incorporated into the student's Individual Development Plan (IDP) and reviewed annually during the IDP process.

Students should also notify the Program Director and Program Coordinator of their intent to pursue the certificate so that coursework, project completion, and certificate requirements can be tracked appropriately.

Students are responsible for ensuring that all certificate requirements, including coursework, grade expectations, and the culminating project, have been completed.

### Eligibility and Transcript Notation

Rutgers graduate students may earn the Graduate Certificate in Community College Leadership by completing all certificate requirements. Upon successful completion, the certificate will be recorded on the student's official academic transcript in accordance with Rutgers University and Graduate School of Education policies.

Individuals who are not enrolled in a Rutgers graduate degree program may apply separately to the stand-alone certificate through the Graduate School of Education, subject to current admissions requirements.

Because certificate policies and administrative procedures may change, students should consult the Program Director, Program Coordinator, and official Rutgers Graduate School of Education certificate materials when planning their coursework.

## **Faculty Advisor and Advisee Expectations**

*Faculty Advisors* serve as the primary academic resource for advisees and are typically the first point of contact for program-related concerns or guidance.

*Advisees* are expected to:

- Initiate communication with their advisor as needed;
- Maintain regular communication regarding progress, accomplishments, opportunities, and concerns;
- Take an active role in developing and maintaining a productive advising relationship.

Students are strongly encouraged to have candid conversations with both current and prospective faculty advisors, particularly when considering an advisor change.

Suggested discussion topics include:

- Expectations for advising and mentorship;
- Alignment of research and methodological interests;
- Opportunities for collaboration on research or scholarly projects;

- Preferred meeting formats and communication methods;
- Scheduling expectations and advisor availability;
- Anticipated sabbaticals or administrative responsibilities;
- Typical response times and follow-up expectations.

### **Change of Faculty Advisor Procedures**

Students may change faculty advisors at any point in the program after discussion with the current and prospective faculty advisor. All advisor changes must be reported through the **Ph.D. in Higher Education Change of Advisor Form** located on the **Ph.D. in Higher Education Student Canvas** site within two weeks of the change.

Students may affirm or change advisors during coursework, the qualifying examination process, and prior to dissertation proposal development. Faculty advisors serving as qualifying examination or dissertation committee chairs must meet program and School of Graduate Studies requirements.

### **PH.D. IN HIGHER EDUCATION ROAD MAP**

The following roadmap is intended to help students plan academic progress, professional development, and major program milestones throughout the Ph.D. in Higher Education program. Timelines are approximate and may vary based on enrollment status, transfer credits, dissertation progress, and individual academic goals.

Upon admission to the Ph.D. in Higher Education program, each student is assigned to a faculty advisor before beginning coursework. The advisor provides guidance during the early stages of the program and may continue to mentor the student through the qualifying examination and dissertation. As students refine their research interests, methodological approaches, or professional goals, they may request a change of advisor. Any advisor change must be documented using the **Ph.D. in Higher Education Change of Advisor Form** located on the **Ph.D. in Higher Education Student Canvas** site.

Before the start of the academic year, incoming students should participate in the program orientation, review the **Ph.D. in Higher Education Student Canvas** site, become familiar with program forms and milestone requirements, and meet with their faculty advisor to discuss first-semester registration, academic expectations, and initial goals.

#### **Year 1 (0-18 Credits)**

During the first semester, students should meet with their faculty advisor for an initial advising conversation. Topics may include transfer credits, course substitutions, certificate pathways, research interests, methodological preparation, and opportunities for early research and professional development.

By the annual IDP deadline, students must complete the Individual Development Plan (IDP) and submit an updated curriculum vitae (CV). During the annual IDP meeting, students and their faculty advisor should review academic progress, discuss coursework and degree requirements, refine research and professional development goals, and plan priorities for the upcoming academic year.

Throughout the first year, students should focus on completing core coursework, beginning research methods coursework, building relationships with faculty and peers, and engaging with the scholarly and professional community in higher education.

### **Coursework & Requirements**

- Complete the majority of Higher Education core courses
- Begin introductory research methods coursework
- Consider enrolling in graduate writing courses

### **Advising**

- Meet with faculty advisor at least once per semester
- Discuss pre-dissertation research opportunities, independent studies, and potential transfer credits
- Complete the annual Individual Development Plan (IDP) and advisor meeting by the end of April

### **Administrative Tasks**

- Complete required CITI training modules, if applicable
- Submit transfer credit paperwork, if applicable

### **Professional Development & Program Engagement**

- Attend Higher Education seminars and scholarly events
- Explore opportunities for committee involvement
- Consider conference attendance and/or proposal submissions (e.g., ASHE, AERA, ACPA, NASPA)
- Become familiar with student travel funding opportunities
- Consider a summer Independent Study or Field Experience

### **Year 2 (19-36 Credits)**

Students should continue meeting regularly with their faculty advisor to review academic progress and update their Individual Development Plan (IDP). Advising discussions should include remaining degree requirements, transfer credits, course substitutions, certificate pathways, independent studies, field experiences, and preparation for upcoming program milestones.

Students planning to complete the qualifying examination should work with their faculty advisor to discuss the statement of interest, develop a reading list, identify potential committee members, and establish a timeline for the qualifying examination process.

During the second year, students typically complete the majority of their remaining coursework while preparing for the qualifying examination.

### **Coursework & Requirements**

- Complete remaining Higher Education core courses
- Complete the majority of research methods and elective coursework
- Consider completing an Independent Study or Field Experience
- Consider enrolling in graduate writing courses

### **Advising**

- Meet with faculty advisor at least once per semester
- Discuss qualifying examination requirements, timelines, and potential committee membership
- Complete annual IDP review and advisor meeting by the end of April

### **Administrative Tasks**

- Complete the Qualifying Exam Readiness and Planning Form
- Apply for conference travel funding, if applicable

### **Professional Development & Program Engagement**

- Attend Higher Education and campus-wide scholarly events
- Submit manuscripts and/or conference proposals
- Seek opportunities to gain teaching experience
- Explore fellowship and grant opportunities, including GradFund resources

### **Year 3 (37-54 Credits)**

During the third year, students typically complete the qualifying examination process, begin dissertation proposal development, and transition into dissertation research.

#### **Coursework & Requirements**

- Enroll in Research and Dissertation Seminar near the completion of coursework while preparing for the qualifying examination and beginning dissertation proposal development.
- Complete the qualifying examination, if not already completed
- Develop and defend the dissertation proposal
- Enroll in Research in Higher Education credits during dissertation proposal development and dissertation research
- Consider enrolling in graduate writing courses

#### **Advising**

- Meet with faculty advisor at least once per semester
- Complete annual IDP review and advisor meeting by the end of April
- Work with advisor and committee members to establish dissertation timelines and expectations

#### **Administrative Tasks**

- Submit the Qualifying Exam Committee and Scheduling Form prior to the examination
- Submit the Qualifying Exam Oral Results Form and SGS Admission to Candidacy Form following successful completion of the examination
- Follow dissertation proposal and defense procedures outlined in the Dissertation Process section of the handbook

#### **Professional Development & Program Engagement**

- Attend Higher Education seminars and scholarly events
- Submit manuscripts and/or conference proposals
- Seek opportunities to gain teaching experience
- Explore fellowship and grant opportunities to support dissertation research

### **Year 4+ (55-72+ Credits)**

During the final stage of the program, students focus primarily on dissertation research, writing, the dissertation defense, and degree completion requirements. Students must continue to complete the annual Individual Development Plan (IDP) and submit an updated curriculum vitae (CV) each year until the degree is awarded.

At this stage, the IDP should document dissertation progress, anticipated proposal and defense timelines (as applicable), publication and presentation goals, career planning, and any resources or support needed to successfully complete the degree.

#### **Coursework & Requirements**

- Continue dissertation research and writing
- Enroll in Research in Higher Education credits, as required
- Consider enrolling in graduate writing courses
- Submit dissertation drafts to advisor and dissertation committee for review

- Schedule and complete the dissertation defense

### **Advising**

- Meet with faculty advisor regularly throughout the dissertation process
- Complete annual IDP review and advisor meeting by the end of April
- Seek guidance regarding dissertation revisions, publication opportunities, and post-graduation planning

### **Administrative Tasks**

- Submit all required dissertation materials to the School of Graduate Studies
- Complete all post-defense and degree certification requirements
- Submit the Diploma Application through the School of Graduate Studies

### **Professional Development & Program Engagement**

- Submit manuscripts and/or conference proposals related to dissertation research
- Continue professional networking and scholarly engagement
- Explore academic and professional career opportunities

## **ENROLLMENT**

### **Registering for Classes**

After accepting admission, new students will receive a Rutgers “New Student Guide” containing information about parking, obtaining a Rutgers ID card, creating a NetID, and other important enrollment and university resources. Students may register for classes once their admission has been officially processed. New students are strongly encouraged to meet with their faculty advisor prior to registering for courses.

All students are required to complete the **Ph.D. in Higher Education Registration Form** located on the **Ph.D. in Higher Education Student Canvas** site each semester prior to registration.

### **Student Canvas Site**

All Ph.D. in Higher Education students are required to participate in and regularly monitor the program’s Canvas [Ph.D. in Higher Education Student](#) site. The Canvas site serves as the program’s primary centralized communication and information hub and is used to distribute important announcements, policies, procedures, deadlines, registration information, forms, event details, and academic resources.

Students are expected to review the Canvas site regularly and are responsible for information communicated through Canvas announcements, postings, and shared materials. Failure to review program communications does not exempt students from meeting program requirements, deadlines, or university policies.

The Canvas Student Site may include, but is not limited to, the following resources and information:

- Registration instructions and forms;
- Program policies and procedures;
- Academic deadlines and milestone information;
- Qualifying exam and dissertation resources;
- Forms and administrative processes;
- Student events, workshops, and program announcements;
- University and School of Graduate Studies resources;

- Professional development and engagement opportunities.

Students are encouraged to enable Canvas notifications to ensure timely receipt of program communications.

### **Access to Higher Education Core Courses as a Non-Matriculated/Non-Degree Student**

Students enrolled in other graduate programs, non-matriculated students, and non-degree students may enroll in a maximum of nine (9) credits of Higher Education core courses, subject to space availability and program approval.

### **Full-time and Part-time Status**

Students enrolled in coursework are considered full-time when registered for at least nine credits per semester. Students enrolled in fewer than nine credits are considered part-time.

Doctoral students who have passed the qualifying examination and advanced to candidacy are considered full-time when registered for at least one credit of Research in Higher Education each fall and spring semester until degree completion.

“E” credits, including those associated with assistantships, count toward full-time status requirements but do not count toward degree requirements.

International students should consult Rutgers Global regarding visa requirements and enrollment regulations, including reduced course load eligibility when applicable.

### **Enrollment Verification**

Students at the dissertation stage are not required to enroll in six dissertation credits to maintain federal half-time enrollment status for student loan purposes. Students at the dissertation stage who are enrolled in at least one dissertation research credit may maintain eligibility for student loans. Students must complete the School of Graduate Studies **Enrollment Certification of Doctoral Students** and submit it to the Registrar’s Office to verify official status.

### **Seven-Year Time Limitation**

In accordance with School of Graduate Studies (SGS) policy, doctoral students are expected to make timely progress toward degree completion. Ordinarily, students have a maximum of seven calendar years to complete all requirements for the Ph.D. in Higher Education degree.

Students entering their seventh year or later of doctoral study must submit a formal Extension of Time (EOT) request through the SGS Individual Development Plan (IDP) platform using the required 7+ Year Addendum. The request must include a realistic timeline for degree completion and information regarding dissertation progress, remaining milestones, and available support resources.

Extension requests are reviewed by the faculty advisor and Graduate Program Director prior to submission to SGS for final approval. Extensions are typically granted for one academic year at a time. Students who require multiple extensions or who exceed ten calendar years in the program may be subject to additional review and closer scrutiny by SGS. Approval of an extension of time is not guaranteed.

Students who fail to submit an approved Extension of Time request may risk registration holds or termination of enrollment in accordance with SGS policy.

### **Withdrawal or Leave of Absence**

Students, in good academic standing, who wish to withdraw from the program or request a temporary leave of absence must consult with the Graduate Program Director and submit the **Ph.D. in Higher Education Withdrawal or Temporary Leave Form** located on the **Ph.D. in Higher Education Student Canvas** site.

In accordance with School of Graduate Studies (SGS) policy, students who have not advanced to candidacy may register as Matriculation Continued during an approved leave period, subject to SGS limitations and policies. Students who have advanced to candidacy are not eligible for Matriculation Continued status and must maintain continuous enrollment by registering for at least one credit of Research in Higher Education each fall and spring semester. Students experiencing extraordinary circumstances should consult SGS regarding exceptions or additional leave options.

Students who discontinue participation in the program without officially withdrawing may receive failing grades for their courses. Academic and financial consequences of withdrawal are determined based on the date the withdrawal request is received and processed by the Office of the Registrar.

### **Readmission or Restoration of Active Status**

Students who miss one or more semesters of required registration and wish to resume enrollment in the Ph.D. in Higher Education program must apply for readmission or restoration of active status in accordance with School of Graduate Studies (SGS) policy.

Students who have not advanced to candidacy must complete the SGS **Application for Readmission** and submit it to the Graduate Program Director for review and approval. Approved requests are forwarded to the Office of the Dean of the School of Graduate Studies for final processing.

Students who have advanced to candidacy (post-qualifying students) must complete the SGS **Application for Restoration of Active Status** and submit it to the Graduate Program Director for review and approval.

Readmission or restoration of active status is not automatic. In evaluating requests, the program may consider factors including prior academic performance, progress toward degree completion, and the student's plan for successfully resuming doctoral study.

Students approved for readmission or restoration of active status may be responsible for additional tuition or reactivation fees in accordance with SGS policy, including retroactive registration charges for missed semesters, where applicable.

### **Registering for Independent Study in Higher Education**

Independent Study courses are highly recommended elective opportunities that allow students to gain research experience prior to beginning dissertation work. To enroll, students must identify a faculty member who agrees to supervise the independent study and complete the **Ph.D. in Higher Education Independent Study Contract Form** located on the **Ph.D. in Higher Education**

## **Student Canvas** site.

Independent Study may be completed during the fall, spring, or summer semester. Students may apply a maximum of six credits of Independent Study in Higher Education toward elective coursework requirements.

Each Independent Study Contract must clearly specify the number of credits associated with the proposed project(s), based on the following credit-hour expectations:

- 1 credit = 40 project hours
- 2 credits = 80 project hours
- 3 credits = 120 project hours

Independent Study courses are letter graded.

## **Registering for Field Experience in Higher Education**

Field Experience in Higher Education provides students with the opportunity to engage in direct, project-based professional experiences within higher education settings. With the approval of their faculty advisor, students must identify a site supervisor willing to provide a practicum experience that supports professional development and applied learning.

To enroll, students must identify a faculty member who agrees to supervise the field experience and complete the **Ph.D. in Higher Education Field Experience Contract Form** located on the **Ph.D. in Higher Education Student Canvas** site.

Field Experience may be completed during the fall, spring, or summer semester. Students may enroll for 1 to 3 credits, depending on the scope of the approved project(s). Credit hours are based on the following expectations:

- 1 credit = 40 project hours
- 2 credits = 80 project hours
- 3 credits = 120 project hours

Field Experience in Higher Education is graded on a Satisfactory (S) / Unsatisfactory (U) basis.

## **Grading**

Rutgers University's graduate-level grading system is as follows:

<b>Grade</b>	<b>Description</b>	<b>Grade Points</b>
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
F	Failing	0.0

All coursework applied toward the Ph.D. in Higher Education degree, with the exception of Research in Higher Education and Field Experience in Higher Education, must be graded using the A-F grading scale listed above.

Additional grading designations include:

- **IN (Incomplete):** May be assigned at the discretion of the instructor when a student is unable to complete course requirements by the end of the semester and an extension is warranted. The instructor may authorize a grade change for up to two years after the IN grade is assigned. After two years, the IN grade is automatically converted to NC (No Credit). Students are ordinarily expected to initiate requests for an Incomplete directly with the course instructor. All Incomplete grades must be resolved prior to scheduling the Qualifying Examination. Students seeking an exception to this policy must submit a written request and supporting rationale to the Graduate Program Director, along with written support from all members of the Qualifying Examination committee.
- **S/U (Satisfactory/Unsatisfactory):** A grade of Satisfactory (S) is equivalent to an A, B+, B, C+, or C. A grade of Unsatisfactory (U) is equivalent to an F. Research in Higher Education and Field Experience in Higher Education are graded on an S/U basis.
- **P/NC (Pass/No Credit):** A grade of Pass (P) is equivalent to an A, B+, B, C+, or C. A grade of No Credit (NC) is equivalent to an F.
- **TZ (Temporarily Not Graded):** Assigned to students who never attended class, stopped attending without officially withdrawing, or were not assigned a grade by the instructor.

### **Satisfactory Academic Progress Policy**

#### **Cumulative GPA**

To maintain satisfactory academic progress in the Ph.D. in Higher Education program, students must maintain a cumulative GPA of at least 3.25 on a 4.00 scale. Students holding Rutgers fellowships or assistantships are expected to maintain a cumulative GPA of at least 3.50 during all terms of enrollment, consistent with the requirements of their funding appointments.

Students admitted conditionally must first satisfy all admission, enrollment, and/or GPA conditions specified at the time of admission. Upon completion of those conditions, students are expected to maintain the program's minimum cumulative GPA requirements.

Student academic progress will be formally reviewed and documented at least annually in consultation with the student, faculty advisor, and Graduate Program Director.

Students whose cumulative GPA falls below 3.25 may be subject to academic warning, academic probation, and/or the development of an academic improvement plan. In consultation with the student and the Graduate Program Director, the faculty advisor may establish specific expectations, benchmarks, and timelines for the student to demonstrate satisfactory academic progress.

Students may request an exception to the minimum GPA expectation through a written appeal submitted to the Graduate Program Director. Appeals should include supporting rationale and any relevant documentation. Please refer to the Appeals Process section of this handbook for additional information.

#### **Grades of "C" or Lower**

Earning a grade of C or lower in coursework applied toward the Ph.D. in Higher Education degree may result in academic warning.

Repeated grades of C or lower in courses counted toward the degree may result in additional academic review, a second academic warning, or recommendation for academic dismissal.

Students seeking an exception to the policy regarding grades of C or lower should consult with their faculty advisor and submit a written appeal to the Graduate Program Director that includes supporting rationale and any relevant documentation. Please refer to the Appeals Process section of this handbook for additional information.

### **Transferring Prior Graduate Coursework**

#### **Eligible Courses for Transfer**

In accordance with School of Graduate Studies (SGS) policy, doctoral students may transfer up to 24 graduate credits toward the Ph.D. in Higher Education degree, subject to program approval.

Graduate coursework completed prior to matriculation into the Ph.D. in Higher Education program may be considered for transfer credit if the following conditions are met:

- The coursework is relevant to the student's planned program of study or area of concentration.
- The coursework was completed within the six years preceding the transfer credit application.
- The student earned a grade of B or higher in the course(s).
- The credits were not used to satisfy undergraduate degree requirements.
- The student has completed at least nine graduate credits at Rutgers University as a matriculated student with grades of B or better.

Eligible transfer coursework may include graduate courses applied toward a prior graduate degree and/or graduate coursework completed as a non-matriculated student prior to formal admission into the Ph.D. in Higher Education program.

Approval of transfer credit is not automatic and is subject to review by the faculty advisor, Graduate Program Director, and the School of Graduate Studies.

Graduate credits that ordinarily will not be accepted for transfer include:

- Thesis or dissertation research credits;
- Independent study coursework;
- Courses completed with grades below B;
- Courses completed more than six years prior to the transfer credit application unless an approved appeal is granted.

#### **Rutgers Undergraduate Coursework Applied Toward Graduate Degrees**

In accordance with SGS policy, up to six graduate credits completed as a Rutgers undergraduate student may be applied toward a graduate degree, provided the credits exceed the 120 credits required for the bachelor's degree.

If the undergraduate degree program requires more than 120 credits, up to six credits completed beyond the 120-credit threshold may be double-counted toward both the undergraduate and graduate degrees. Individual graduate programs retain discretion regarding whether such credits will be accepted toward degree requirements.

In exceptional circumstances, the SGS Dean or designee may approve the double-counting of an additional three credits. Undergraduate coursework may also be considered for graduate credit when the coursework is determined to be appropriate and relevant to the graduate curriculum.

## Applying for Transfer of Credit

Students should discuss proposed transfer coursework with their faculty advisor prior to submitting transfer credit materials for review.

### Required Materials

For coursework completed outside Rutgers University:

- Official transcripts;
- **Ph.D. in Higher Education Transfer Equivalency & Substitution Approval Form** located on the **Ph.D. in Higher Education Student Canvas**;
- SGS Application for Transfer of Credit (after Equivalency/Substitution form approval);
- Appeal Statement for coursework completed more than six years prior to the transfer credit application, if applicable.

For Rutgers coursework being applied toward degree requirements:

- **Ph.D. in Higher Education Transfer Equivalency & Substitution Approval Form** located on the **Ph.D. in Higher Education Student Canvas**.

### Submission and Review Process

#### Step 1: Program Review

Students should first discuss proposed transfer coursework with their faculty advisor and submit the **Ph.D. in Higher Education Transfer Equivalency & Substitution Approval Form** located on the **Ph.D. in Higher Education Student Canvas** site for review.

Faculty advisors and the Graduate Program Director may request additional documentation, including course syllabi, assignments, or other supporting materials, to evaluate course content, rigor, relevance, and potential equivalency to program requirements.

#### Step 2: Program Approval

The faculty advisor and Graduate Program Director will review the request and determine whether the coursework may be applied toward:

- elective credit;
- an approved substitution for a Higher Education core course; and/or
- another program requirement equivalency.

Approval at this stage represents program approval of how the coursework may apply toward degree requirements and does not constitute transfer credit approval by the School of Graduate Studies.

#### Step 3: SGS Transfer Credit Review (if applicable)

For coursework completed outside Rutgers University, students must submit the **SGS Application for Transfer of Credit** and all required supporting materials to the School of Graduate Studies for final transfer credit review and approval.

If applicable, the Graduate Program Director may provide written support for requests involving coursework completed more than six years prior to the transfer credit application.

#### Step 4: Recordkeeping

Following all required approvals, the completed **Transfer Equivalency & Substitution Approval Form** will be maintained as part of the student's official program record and used for degree audit

tracking, qualifying examination eligibility review, and degree certification.

The Transfer Equivalency & Substitution Approval Form serves as the program's preliminary academic review process for transfer coursework and course substitutions. The form documents how approved coursework will apply toward Ph.D. in Higher Education degree requirements. For coursework completed outside Rutgers University, final application toward the degree remains contingent upon School of Graduate Studies transfer credit approval.

### **Course Evaluations And Student Progress Evaluations**

Rutgers course evaluations are administered online toward the end of each academic term. In addition to standard University evaluation questions, program-specific questions may also be included. Students are strongly encouraged to complete course evaluations thoughtfully and thoroughly, as evaluation feedback helps inform course development, instructional improvement, and program assessment efforts.

The annual Individual Development Plan (IDP) serves as the program's primary student progress evaluation tool. All doctoral students are required to complete an annual IDP through the School of Graduate Studies (SGS) IDP platform. IDPs are typically due by the middle of the spring semester each academic year.

After submission, the faculty advisor reviews the IDP and meets with the student to discuss academic progress, scholarly and professional development, degree milestones, goals, timelines, and available support resources. Following faculty advisor review and approval, the IDP is routed to the Graduate Program Director for final review and documentation.

Failure to complete the annual IDP process may result in a registration hold for future academic terms in accordance with SGS policy.

## **THE QUALIFYING EXAMINATION**

### **Purposes of the Qualifying Examination**

The qualifying examination provides students with the opportunity to demonstrate broad knowledge of higher education scholarship, advanced understanding of their proposed area of inquiry, and readiness to undertake dissertation research. Successful completion of the qualifying examination signifies advancement to doctoral candidacy.

Specifically, students should demonstrate:

- Command of broad higher education literature and particularly literature of their area of focus (e.g., governance; finance; diversity, equity, and inclusion; history; leadership; academic affairs; student affairs; the student experience, etc.).
- Concentrated understanding of the research area (or specific topic) they intend to pursue in the dissertation.
- Concentrated understanding of discursive norms, theories, methods, and methodological considerations relevant to their research area or topic (e.g., experimental, quasi-experimental, design-based research, ethnography, phenomenology, critical theory, historical analysis, discourse analysis, etc.).

All Incomplete grades must be resolved prior to scheduling the Qualifying Examination. Students

requesting an exception to this policy must submit relevant rationale(s) in writing to the Graduate Program Director.

### **Structure of the Qualifying Examination**

The qualifying examination includes both a written examination and an oral examination. The written examination must be completed prior to the oral examination. Students must successfully complete all portions of the qualifying examination in order to advance to doctoral candidacy.

### **Scheduling of the Qualifying Examination**

Ordinarily, students should complete the majority of required coursework, maintain satisfactory academic progress, and obtain faculty advisor approval prior to beginning the qualifying examination process.

To allow adequate preparation time, students should consult with their faculty advisor, who will serve as the qualifying examination committee chair, at least two semesters prior to the anticipated examination period. Students and advisors should establish a timeline for preparation, committee formation, submission of materials, and the anticipated date of receipt of the written examination questions.

### **Qualifying Examination Readiness Review**

Prior to formally establishing a qualifying examination committee or scheduling the qualifying examination, students must submit the **Ph.D. in Higher Education Qualifying Examination Readiness and Planning Form** located on the **Ph.D. in Higher Education Student Canvas** site.

Submission of this form initiates the program's formal qualifying examination readiness review process. The form documents the student's anticipated examination timeline, preparation progress, and preliminary committee planning.

Following review by the faculty advisor and Graduate Program Director, the form is forwarded to the Assistant Dean for Advisement for final academic readiness audit.

As part of the readiness review, the Assistant Dean for Advisement will verify that the student:

- is in good academic standing;
- has completed required coursework or is on track to complete remaining coursework consistent with the planned examination timeline; and
- has no outstanding Incomplete grades unless an approved exception is on file.

Approval of the **Ph.D. in Higher Education Qualifying Examination Readiness and Planning Form** is required before submission of the **Ph.D. in Higher Education Qualifying Examination Committee and Scheduling Form**.

### **The Qualifying Examination Process**

The following procedures are intended to ensure an appropriate level of rigor, consistency, and transparency within the qualifying examination process.

*Develop a Statement of Interest.*

The student will write a brief (2–3 pages) description of their area of research interest and outline the general direction anticipated for the dissertation. The statement of interest must be reviewed and approved by the faculty advisor prior to committee formation and submitted with the **Ph.D. in Higher Education Qualifying Examination Committee and Scheduling Form** located on **Ph.D. in Higher Education Student Canvas** site.

*Develop a Reading List.*

With guidance from the faculty advisor, the student will develop a comprehensive reading list that provides a foundation for the dissertation-related components of the qualifying examination. The reading list may include readings completed during coursework but should primarily consist of substantive scholarly works that support the purposes of the qualifying examination outlined above.

The reading list should include approximately 40 scholarly works and must be approved by the qualifying examination committee. Prospective committee members may recommend additional or alternative readings based on content expertise or methodological relevance.

Students must submit the **Ph.D. in Higher Education Qualifying Exam Committee and Scheduling Form** located on the **Ph.D. in Higher Education Student Canvas site** at least four weeks prior to the intended date of receipt of the qualifying examination questions.

*Assemble a Qualifying Examination Committee.*

The qualifying examination committee must consist of a minimum of four faculty members. At least three committee members must be members of the Ph.D. in Higher Education graduate faculty. One committee member may be from outside the Higher Education program faculty. Additional committee members may be added at the discretion of the committee chair and the student.

All committee members must meet School of Graduate Studies (SGS) eligibility requirements for committee service.

In consultation with the student, the faculty advisor, serving as committee chair, will identify committee members based on appropriate content expertise, methodological expertise, or other relevant scholarly alignment.

Committee members may also later serve on the dissertation committee, although this is not required. Upon advancement to candidacy, the qualifying examination committee formally dissolves.

Students must submit the Ph.D. in Higher Education Qualifying Examination Committee and Scheduling Form, including the approved Statement of Interest and Reading List, at least four weeks prior to the intended date of receipt of written examination questions.

**Note:** If the Graduate Program Director serves on the qualifying examination committee, they may sign both as a committee member and as Graduate Program Director. However, in accordance with SGS policy, their signature may only be counted once toward the minimum requirement of four different faculty members.

**Developing the Written Examination Questions**

Under the leadership of the committee chair, the qualifying examination committee will develop and

approve the written examination questions.

Students will respond to three written questions. Responses will typically range from 10-15 double-spaced pages per question, excluding references. Total written responses should ordinarily not exceed 45 double-spaced pages, excluding references.

Committees may exercise discretion in structuring questions and response expectations. Students must be informed in advance if certain questions require different response lengths or formats.

Written responses must:

- Cite relevant scholarly literature;
- Follow current APA formatting standards;
- Demonstrate substantive analysis and synthesis of scholarship.

Ordinarily, at least one question will involve analysis of a complex higher education issue, case, or scenario requiring application of higher education scholarship, leadership, policy, organizational analysis, and/or research perspectives.

### **Completing the Written Examination - Timeline**

Students will have 21 calendar days to complete and submit the written examination responses. Responses must be submitted to all committee members in the format requested by the committee (e.g., electronic submission, printed copies, etc.).

If extenuating circumstances warrant an extension (e.g., documented medical or family emergencies), the committee chair may submit a written petition to the Graduate Program Director requesting an extension and proposing a revised deadline. The Graduate Program Director will approve or deny the request within two business days. Extensions may not be used to increase the scope or difficulty of the examination requirements.

Written examination responses must comply with Rutgers University academic integrity policies and any additional program guidance regarding unauthorized assistance, collaboration, or generative artificial intelligence tools.

### **Evaluation of the Written Examination Responses**

Committee members will independently review the student's written examination responses and provide feedback and preliminary evaluations to the committee chair.

The evaluation process will conclude within 21 calendar days, excluding University holidays, following submission of the written examination responses.

The program may utilize originality review software, including Turnitin or similar systems, to evaluate written examination submissions for academic integrity purposes.

### **The Oral Examination**

The oral examination provides the student with the opportunity to clarify, expand upon, and defend their written examination responses while demonstrating readiness to undertake dissertation research.

In consultation with the committee chair, the student will schedule the oral examination no later than

21 calendar days, excluding University holidays, following completion of the written examination evaluation process.

During the oral examination, students are expected to:

- Demonstrate command of broader education literature and particularly literature relevant to their area of focus;
- Demonstrate concentrated understanding of discursive norms, theories, methods, and methodological issues relevant to their research area or topic;
- Demonstrate requisite knowledge and methodological expertise to undertake dissertation research;
- Successfully clarify or elaborate on responses to the written examination questions;
- Demonstrate knowledge of topics relevant to the area of study that may not have been addressed in the written examination;
- Engage in academic discourse--effectively responding to committee members' questions and comments.

### **Decision Process and Available Outcomes**

Following completion of the oral examination, the student will be excused while the committee deliberates. Under the leadership of the committee chair, the committee will evaluate the student's overall performance across both the written and oral examination components. The committee's decision reflects a holistic evaluation of the student's readiness for doctoral candidacy. The student will then be invited back into the meeting to receive the committee's decision and feedback.

#### **Pass**

A *Pass* decision signifies that the student has performed satisfactorily on the qualifying examination and will be advanced to doctoral candidacy.

#### **Non-Pass with Revisions**

If the committee determines that portions of the written examination, oral examination, or both require additional work before the student demonstrates readiness for doctoral candidacy, the committee may assign a decision of *Non-Pass with Revisions*.

The committee chair will provide the student and the Graduate Program Director with a written summary of the committee's rationale, required revisions, and any additional expectations or recommendations.

Students will have 14 calendar days to complete required revisions. Extensions may be approved by the committee chair in consultation with the Graduate Program Director in cases involving documented extenuating circumstances.

If the committee determines that an additional oral examination is necessary, the second oral examination must ordinarily occur within 14 calendar days following submission of the revisions.

Students who receive a *Non-Pass with Revisions* constitutes a formal academic warning under SGS satisfactory academic progress policies and will receive a formal written academic warning from the Graduate Program Director in accordance with School of Graduate Studies policy. The warning letter will summarize the qualifying examination committee's recommendations for revisions, identify available academic support resources, and outline applicable appeals processes within both the Ph.D. in Higher Education program and the School of Graduate Studies.

### Non-Pass (second submission only)

If the student's performance during the second round of the qualifying examination is determined to be unsatisfactory, the committee decision will be Non-Pass. A decision of Non-Pass with Revisions is not available during the second round of the qualifying examination.

Students who receive a Non-Pass will not advance to doctoral candidacy and will receive formal written notification from the Graduate Program Director regarding the committee's decision, applicable appeals processes, and potential recommendation for dismissal from the program.

If the student wishes to pursue the terminal M.A. in Higher Education following a Non-Pass decision, a thesis-style project must be completed under the supervision of a faculty advisor. Please refer to the "Earning the M.A. in Higher Education" section of this handbook for additional information.

Students may complete a maximum of two qualifying examination rounds.

### Appeal for Qualifying Examination Outcome

Students may appeal a Non-Pass decision, but not a Non-Pass with Revisions decision, in writing to the Graduate Program Director no later than 14 calendar days following the committee's decision.

Appeals must be limited to procedural concerns and may not challenge the academic judgment of the committee regarding examination performance.

If the appeal is denied at the program level, students may pursue additional appeals through the School of Graduate Studies in accordance with SGS policy. Please refer to the "Academic Appeals" section of this handbook for additional information.

### Submission of Qualifying Examination Paperwork

Following the oral examination, the student must submit the following within two business days:

- **Ph.D. in Higher Education Oral Examination Results (Qualifying Exam) Form**, including the committee's decision (Pass or Non-Pass with Revisions) and summary rationale. The form records the committee's decision, examination round, and any required revisions.
  - You will be required to submit the following documents with your oral results form:
    - Statement of Interest;
    - Reading List;
    - Qualifying Examination questions; and
    - Written examination responses.
- If applicable, the completed **SGS Application for Admission to Candidacy** for the Degree of Doctor of Philosophy Form with all required signatures.

Following revisions and/or a second oral examination, if applicable, updated examination materials and a revised Oral Examination Results Form reflecting the final committee decision must be submitted within two business days following the final oral examination.

## **THE DISSERTATION PROCESS**

## **Dissertation Research Credits Prior to Advancement to Candidacy**

In accordance with School of Graduate Studies policy, doctoral students may enroll in a maximum of six (6) credits of Research in Higher Education (16:507:700, 16:507:701, or 16:507:702) prior to successful completion of the qualifying examination and advancement to candidacy, with faculty advisor approval.

Students may enroll in dissertation research credits before or concurrently with 16:507:695 Research and Dissertation Seminar. However, successful completion of the qualifying examination is required before advancement to candidacy and before the continuous enrollment requirements for doctoral candidates take effect.

## **Forming the Dissertation Committee**

Following successful completion of the qualifying examination and admission to candidacy, students will form a dissertation committee in consultation with their faculty advisor.

The dissertation committee must consist of:

- One dissertation chair who is a Full Member of the Graduate Faculty in the Ph.D. in Higher Education program; or
- Two dissertation co-chairs, where one co-chair is a Full Member of the Graduate Faculty in the Ph.D. in Higher Education program and the other co-chair is a Full or Associate Member of the Graduate Faculty, with the Full Member serving as the administrative point of contact;
- At least two additional committee members who are Full or Associate Members of the Graduate Faculty in the Ph.D. in Higher Education program; and
- At least one Outside Member external to the Ph.D. in Higher Education program faculty.

Outside Members should ordinarily be Full Members of the Graduate Faculty at Rutgers University or hold equivalent graduate faculty status at another accredited institution. Requests for exceptions must be reviewed and approved by the dissertation chair and Graduate Program Director.

All dissertation committee members must meet current School of Graduate Studies (SGS) eligibility requirements for doctoral committee service.

Immediately following formation of the dissertation committee, students must submit the **Ph.D. in Higher Education Dissertation Committee Form** located on the **Ph.D. in Higher Education Student Canvas** site.

## **Developing the Dissertation Proposal**

**Research and Dissertation Seminar (16:507:695)** is ordinarily taken near the end of coursework as students prepare for the qualifying examination and begin transitioning toward dissertation proposal development. Students may enroll in the seminar before completing the qualifying examination, particularly while developing their statement of interest, reading list, research direction, or early dissertation ideas.

Because students enter the seminar at various stages, completion of the course does not require advancement to candidacy or completion of a full dissertation proposal. In collaboration with the seminar instructor and faculty advisor, students may work toward a full proposal draft or focus on proposal components appropriate to their stage of development.

Following successful completion of the qualifying examination and admission to candidacy, students continue dissertation proposal development under the guidance of their dissertation chair. Students should work closely with their dissertation chair to refine the proposal, prepare it for committee review, and address feedback throughout the proposal development process.

Appropriate seminar and proposal development work may include:

- refining the research problem;
- developing the literature review;
- strengthening the conceptual or theoretical framework;
- drafting research questions;
- developing the methodological design;
- preparing IRB materials;
- building a dissertation timeline;
- revising proposal sections based on chair or committee feedback.

The goal of Research and Dissertation Seminar is to support meaningful progress toward a well-developed and defensible dissertation proposal. Students should consult with their dissertation chair regarding expectations for proposal completion and when drafts are ready to be shared with committee members.

### **Dissertation Proposal Defense**

#### **Schedule the Proposal Defense**

Once the dissertation chair determines that the dissertation proposal is ready for defense, the student will work with the chair and committee members to schedule the dissertation proposal defense meeting.

No later than three weeks prior to the proposal defense meeting, the student must:

- Submit the **Ph.D. in Higher Education Dissertation Proposal Announcement Form** located on the **Ph.D. in Higher Education Student Canvas** site; and
- Provide all committee members with a complete copy of the dissertation proposal.

The Program Coordinator will distribute the proposal defense announcement to the academic community no later than two weeks prior to the defense date.

#### **Proposal Defense Meeting**

During the proposal defense meeting, the student will present and discuss the dissertation proposal and respond to questions, recommendations, and critiques from committee members and attendees.

Following the public presentation and any questions from guests or members of the academic community, all visitors will be excused, and the dissertation committee will conduct the formal examination of the student.

Following the examination, the student will be excused while the committee deliberates. The committee may make one of the following decisions:

- Pass;
- Pass with Minor Revisions; or

- Major Revisions Required and a Second Proposal Defense Required.

The dissertation chair will work with the student to communicate all required revisions, expectations, submission procedures, and applicable deadlines following the defense.

Within two business days of the proposal defense, the student must submit the **Ph.D. in Higher Education Oral Examination Results (Proposal) Form** located on the **Ph.D. in Higher Education Student Canvas** site.

### Second Defense Meeting

Students will be permitted a maximum of two dissertation proposal defense meetings.

If a second proposal defense is required, it should occur within one academic term of the initial proposal defense meeting.

No later than three weeks prior to the second proposal defense meeting, the student must:

- Resubmit the **Ph.D. in Higher Education Dissertation Proposal Announcement Form** located on the **Ph.D. in Higher Education Student Canvas** site; and
- Distribute the revised dissertation proposal to all committee members.

Within two business days of the second proposal defense, the student must submit a revised **Ph.D. in Higher Education Oral Examination Results (Proposal) Form** located on the **Ph.D. in Higher Education Student Canvas** site.

### Dissertation Research and Writing Development

Following successful completion of the dissertation proposal defense, students will conduct dissertation research and prepare the dissertation manuscript under the guidance of the dissertation chair and committee members.

Doctoral students are required to complete a minimum of 24 dissertation research credits in accordance with School of Graduate Studies requirements. Post-qualifying doctoral students must maintain continuous registration each Fall and Spring semester until all degree requirements have been completed.

Students are expected to meet regularly with the dissertation chair to discuss progress, research development, writing expectations, timelines, and completion goals. Students should share dissertation chapters with committee members only with approval from the dissertation chair.

## Dissertation Defense

### Schedule the Dissertation Defense

Once the dissertation chair determines that the dissertation is in final draft form and is ready for defense, the student will work with the chair and committee members to schedule the dissertation defense meeting.

No later than three weeks prior to the dissertation defense meeting, the student must:

- Submit the **Ph.D. in Higher Education Dissertation Defense Announcement Form** located on the **Ph.D. in Higher Education Student Canvas** site; and

- Provide all committee members with a complete copy of the dissertation manuscript.

The Program Coordinator will distribute the dissertation defense announcement to the academic community no later than two weeks prior to the defense date.

### Dissertation Defense Meeting

During the dissertation defense meeting, the student will present and discuss the dissertation research and respond to questions, recommendations, and critiques from committee members and attendees.

Following the public presentation and any questions from guests or members of the academic community, all visitors will be excused, and the dissertation committee will conduct the formal examination of the student.

Following the examination, the student will be excused while the committee deliberates. The committee may make one of the following decisions:

- Pass;
- Pass with Minor Revisions; or
- Major Revisions Required and a Second Dissertation Defense Required.

The dissertation chair will work with the student to communicate all required revisions, expectations, submission procedures, and applicable deadlines following the defense.

Within two business days of the dissertation defense, the student must submit the **Ph.D. in Higher Education Oral Examination Results (Defense) Form** located on the **Ph.D. in Higher Education Student Canvas** site.

### Second Defense Meeting

Students will be permitted a maximum of two dissertation defense meetings.

If a second dissertation defense is required, it should occur within one academic term of the initial dissertation defense meeting.

*Note: This may postpone the conferral of your degree to the next graduation cycle.*

No later than three weeks prior to the second dissertation defense meeting, the student must:

- Resubmit the **Ph.D. in Higher Education Dissertation Defense Announcement Form** located on the **Ph.D. in Higher Education Student Canvas** site; and
- Distribute the revised dissertation manuscript to all committee members.

Within two business days of the second dissertation defense, the student must submit a revised **Ph.D. in Higher Education Oral Examination Results (Defense) Form** located on the **Ph.D. in Higher Education Student Canvas** site.

### Final Submission and Degree Completion

Once all required revisions have been approved by the dissertation chair and committee members, the student must complete the SGS **Application for Doctorate of Philosophy Form** and obtain all required committee signatures in accordance with current School of Graduate Studies requirements and procedures.

Committee approval signatures, dissertation formatting requirements, final electronic submission procedures, and graduation deadlines must comply with current School of Graduate Studies policies and deadlines.

Following final dissertation approval and completion of all School of Graduate Studies degree requirements, students must submit the completed **Application for Doctorate of Philosophy Form** to the Ph.D. in Higher Education Program Coordinator for processing and recordkeeping.

## **DOCTORAL STUDENT SUPPORT**

### **Student Financial Support**

#### **Graduate Fellowships**

Applicants applying for full-time enrollment may be considered for University or school-based fellowship opportunities. Fellowship support may include a stipend, tuition remission, and health insurance benefits.

Students receiving fellowship support are expected to:

- Maintain full-time enrollment, when applicable;
- Make satisfactory academic progress;
- Meet program and SGS requirements;
- Engage appropriately in scholarly and professional development activities.

Additional terms and conditions associated with fellowship awards are determined by the awarding office.

#### **Graduate Assistantships**

Graduate Assistant (GA) positions may be available through academic departments, administrative offices, research centers, or faculty grants and contracts. Assistantships may include a stipend, tuition remission, and health insurance benefits, depending on the appointment type and funding source.

Students interested in assistantship opportunities are encouraged to consult with faculty advisors, monitor University communications, and review opportunities shared through program announcements.

#### **Teaching Opportunities**

Students may have opportunities to teach undergraduate courses or serve in instructional support roles, subject to departmental needs, qualifications, and faculty approval. Compensation and responsibilities vary depending on the appointment.

#### **Grants and Fellowships for Continuing Students**

Students are encouraged to explore additional internal and external funding opportunities, including dissertation fellowships, conference travel grants, scholarships, and research funding opportunities. Information regarding available opportunities may be shared through the program, the Graduate School of Education (GSE), the School of Graduate Studies (SGS), GradFund, professional organizations, and University communications.

Examples of funding and support resources include:

- GSE Scholarships: <https://gse.rutgers.edu/tuition/>
- NAEd/Spencer Dissertation Fellowship Program: <https://naeducation.org/naedspencer-dissertation-fellowship-program/>
- School of Graduate Studies Dissertation Completion Fellowships: <https://grad.rutgers.edu/funding/fellowships-grants>
- Paul and Daisy Soros Fellowship for New Americans: <https://www.pdsoros.org/>
- GradFund: <https://gradfund.rutgers.edu/>
- School of Graduate Studies Conference Travel Funding: <https://grad.rutgers.edu/funding/conference-travel-funding>
- GSE Student Affairs Committee (GSAC) Travel Funding: <https://sites.google.com/scarletmail.rutgers.edu/gsac/funding>
- Rutgers Financial Aid Office: <https://scarlethub.rutgers.edu/financial-services/>

Students are encouraged to regularly review application requirements, eligibility criteria, and deadlines associated with individual funding opportunities.

### **Tuition Bill Payment**

Students are responsible for reviewing and managing their tuition accounts each academic term through Rutgers University systems and offices. Information regarding tuition billing, payment deadlines, financial holds, tuition remission, and student accounting procedures is available through the University Student Accounting, Billing, and Cashier Services [website](#).

The [GSE Business Office](#) processes fellowship, scholarship, and tuition remission awards in coordination with applicable University offices.

Students are also responsible for completing all required University enrollment verification processes, including the online “R U HERE” confirmation each academic term. Additional information regarding the “R U HERE” process is available at:

<https://scarlethub.rutgers.edu/registrar/registration/ruhere-confirmation/>

### **Student Health Insurance**

Full-time students are assessed fees for Rutgers University Health Services and student health insurance coverage as part of their term bill. Part-time students may have the option to enroll in student health insurance coverage.

In accordance with University policy, international students are automatically enrolled in required student health insurance coverage regardless of credit load, unless otherwise approved through the University waiver process.

Students are responsible for reviewing all health insurance charges, enrollment requirements, waiver eligibility, and coverage information each academic term. Additional information regarding student health insurance, health services, and benefits is available through the School of Graduate Studies website: <https://grad.rutgers.edu/life-at-rutgers/health-services-and-benefits>

### **Appeals and Grievances**

Students are encouraged to seek guidance and support if they experience academic concerns, interpersonal conflicts, discrimination, harassment, misconduct, or other issues affecting their

academic experience or well-being.

Depending on the nature of the concern, students may consult with their faculty advisor, the Graduate Program Director, or appropriate University offices. Students may also contact the [Senior Associate Dean for Student Affairs](#) to discuss concerns confidentially and explore available support resources and reporting options.

### Academic Appeals

Students who believe their work has been evaluated unfairly or incorrectly should first discuss the matter with the faculty member(s) involved. If the matter cannot be resolved to the student's satisfaction, the student may submit a written appeal to the Graduate Program Director.

If the Graduate Program Director is unable to resolve the matter to the satisfaction of the student and/or the faculty member(s) involved, the matter may be referred to the Executive Committee. The Executive Committee may either address the matter directly or request that the Graduate Program Director constitute an ad hoc Committee of Review to evaluate and resolve the issue.

If the matter remains unresolved, the appeal may be referred to the Dean of the School of Graduate Studies (SGS) for final determination in accordance with SGS policies and procedures.

Students who fail to maintain satisfactory academic progress may receive formal written academic warnings in accordance with SGS and program policies. Academic warnings may include recommended steps for improvement, available support resources, and information regarding applicable appeals procedures. Continued failure to maintain satisfactory academic progress may result in the initiation of dismissal procedures consistent with SGS policy.

In cases involving recommendations for dismissal or other academic disputes that cannot be resolved through the program's appeal process, students may further appeal to the School of Graduate Studies in accordance with SGS bylaws and University policy. Appeals to SGS must comply with applicable SGS procedures and timelines.

Students should also refer to program-specific policies regarding qualifying examination appeals, academic standing, and satisfactory academic progress requirements, where applicable.

Additional information regarding SGS academic appeals policies is available at: <https://grad.rutgers.edu/current-students/policies-procedures-students>

### Grievances and Reporting Concerns

Students who experience or witness discrimination, harassment, sexual misconduct, retaliation, academic integrity violations, or other concerning behavior are encouraged to report the matter to the appropriate University office. Reports may be submitted anonymously where permitted by University policy.

Depending on the nature of the concern and the individuals involved, reports may be directed to the following offices:

Type of Concern	Appropriate Office
Sexual harassment or sexual misconduct involving faculty, staff, or students	Student Affairs Compliance and Title IX <a href="https://nbttitleix.rutgers.edu/">https://nbttitleix.rutgers.edu/</a>

Type of Concern	Appropriate Office
Discrimination or harassment involving faculty or staff	University Human Resources <a href="https://uhr.rutgers.edu/forms/discrimination-harassment-complaint">https://uhr.rutgers.edu/forms/discrimination-harassment-complaint</a>
Discrimination, harassment, or student misconduct involving students	Office of Student Conduct <a href="https://studentconduct.rutgers.edu/">https://studentconduct.rutgers.edu/</a>
Academic integrity violations involving students	Office of Student Conduct <a href="https://studentconduct.rutgers.edu/">https://studentconduct.rutgers.edu/</a>

Students may also consult with their faculty advisor, the Graduate Program Director, or designated GSE administrators regarding available support resources and reporting options.

### **Advising, Mentorship, And Professional Development**

Doctoral education is highly individualized, and students are expected to work closely with their faculty advisors regarding course planning, research development, qualifying examination preparation, dissertation progress, and professional development opportunities.

Students are encouraged to maintain regular communication with their faculty advisors regarding:

- Academic progress and degree milestones;
- Course selection and transfer coursework;
- Research and scholarly opportunities;
- Qualifying examination preparation;
- Dissertation planning and timelines;
- Professional development goals and career interests.

Because students enter the program with different academic backgrounds, professional experiences, research interests, and career goals, advising recommendations and degree pathways may vary across students.

Students seeking to change faculty advisors should first discuss the transition with the current and prospective advisor. All advisor changes must be formally documented using the appropriate Change of Advisor process outlined by the program.

Students are also encouraged to communicate concerns, challenges, or feedback regarding their academic experiences with their faculty advisor, Graduate Program Director, course instructor, or appropriate University office, depending on the nature of the concern.

### **Student FAQ's**

#### *Where should I go first when I have a question?*

Your faculty advisor is the best starting point for academic, research, and career-related questions.

Questions about registration, forms, milestone paperwork, and other administrative processes should be directed to the Program Coordinator.

Questions about program policies, advisor changes, appeals, exceptions, or concerns that cannot be resolved through regular advising should be directed to the Program Director.

Students may also share broader program suggestions or cohort-wide concerns with the student

representatives, when appropriate.

*How do I find research opportunities?*

Students are encouraged to discuss their research interests with their faculty advisor early and often. They should also review faculty research profiles and CVs, attend program events, connect with research centers and projects across Rutgers, and network with faculty and advanced doctoral students.

Independent Study and Field Experience courses may provide opportunities to gain pre-dissertation research experience. Conferences and professional organizations can also help students identify research interests, build scholarly networks, and learn about current scholarship in the field.

Research opportunities are not guaranteed. Students are expected to take an active role in seeking opportunities, communicating their interests, and following up on potential collaborations.

*When is it appropriate to change advisors?*

Students may request a change of faculty advisor when their research interests, methodological needs, mentoring needs, or professional goals change. Whenever possible, students should discuss the transition with both their current and prospective advisor before making the change.

Advisor changes must be documented using the Ph.D. in Higher Education Change of Advisor Form within two weeks of the change.

Students should also consider whether their advisor remains the best fit as they prepare for the qualifying examination and begin dissertation proposal development.

*How do I know which courses to take?*

Students should consult the course offering schedule, the Rutgers Schedule of Classes, and their faculty advisor when planning coursework. The faculty advisor should approve coursework intended to satisfy Ph.D. in Higher Education degree requirements.

Because doctoral study is individualized, students should not assume they will take the same courses or follow the same sequence as other students. Course planning should be discussed regularly with the faculty advisor and documented through the annual Individual Development Plan (IDP) process.

*Why might students receive different advice from different advisors?*

The Ph.D. in Higher Education is an individualized program. Students enter with different academic backgrounds, research interests, methodological preparation, professional experiences, and career goals. As a result, faculty advisors may recommend different coursework, research experiences, timelines, or professional development opportunities.

Students should use the annual Individual Development Plan (IDP) process to review their progress, discuss future goals, and ensure they remain on track to meet program requirements.

*Does the Research and Dissertation Seminar mean I will finish my full dissertation proposal?*

Not necessarily. Students enter the seminar at various stages of preparation. Some may complete a full proposal draft, while others may focus on developing the literature review, theoretical framework, research design, methods chapter, IRB preparation, or a timeline for completing the proposal.

The goal of the seminar is to make meaningful progress toward a well-developed and defensible dissertation proposal rather than for every student to produce the same final product.

*How should I prepare for the qualifying examination?*

Students should begin discussing qualifying examination preparation with their faculty advisor at least two semesters before the anticipated examination period. Preparation typically includes developing a statement of interest, building a reading list, identifying committee members, refining areas of scholarly expertise, and establishing a realistic timeline.

The qualifying examination is designed to assess a student's readiness to advance to candidacy and begin dissertation proposal development. It is distinct from the dissertation proposal itself.

## **RESEARCH AT RUTGERS UNIVERSITY**

### **Institutional Review Board (IRB) Approval And Human Subjects Protection Certification**

Any research involving data collection from individuals, including dissertation research, requires approval from Rutgers University's Institutional Review Board (IRB) prior to the collection of any human subjects data.

The Rutgers Human Research Protection Program (HRPP) and Institutional Review Board (IRB) are responsible for protecting the rights and welfare of human research participants while supporting the ethical conduct of research. The HRPP supports the University's research enterprise by ensuring compliance with applicable federal and state regulations, promoting ethical research practices, and providing education and guidance related to human subjects research.

IRB review is required for all human subjects research conducted under Rutgers University auspices, regardless of funding source. Research activities involving human subjects may not begin until the IRB has reviewed and approved the study and an official Notice of Approval has been issued.

Because doctoral students are expected to engage in research throughout their graduate studies, students should become familiar with human subjects protection policies, IRB review processes, and research ethics requirements early in the program.

Students should review Rutgers IRB resources regarding:

- Determining whether a project constitutes "Human Subject Research";
- Types of IRB review and approval procedures;
- Required submission forms, templates, and supporting documentation;
- Research protocols and consent form requirements;
- External approvals and compliance requirements;
- eIRB submission procedures and review timelines;
- Human subjects research policies, procedures, and guidance documents.

The general IRB submission process includes:

1. Confirming whether the proposed project qualifies as Human Subject Research
2. Completing required Human Subjects Protection education
3. Selecting the appropriate IRB review category based on the study's level of risk
4. Preparing required IRB forms, protocols, consent documents, and supporting materials
5. Submitting the study through the Rutgers eIRB system
6. Responding to any requested revisions or compliance requirements during the review

process

All Rutgers University faculty, students, and research personnel involved in human subjects research must complete the applicable Collaborative Institutional Training Initiative (CITI) Human Subjects Research training prior to engaging in research activities. Current CITI certification is required for all listed study personnel before IRB approval can be finalized.

Students should consult with their faculty advisor and dissertation committee regarding IRB requirements and the appropriate timing for submission as part of the research planning process.

Additional information, forms, templates, and guidance are available through the Rutgers Human Research Protection Program (HRPP) and IRB website:

- [Rutgers Human Research Protection Program \(HRPP\)](#)
- [IRB Process and Requirements](#)
- [HRPP Toolkit and Forms](#)
- [Collaborative Institutional Training Initiative \(CITI\) Information](#)

For additional assistance, students may contact the Rutgers IRB Office at [IRBOffice@research.rutgers.edu](mailto:IRBOffice@research.rutgers.edu).

### **Ph.D. in Higher Education Program Events and Engagement**

The Ph.D. in Higher Education program hosts a variety of academic, professional, and community-building events throughout the academic year. Events may include guest speakers, panel discussions, workshops, research presentations, dissertation and qualifying exam support sessions, faculty and student networking opportunities, and other scholarly or professional development programming relevant to higher education.

All program events, deadlines, workshops, and engagement opportunities are maintained on the Ph.D. in Higher Education Student Canvas site calendar. Students are expected to regularly review the Canvas calendar and program announcements for updated event information, RSVP requirements, deadlines, and participation expectations.

Participation in designated program events and engagement activities is considered a vital component of doctoral professional socialization, scholarly development, and community engagement within the program. Some events may be required for students based on program stage, milestone progress, or program expectations.

Event details, attendance expectations, and RSVP instructions will be communicated through the Ph.D. in Higher Education Student Canvas site.

### **Conference Presentations And Scholarly Opportunities**

Many regional, national, and international conferences focused on higher education research, policy, leadership, and student affairs are held throughout the academic year. Students are strongly encouraged to attend and present at professional conferences as part of their scholarly, professional, and research development.

Participation in scholarly conferences provides opportunities to:

- Present research and receive professional feedback;
- Engage with current scholarship and emerging issues in the field;

- Build professional networks with scholars and practitioners;
- Explore research collaborations and publication opportunities;
- Develop presentation, facilitation, and scholarly communication skills.

Examples of major higher education and education-related conferences include:

- Association for the Study of Higher Education (ASHE); Annual Conference typically held each November
- American Educational Research Association (AERA); Annual Meeting typically held each spring, in April
- College Student Educators International (ACPA); Annual Convention typically held in March or April
- NASPA - Student Affairs Administrators in Higher Education (NASPA); Annual Conference typically held in March or April

Students are encouraged to regularly review conference and organization websites for proposal submission requirements, deadlines, and participation opportunities. Calls for proposals are typically released several months prior to the conference date.

Additional scholarly opportunities, such as calls for proposals, chapter submissions, grant opportunities, and leadership opportunities, are shared with faculty and students throughout the academic year. Some opportunities may align well with Independent Study in Higher Education coursework or other pre-dissertation research experiences.

## **DIRECTORY**

### **Higher Education Program Faculty**

#### **Director of the Higher Education Program**

[Nichole Garcia](#) - Department of Education Psychology, Graduate School of Education; Ph.D., University of California, Los Angeles

#### **Core Faculty of the Higher Education Program**

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[Marybeth Gasman](#) - Samuel DeWitt Proctor Endowed Chair in Education, Department of Education Psychology, Graduate School of Education; Ph.D., Indiana University

[Ebelia Hernandez](#) - Department of Education Psychology, Graduate School of Education; Ph.D., Indiana University

[Alex Kenney](#) - Department of Education Psychology, Graduate School of Education; Ph.D., Pennsylvania State University

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## **Associate Members of the Program Faculty**

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[Joan Collier](#) - Faculty Affairs and Engagement; Ph.D., The University of Georgia

[Ralph Gigliotti](#) - Chief of Staff, President's Office; Ph.D., Rutgers University

[Michael Klein](#) - Senior Public Policy & Nonprofit Management Executive, Strategic Planning & Policy Development, Higher Education Policy, Law, and Finance Expert; Ph.D., New York University

[Michelle Van Noy](#) - Education and Employment Research Center; Ph.D., Columbia University

[Dayna Weintraub](#) - Student Affairs - Assessment, Strategy, and Planning; Ph.D., University of California, Los Angeles

## **Program, Staff, and Administrative Contacts**

### **School of Graduate Studies (SGS)**

[Mark Gregory Robson](#) - Dean of the School of Graduate Studies, Associate Vice Provost for Graduate Education

[Victoria Abraira](#) - Senior Associate Dean for Academic Affairs

[Ben Arenger](#) – Assistant Dean; Enrollment, Registration and Student Affairs

[Teresa Delcorso-Ellman](#) - Senior Associate Dean, Director of GradFund

[Allison Gradina](#) - Senior Program Administrator; Degree Certification

### **Graduate School of Education (GSE)**

[Christopher Span](#) - Dean of the Graduate School of Education and Distinguished Professor

[Mariya Zia](#) - Administrative Coordinator, Dean's Office

[Matt Winkler](#) - Assistant Dean for Advisement

[KerriAnn Mattaliano](#) – Program Coordinator for Doctoral Programs

[John Anciano](#) - Senior Director of Finance and Administration

[Jason Jordan](#) - Personnel Manager

### **Writing Programs**

[Mark DiGiacomo](#) - Executive Director of the Writing Program

**Division of Student Affairs**

[Ghada Endick](#) - Assistant Dean, Graduate Student Life